

SEND Area of Need



- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



Tithe Farm

2022/2023

EHCP count

EYFS = 2

KS1 = 7

KS2 = 7

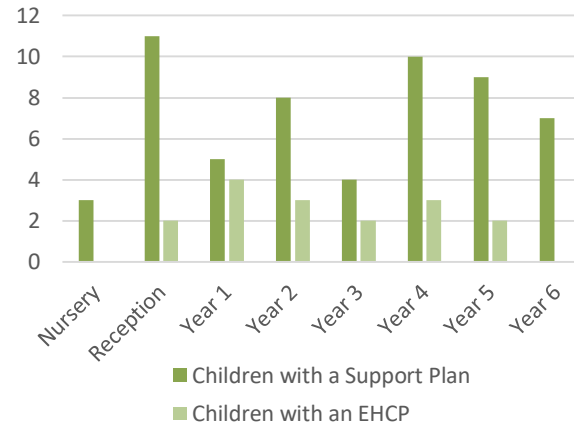
Attendance

Children with SEND at Stage 1 & Stage 2 – 94.54

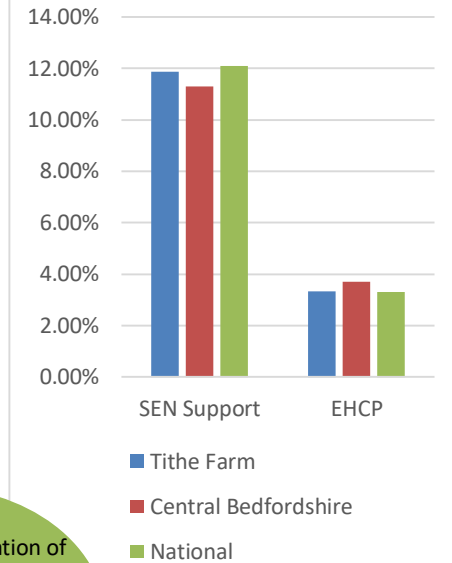
Children with an EHCP – 78.46

Whole School – 94.54

Children receiving SEND Support or have an EHCP



Tithe Farm Primary School compared to Bedfordshire and National Data



SEN Support

Quality First Teaching for All

- * A rich curriculum that has a determined focus on providing broad and balanced experiences for all pupils.
- * Termly pupil progress meetings between teachers and SLT to identify need and ensure support/interventions are timely and effective.
- * High quality support in class provided through Quality First Teaching by knowledgeable and skilled staff.
- * High levels of inclusion for all children.
- * Implementation of recommendations from professionals is implemented and monitored in a timely manner.

“Timely implementation of strategies recommended by the EHCP and external agencies”.

Parent view – July 2023

“Proactive measures to meet my child’s individual needs”

Parent view – July 2023

Cognition and Learning

- Robust assessment programmes highlighting targeted area of need including Nara, Accelerated Reader and Sandwell.
- Individual and small group targeted intervention programmes.
- Computing programs and hardware are used to reduce barriers to learning where possible including iPads and laptops.
- In class resources to support learning opportunities, e.g Base 10, 100 squares, dictionaries, Widget Word Banks, sentence stems, etc.

Communication and Interaction

- The school has an effective assessment process which identifies barriers to learning and provides appropriate action.
- Use of Widget software across the school promotes students to communicate and develop their language, including the use of PECS where needed.
- Interventions including Bucket Time, Lift Off to Language, Talkabout, Lego Therapy, Time to Talk and Helping Young Children to Listen.
- Trained LSAs deliver interventions across school.

Social, Emotional and Mental Health

- Assessment programs including Boxall Profiles, SDQs and Conner’s Questionnaires.
- Family Support Worker, Play Therapist and MHST.
- Social stories, Restorative conversations, sensory circuits and Comic strip conversations.

Sensory and Physical

- Fine and gross motor skill programmes
- Sensory circuits and Write from the Start.
- Support from outside agencies e.g. Hearing Impairment Team, Visual Impairment Team, School Nurse and Occupational Therapy.
- Sensory Difficulties Checklist.

Improvement Priorities

- To maintain at least expected progress for children with SEND in Reading, Writing and Mathematics.
- To effectively track progress of outcomes for pupils with an EHCP.
- SENCOs to work with class teachers to develop multi-sensory teaching opportunities through Quality First Teaching in order to provide learning for a full range of learning styles.
- To encourage independence amongst SEND students.
- To conduct regular ‘Pupil Voice’ exercises in order to develop a child-centred approach to SEND at Tithe Farm.
- For all staff to have a responsibility for SEND pupils during their Performance Management meetings. These will be targeted, managed and quantifiable.
- To identify and provide resources to meet the