

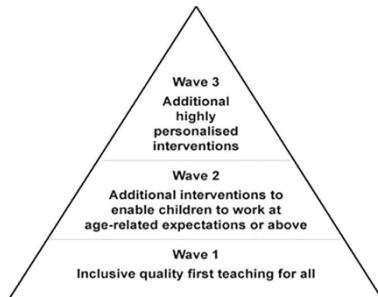
Understanding our Graduated Response

All pupils are placed on our Federation provision map.

Wave 1 is Quality First Teaching (QFT). Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.

Wave 2 is for pupils who require additional support to work at age-related expectations. Interventions are reviewed and evaluated every term. This level of support may take place in small groups or on a 1:1 basis

Wave 3 is where we may refer to outside agencies for additional support or diagnosis. These interventions are highly-tailored to meet an individual's needs.



4 Areas of Special Educational Need (SEN)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further information see our SEND and Policy / SEND Information Report and on the school website.

Federation Qualifications

- Accredited SENCO with National SENCO Award and NPQSL
- 1 qualified Trauma Informed Schools practitioner (TIS)
- All staff trained with dyslexia support qualification
- 3 Members of staff trained with 'Understanding dyspraxia' qualification
- 3 Mental Health First Aiders
- 1 previously licensed Thrive practitioner
- Trained 'Team Teach' practitioners
- HLTAs trained in SALT support

Our Inclusion & Special Educational Needs Team

SEND Coordinator: Mr Uren

Gifted and Talented Coordinator: Mr Uren & Mrs Jordan

Mental Health and Well-Being Lead: Mr Gromski, Mr Uren & Mrs Jordan

SALT TAs: Mrs Michell (Tibberton) Mrs Rogers (Hindlip)

Speech and Language Therapists: Sue Poyner

SEND Governor: Matthew Davies

SEND Information for Parents and Carers

Hindlip & Tibberton First Schools 23/24



www.hindlipfirst.worcs.sch.uk

01905 453 455

www.tibberton.worcs.sch.uk

01905 345 284

We want every child to:

- Feel valued, included and motivated to learn
- Enjoy school
- Make academic and emotional progress
- Achieve their personal best
- Improve their independence
- Develop as a rounded individual who is able to contribute to their community
- Experience a range of successes and develop a positive sense of self

Interventions & Alternate Provision we provide

- Speech and language interventions
- Social skills / Lego therapy
- Action Words reading and spelling intervention
- Fine & gross motor / handwriting interventions
- Starving the Anxiety Gremlin
- Phonics and precision teaching interventions
- Middle and high attainers intervention
- Gifted and Talented workshops
- Starving the anger monster
- Jimbo Fun dyspraxia intervention
- Nessy dyslexia screening and support programme
- Relax Kids support
- Dr. Playwell's Anger Management
- Green Fingers LAC placement / Perryfields PRU

Parental Involvement

- We recognise that parents have an important overview and understanding of how best to support their child
- Open door policy with SENCo usually available within 48 hours for request
- Termly teacher feedback through reports and Parents' evenings
- Termly Individual Education Plans setting out three specific, measurable, achievable, relevant and timely targets
- Parents are valued partners in the process of supporting pupils with SEND
- SEND coffee mornings with SENCO to feed into SEND Information Report

What are Special Educational Needs / Disabilities?

A pupil may have a learning or physical difficulty which requires support that is different from or additional to that provided for other children of a similar age.

Responsibilities

The governing body and SENCO have a statutory duty to ensure that where a child has SEND, their parents or carers are notified and the necessary provision made available. The governing body has a duty to ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND. The governors aim to encourage an effective working partnership between parents, carers and the school.

Agencies We Refer to and Work With

- Speech and Language Therapist (SALT)
- Behaviour Support Team and Outreach Team
- School Nurse
- Complex Communication Needs Team (CCN)
- Learning Support Team (LST)
- Educational Psychology (EP)
- Occupational Therapy (OT)
- Hearing / Visual Impairment Team
- Worcester Children First Educational Psychology (EP)
- Perryfields PRU
- School nurse

Education Health Care Plans [EHCPs]

In a minority of cases, some pupils who need long-term support at a highly tailored individual level, above that which is ordinarily available, may require an EHCP. EHCPs cannot be accessed without at least two cycles of assess, plan, do, review - (usually two terms).

What if I think my child has SEN?

All parents are able to speak to teachers at the end of the school day or request a longer meeting to discuss potential SEND need. The SENCO is also available for face to face meetings, Zoom meetings or telephone consultations on request to the school office. In the vast majority of cases this will be within 48 hours of request.