Tarvin Primary School – Special Educational Needs (SEND) Information Report 2026/27

At Tarvin School we have three main aims:

- happy children who love coming to school and are progressing extremely well in their learning.
- happy parents and guardians who are pleased with the school and their children's levels of learning.
- happy staff who are developing personally and professionally.

The following report details the support we provide for our individual pupils in order to best support those with additional needs.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND.

Support at Tarvin Primary School: What kind of special educational needs do we have provision to support at Tarvin?	
We are an inclusive school and consider special educational needs under four broad areas: 1) Communication and interaction 2) Cognition and learning 3) Social, emotional and mental health 4) Sensory and/or physical needs.	
Roles and responsibilities: Who should I contact to discuss the concerns or needs of my child?	
Class teacher	He/she is responsible for: • Adapting and refining lessons and learning activities to respond to strengths and needs of all pupils • Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress within everyday teaching If it has been agreed that a pupil child requires additional SEN support the class teacher will also contribute and oversee delivery of personalised learning plans. **If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCo.** She is responsible for:

Special Educational Needs Coordinator
 	
Sarah Cliffe
	• Coordinating provision for children with SEN and developing the school's SEND policy
	• Ensuring that parents are:
	  ○ Involved in discussions to identify key strengths and areas of difficulty
	  ○ Involved in planning provision to overcome barriers to learning
	  ○ Regularly included in reviewing how well their child is doing
	  ○ Consulted about planning successful movement (transition) to a new class or school
	○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
	○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.

SLT Andrew Davies/ Ruth Cadwallader/ Sarah Cliffe	They are responsible for: • The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Governor	She is responsible for: • Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

SEN Support – The Graduated Response Assess, Plan, Do and Review

How do the staff at Tarvin Primary School know if my child needs extra help?

The class teacher works with the SENCo / Senior Leadership Team to identify where a child is not making adequate progress, despite Quality First Teaching strategies being in place.

<u>How do they identify this?</u>

Evidence is drawn upon from a number of sources including termly assessments, class work, a child's individual development in relation to their peers, and in their behaviours.

Meetings are held each term to look at the progress of all pupils. Where there are concerns that a pupil is not making progress in key areas of learning further assessments will take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported. We give the children opportunities to share their thoughts and views prior to regularly throughout the year but particularly prior to their reviews (if applicable). We ask children to reflect upon their likes and dislikes and the achievements that they have made throughout the year.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an Individual Pupil Profile. This will take into account your child's strengths as well as areas of difficulty. It

will also include evidence from any additional agencies that may be involved with your child e.g. speech and language, paediatrics etc.

The impact of the additional support your child may receive will be reviewed regularly, at least termly.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for a Statement of Educational Need (Education Health Care Plan) may be requested.

The SENCO will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.

Tests and Examinations: Access Arrangement
For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

Your child's teacher will talk to you if s/he feels that your child would benefit from these additional arrangements after consultation with the SENCo.

Curriculum and Teaching Methods (including groupings and interventions)
How will teaching be adapted to meet the needs of my child?

Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibility with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their profile.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils at the school, including pupils who require support to develop their social interaction and resilience.

Environment and access
What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

At Tarvin, we deliver our curriculum in a creative and engaging way. The ways in which we then adapt our teaching depend on the individual child to include their strengths and their needs. Learning experiences are differentiated so that they are accessible to the children.

We make adaptations to the learning environment where required, such as the use of workstations, use of visual prompt cards and individualised timetables displayed etc. We also have a sensory room for use by the children as and when required.

Depending on specific needs of your child, a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

Staff Expertise
How skilled are staff in meeting the needs of my child?

We have a number of staff with considerable experience in working with children with SEN. Our staff collaborate on a regular basis to ensure the best potential outcomes for all of our pupils.

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff. The school are also able to contact specialist schools for advice when needed to support children with more complex needs.

Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. She also engages in a local cluster to share best practice with other local SENCos.
The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of each child.

We have staff with specialised expertise and qualifications including:

- **Teachers have excellent knowledge of autism;**
- **Staff are able to make provisions for children with dyslexia;**
- **Teaching assistants with knowledge of supporting pupils with autism;**
- **Teaching assistants with knowledge of Makaton;**
- **Teaching assistants with understanding and ability to adapt work for children with visual impairments;**
- **Emotional Literacy Support Assistants with enhanced knowledge and skills to support children to manage feelings and make positive relationships.**

We ensure that we keep staff members' knowledge up to date by sending them on courses and delivering in-house training to disseminate any knowledge required. We also consider the needs of individual children and update staff on relevant aspects that may support them.

Transition
How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support in the following ways.
When joining the school in our Reception/Nursery classes:

The Reception staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. These will be discussed with the SENDCo. If the pupil has more significant needs and/or has support from other agencies, this may include more formal transition meetings where needs and the nature of provision are fully documented, and more detailed arrangements may be required.

When moving to another school:

We will contact the school SENDCo / class teacher and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will sure that all records are passed on as soon as possible.

When moving between classes and phases:

An information sharing meeting will take place with the receiving teacher.

There will be transition days for all children to visit the new class and meet the teacher and other key staff. In addition to this, we often provide children with social stories and more extended opportunities for transition for those pupils who may need it. We would always inform other parents of the transition activities that we had planned so that they can work in partnership with us by supporting via discussions at home.

When moving to secondary school:

Our SENCo and class teacher will make contact with the Year 7 leader or SENDCo once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Engagement with Pupils and Families:

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree with you the best way to share information.

We use a one-page profile within school so that the needs of individuals are effectively communicated to all adults that your child may work with. These are created with the child so that they have an opportunity to share their likes and dislikes as well as sharing things that they require support with and the best ways to support them effectively.

For Year 5 and 6 pupils with SEND, including those with EHC plans, parents are encouraged to visit a range of secondary schools, attending open days and finding out about how each school organises SEND.

At whole school level, the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for pupils with SEND at our school. Activities include:

- Encouraging parents to communicate any concerns with school via the class teacher or directly with the SENDCo.
- Offering advice to parents regarding sources of additional support.
- The SENDCo makes herself available for appointments which can be booked via email or through the office throughout the year to discuss any issues.

What should I do if I have concerns about my child's progress?
In the first instance, you should speak to your child's class teacher. To allow time to discuss the concerns with all staff that work with your child, you should contact the school office to make an appointment. Depending on the nature of the concern the SENCo and other senior leaders may attend this meeting or subsequent meeting.
External partnerships What support from outside does the school use to help my child?
The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: Educational Psychology Services Speech and Language Therapy Visual Impairment Team CAMHs (Child and Adolescent Mental Health Team) Community Paediatrics Occupational Therapists Sensory Processing Occupation Therapy Support Service (SPOTSS)
The full range of local support available to support your child both within and outside of school can be found in the Cheshire West and Chester Local Offer for pupils with SEND: http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page

Completed: Sarah Cliffe - September 2025