

Tithe Farm Road, Houghton Regis, Bedfordshire, LU5 5JB
Telephone: (01582) 865047
Email: office@tithefarmprimary.co.uk
Website: www.tithefarmprimary.co.uk
Head teacher: Mrs Rachel Worsfold



Monday 18th July 2022

Dear Families,

During this academic year we have taken time to carry out research; evaluate our practice in regard to the deployment of additional adults within the classroom; and take advice from our SEND Advisory Teacher (SENDAT) from the Local Authority. As a result of this we are moving to a different model of additional support for children with SEND.

In the past, it was common practice in many school settings for any child who had additional hours of support to have a named adult sat by their side supporting them on a 1:1 basis or withdrawing them from the classroom to carry out specific interventions. The Government research and analysis paper 2021: Supporting SEND states that 'Pupils had become over-reliant on their TAs, potentially impacting on them being able to develop independence.' Within this paper it also suggests that pupils feel socially isolated from their peers.

To ensure that your children receive the highest quality education and support whilst at Tithe Farm, we are moving to an approach which ensures that we provide a high quality curriculum offer for all children and that the statutory provision as outlined in EHCPs are delivered; as well as this we are also focussing on developing softer skills, for example independence and resilience which children will require as they move to the next stage of their learning. This model moves away from a 'Velcro' model, which Gersche (2005) warns against. It allows children to develop emotional resilience and be less dependent on one person. It also allows them to become fully included in the class forming more meaningful relationships with peers.

It is also important as Blatchford et al argue that pupils with SEND benefit from more not less of the teacher's time. With a named 1:1 there is a danger that delegating responsibilities to the LSA means that the teacher does not feel the need to consider 'pedagogical approaches that might benefit the whole class'. To avoid these issues Ofsted (2008) has advised that an inclusive classroom is enhanced when teachers provide clear guidance to LSAs and involve them with planning.

We have carefully looked at each year group and the additional support that is required for children with EHCPs, SEND and more general support for children without any identified SEND need. We have then allocated the correct number of additional staff to meet these needs. Adults who are working in a year group will work together to ensure the needs of all children are met. The class teacher is responsible for ensuring the provision is appropriate for all children and will deploy staff appropriately to ensure this. Our SENDCOs will be carefully monitoring this alongside our SENDAT to ensure that this is effective. In addition to this we have employed a highly skilled Intervention LSA who will be delivering specific interventions across the school.

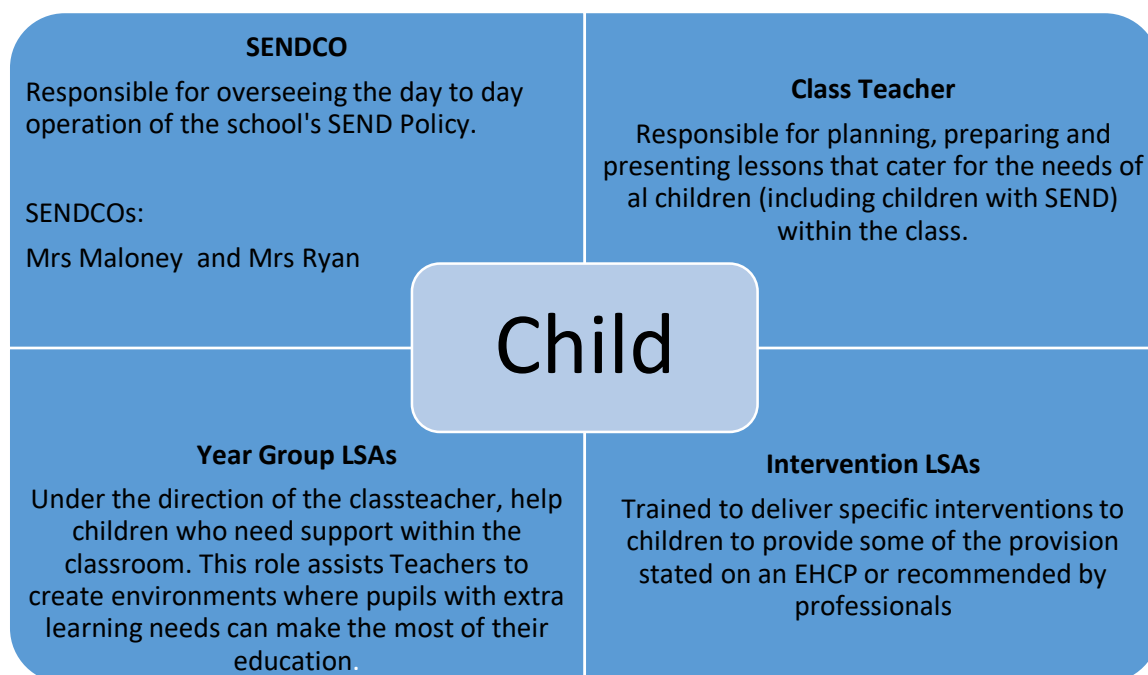
Children who have an EHCP will not have a named 1:1 providing their additional hours of support; however, **they will have a consistent team, who is directed by the class teacher to ensure that the needs of all children are met.** This

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includes the statutory provisions in an EHCP. The diagram below outlines the responsibilities that the different members of staff have in providing support for your children.



At Tithe Farm, it is our belief that any child can succeed, and we are committed to enabling children to develop as powerful learners who are excited, motivated and always challenging themselves to achieve whatever they put their mind to whilst ensuring they are ready for the next step of their journey.

Yours sincerely,

RWorsfold.

Mrs Worsfold

Headteacher

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