

Tadpole Farm CE Primary Academy,
Greene Street, Tadpole Garden Village,
Swindon SN25 2QS

Tadpole Farm CE Primary Academy
Annual Special Educational Needs and Disabilities (SEND)
Information Report 2023/24

School Name: Tadpole Farm Church of England Primary School

Principal: John Spencer

Special Educational Needs and Disabilities Coordinators (SENDCo): Sarah Baker

Telephone: 01793 729740

SEND Governor: Lora Dawson

At Tadpole Farm CE Primary Academy (TFCEPA), we welcome everybody into our community. The staff, Local Board Members, pupils and parents work together to make TFCEPA a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, skills groups and other learning interventions developed to personalise learning.

Having good attendance is key and we are pleased that pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to learn and grow within:

- a community living and learning through Christian values;
- a place of friendship; a partnership between children, parents, staff, Local Board members, the Church, the DBAT family of schools and the community as a whole;
- a compassionate place where the individuality, gifts and talents of all children and adults are nurtured;
- a stimulating environment where children enjoy achieving full potential in their academic, creative, personal, physical, moral and spiritual development;
- an innovative Church academy, where exploring and asking great questions is part of everyday life; and
- a place where a love of learning grows through all we do.



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TFCEPA is part of the Diocese of Bristol Academies Trust (DBAT), which is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing the values of the foundation. The Trust is committed to providing an environment which values and supports the needs of all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

This SEND Information Report and Contribution to the Local Offer are provided to comply with the ‘Special educational needs and disability Code of Practice 0-25 years (January 2015)’.

<p>What kinds of special educational needs are provided for at TFCEPA?</p>	<p>Tadpole Farm CE Primary Academy (TFCEPA) is an inclusive mainstream academy. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children.</p> <p>We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs. We refer to the term “Special Educational Needs” if a child:</p> <p>a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.</p> <p>b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.</p> <p>The difficulty or disability may relate to:</p> <ul style="list-style-type: none"> ● communication and interaction (CI) ● cognition and learning (C+L) ● Social Emotional and Mental Health (SEMH) ● sensory or physical conditions. (SP) <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in cooperation with the local authority. We make reasonable adjustments to ensure that</p>
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	<p>children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum. Our school is on one level and so is easily accessible to children with gross motor difficulties and those with wheelchairs.</p> <p>Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.</p> <p>Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> ● closes the attainment gap between the child and children of a similar age ● prevents the attainment gap growing wider ● is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers ● matches or is better than the previous rate of progress ensures that a child has full access to the curriculum in line with their peers ● demonstrates an improvement in self-help, social or personal skills ● demonstrates improvement in a child's behaviour allowing them to be receptive to learning.
<p>How does the school know that my child needs help?</p>	<p>Working alongside and in partnership with you, we make sure we are regularly in discussions with parents about the welfare of the children. All the staff are involved in monitoring the children's progress carefully and put in interventions to support any child that needs support or challenge beyond normal class differentiation. Progress Meetings are held every term between class teachers and SLT to monitor the progress of all children. The class teacher will discuss specific children with the SENDCo and the decision may then be taken to gather further evidence by looking at work, making observations or</p>



	<p>carrying out assessments to help identify any special educational need the child may have. Parents and carers are fully involved in this process too as this way of partnership working is vital. The school holds parents and carers meetings in the Autumn and Spring terms. More regular meetings are instigated by both parents and staff if the need arises. The school actively uses the Swindon Core Standards, Early Help Process and Team around the child meetings to identify need, share information and work closely with families and other professionals. Please see below the Swindon Local offer for more details.</p> <p>Swindon Local Offer - Home</p>
<p>How will TFCEPA support my child?</p>	<p>Children who have been identified as having special educational needs will receive additional targeted support aimed at enabling them to make progress in order to close the learning gap with their peers or, if currently working beyond their peer group, to make progress at a suitable rate to their needs. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning using a specific programme either 1:1 or in a small group. The SENDCo works to support, monitor the impact of and advise with this work. The SENDCo works with the assigned Local Board Member for SEND to monitor the impact of the additional support in place. Children may be part of group provision mapping (short term targeted intervention in small groups); May have an Early Help Record (EHR); Learning Plan or may be considered for an Education Health Care Plan (EHCP). Whatever stage they are on, you, as parents and carers, will be fully informed and involved.</p>
<p>What external services do you use?</p>	<p>External specialists we use are:-</p> <ul style="list-style-type: none"> ● Speech and Language therapy ● Social, Communication and Interaction Difficulties ● Autistic Outreach services ● Advisory teacher for Physical Disability ● Advisory teacher for Visual impairment ● Advisory teacher for Hearing Impairment ● Social, Emotional and Mental Health Team



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	<ul style="list-style-type: none"> ● Occupational Therapy ● Paediatricians ● Assisted Technology Service ● School Nurse ● Health Visitor (Nursery only) ● Specific Learning Difficulties Advisory Service ● Educational Psychology ● Targeted Mental health Service (TaMHS) <p>Our own staff have extensive experience with autistic spectrum needs; attachment needs; persistent demand avoidance syndrome; tourettes; Attention Deficit hyperactivity Disorder (ADHD); pastoral support; art therapy; phonic and reading support; dyslexia needs and speech and language therapies. When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.</p> <p>This is triggered when:</p> <ul style="list-style-type: none"> ● a child continues not to make adequate progress ● continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness ● continues to have difficulty in developing Literacy and Numeracy skills ● has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme ● has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service ● has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school. <p>For these children, the difference between their attainment and that of the other children is widening and this needs further</p>
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	<p>investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The external specialist may:</p> <ul style="list-style-type: none"> ● act in an advisory capacity to refine targets set by the school ● extend the expertise of the teaching Staff ● provide additional assessment for evidence gathering ● be involved in supporting the child directly ● suggest that a statutory assessment is advisable ● consult with all parties involved with the child ● provide support to parents and carers <p>Links with outside agencies are well established and transition to and from other schools locally is very good due to our close liaison with these schools.</p>
<p>How will I know how my child is doing and how will you support me to help my child's learning?</p>	<p>We are always happy to discuss your child with you - a member of staff is usually available first thing in the morning or appointments can be made at the School Office. In addition to this we hold parent and carer's evenings – these involve two 10 minute sessions twice a year that yourselves and your child attend together; parent drop-in sessions to look at show cases of children's learning; annual report to parents comes out in July each year. In some circumstances we will, in agreement with you, set up additional communication sessions or home-school books to help support your child.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All of the teaching and learning at TFCEPA is differentiated in a variety of ways - sometimes the outcomes expected will be different; sometimes the support may be different and sometimes the resources used may be different. Whatever the differentiation is, it is aimed at the child making the next step they need in their learning within that specific part of the curriculum.</p>
<p>What should I do if I am concerned about how my child is feeling or about their</p>	<p>We are always happy to discuss your child's feelings and progress with you at any time. The staff are available for brief discussions in the morning and a member of our Senior</p>





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<p>learning progress?</p>	<p>Leadership Team is usually available on the gate in the mornings too. If you need a longer discussion then please pop in to the school office to book an appointment. Although we have regular parent meetings we always prefer you to contact us as soon as a concern arises so that we can work together to resolve an situation.</p>
<p>How is my child involved in this process?</p>	<p>Children are at the heart of all we do and their understanding of their own needs and skills is key to our ethos here at TFCEPA. Children, with parental agreement, can have 1:1 specialist support to enable them to talk through their feelings and find ways of dealing with things that have happened to them. All the children are involved in target setting and assessment and contribute to parent review meetings and their own reports at the end of the year. The ethos of our school encourages all children to appreciate themselves and others for the skills they have and to celebrate their own and others achievements of the next steps in learning.</p>
<p>My child is coming to or leaving your school - how do you support transition?</p>	<p>Whatever year group your child joins us in they will be offered the opportunity of one or more shorter trial sessions to help them settle in and, if joining in any other year group than YR or YN at the start of the year, will be buddied up with another child or children who will take care of them for the first few days/weeks. Your child will also be given some 1:1 time each week with an adult for the first term to give them time to ask any questions that they need to ask. As parents you too will receive a phone call from the inclusion team at least once a fortnight for the first term to give you time to ask questions about the settling in period. If your child has specific needs already identified we will liaise closely with the previous school or placement to ensure a smooth transition. For children leaving us to go to another school or to move on to secondary school we will ensure that all necessary information is passed on to make the transition to their new school as smooth as possible. If your child has specific needs we would work with the new school over extended transition arrangements if these were necessary.</p>
<p>Useful Links</p>	<p>Details the Local Offer for Swindon-</p>





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	<p>https://localoffer.swindon.gov.uk/home</p> <p>The school website has a number of policies - www.tadpolefarmcepa.co.uk</p> <p>The SEN Code of Practice issued by the government is available at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Swindon SEND Family Voice- Gives advice and support to parents. https://swindonsendfamiliesvoice.org.uk</p> <p>SIAS - Swindon SEND information, advice and support service https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service</p>
Other Policies Linked to SEN	<p>SEND Policy</p> <p>Admissions Policy - current year - gives details of admission arrangements for pupils with SEND</p> <p>Equality and Diversity Policy - the steps taken to prevent pupils with SEN from being treated less favourably than others pupils</p>

