

# Tithe Barn Primary School



## SEND Information Report

The Children and Families Bill (2014) requires that all schools publish a document setting out the services they offer for children and young people with special educational needs and disabilities (SEND). This is the 'SEND Information Report', which is reviewed annually.

Teacher of SEND:	Mrs Leanne Davies		
SENDCo:	Mr Frank Earp	frank.earp@tithebarn.stockport.sch.uk	
Learning Mentor:	Ms Diana Vose	diana.vose@tithebarn.stockport.sch.uk	
Headteacher:	Mrs Katherine Muncaster	headteacher@tithebarn.stockport.sch.uk	
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### Our School

Tithe Barn Primary School is a friendly school, set in a warm, inclusive, caring community.

At Tithe Barn Primary School our vision is for every child to develop a lifelong love of learning. "Every Child a Learner" We are an inclusive school who encourage all of our pupils to set and achieve ambitious goals, face new challenges and know that success is within their reach, they just need to believe in themselves and put in their best effort.

We are proud of all of our learners and support them all to achieve their goals, face new challenges and know that success is within their reach; they just need to believe in themselves and try their best.

We believe in providing a first-class education for all our pupils. We know that in order to achieve this, our children need to be **happy, safe and inspired** to learn during their time at school with us. We are committed to delivering a curriculum that **inspires** and **challenges** all of our children so that they will leave Tithe Barn as knowledgeable, lifelong learners. Our Learning Jungle promotes five different learning powers which encourages the children to **concentrate** and become **curious** problem solvers who **co-operate**, whilst building **resilience**, and striving to review their learning in order to **self-improve**.

The curriculum at Tithe Barn Primary School is broad and balanced for all children. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting points for planning which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have learning requirements that could create barriers to learning.

These learning and assessment requirements are likely to arise as a result of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. Tithe Barn ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We are an inclusive school that believes that every leader is a leader of SEND and that every teacher is a teacher of SEND. We recognise that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (SEND Code of Practice 0-25, 2015).

## Definition of Special Educational Needs

*'A child of compulsory school age or a young person has a learning difficulty if he or she; has a significantly greater difficulty in learning than the majority of others at the same age group, or; has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.'*

Children and families Act 2014, Section 20.

A child is considered to have a special educational need when provision is made, or is needed to be made, that is different from, or additional to, the provision made available to all pupils. In line with the Equalities Act, 2010, Tithe Barn primary School provides support for pupils within the 4 areas of special educational needs and disability identified within the SEND Code of Practice, (2014). These areas are

- **Cognition and Learning**, for example, dyslexia, dyscalculia, dyspraxia.
- **Sensory and/or Physical**, for example, developmental co-ordination disorder/dyspraxia, physical disability, vision impairment, hearing impairment, multisensory impairment, sensory processing.
- **Communication and Interaction**, for example, speech and language difficulties, Autism Spectrum disorder.
- **Social, Emotional and Mental Health Difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression.

## Who are the best people to talk to in the school about my child's difficulties with learning/Special Educational Need or disability?

At Tithe Barn Primary School we believe that communication with parents is vital in order to understand a child's needs. Parents/Carers are encouraged to speak to class teachers, the SENDCo, our Learning Mentor or the Headteacher if they have concerns about their child. A mutually convenient appointment can be arranged where parents can share their thoughts about their child's progress. We work hard to establish and have positive relationships with parents. Contact with school can be made via the school office on 0161 432 4941 or by emailing [admin@tithebarn.stockport.sch.uk](mailto:admin@tithebarn.stockport.sch.uk)

If you are concerned about your child firstly, contact your class teacher who will discuss your concerns with the **Special Educational Needs Coordinator (SENDCo), Mr Frank Earp** and **Headteacher, Mrs Katherine Muncaster** then further liaison will take place between home and school to provide strategies to support your child's needs.

### The SENDCo Mr Frank Earp is responsible for

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing the progress they are making.
- Liaising with all the other outside professionals who may come into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are recorded) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Mr Frank Earp can be contacted via the school office or email: [frank.earp@tithebarn.stockport.sch.uk](mailto:frank.earp@tithebarn.stockport.sch.uk)  
He is supported in his role by our **Learning Mentor Ms Diana Vose** [diana.vose@tithebarn.stockport.sch.uk](mailto:diana.vose@tithebarn.stockport.sch.uk)

We also have a **specialist teacher of SEND, Mrs Leanne Davies** who works with some of our children in The Rainbow Pod. She can be contacted on email [leanne.davies@tithebarn.stockport.sch.uk](mailto:leanne.davies@tithebarn.stockport.sch.uk)

Both our SENDCo, Mr Frank Earp, and our SEND Teacher Mrs Leanne Davies, hold the National Award for Special Educational Needs Coordination.

**Your child's class teacher is responsible for**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCo if necessary.
- Writing Individual Plans, taking in to account your views as parents and reviewing these with you at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with SEND.

**The Headteacher Mrs Katherine Muncaster is responsible for**

- The day to day management of all aspects of the school, this includes the support for children with SEND, she is responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mrs Muncaster can be contacted via the school office or by emailing [headteacher@tithebarn.stockport.sch.uk](mailto:headteacher@tithebarn.stockport.sch.uk)

**Our SEND Governor Mr Steve Inch is responsible for**

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision for SEND pupils in Tithe Barn Primary School.

**How will both myself as a parent/carer and the school know if children need extra help?**

Our curriculum is designed to enable all our learners to become independent, communicators and enquirers. In order to achieve this, we will adapt the curriculum to suit each child's needs. During our lessons, teachers plan to ensure that children can access the learning, in a way that is most appropriate for them.

Our graduated response to assess, plan, do and review the pupils' learning and progress (ADPR) ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional provision. Early identification is a priority at Tithe Barn and we identify individual needs through a range of means.

- Discussions with pupils, parents/carers and their families.
- Discussions with previous teachers.
- The class teacher will monitor your child through both informal and formal assessments in line with the National Curriculum guidelines, which build up a picture of individual strengths and highlight any area of need(s). Your child's needs will be targeted through effective, universal classroom provision (Quality First Teaching) and catch up intervention. We use Stockport's Entitlement Framework to support class teachers with their delivery of universal, quality first teaching strategies. Information about this framework is can be found here: [https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb\\_eXkRM](https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM)
- Termly teaching and learning progress meetings are held between the class teacher and Headteacher where any child who is not making the expected progress will be discussed. These children's needs will be targeted through effective classroom provision and catch up intervention which the class teacher will discuss with you.
- If difficulties persist, information will be shared with the SENDCo.
- A class-based observation will be carried out by the SENDCo and advice given to the class teacher. The views of the child will always be sought.
- With parental permission further assessments may be done by the SENDCo or outside agencies. These will give an accurate assessment of the needs of the child.
- A SEND Support Plan may be formulated to meet the child's needs and reviewed regularly in partnership with the parents/carers.

### Who will oversee, plan and work with my child and how often?

- Our Headteacher and SENDCo oversee all the support and progress of any child requiring support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- Teaching Assistants may work with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

### Who will explain this to me?

- The class teacher will meet with parents at parent consultation evenings (twice a year) to discuss your child. Further meetings will be planned as required to discuss your child's individual needs, support and progress.
- For further information the Headteacher, SENDCo or Learning Mentor are available to discuss support in more detail and can be contacted by phoning the school office or via their email address.

### What are the different types of support available to my child?

At Tithe Barn Primary School children are supported at different levels depending on need, through our universal offer of Quality First Teaching, more targeted support using Send support plans or a more individualised support through Education and Health Care Plan.

Pupils with SEND will be supported wherever necessary in order to gain full access to the whole school curriculum and to make progress according to their potential. This is facilitated through the allocation of appropriate resources, including trained staff and the provision of specialist equipment where appropriate.

- The Class teacher will provide personalised adaptations to the delivery of the curriculum also known as Quality First Teaching. Such adaptations are recommended through Stockport's Entitlement Framework. For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. They will ensure that different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning or the use of visuals. Specific strategies (which may be suggested by the SENDCo or outside specialist staff) will be put in place to support your child.
- All staff involved assess, evaluate and monitor the progress the children make.

### Quality First Teaching

All pupils have access to Inclusive Quality First Teaching through a broad, balanced and immersive curriculum which is appropriately adapted to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate learning challenges, incorporating the National Curriculum guidelines.
- Adapted learning through:
  - Extending/reducing challenge where appropriate.
  - Different learning opportunities.
  - Varying the amount of adult or peer support given to complete the challenge.
  - Changing the way that the challenge is delivered, completed and achieved, for example providing more or less of the following learning styles, visual (looking), kinaesthetic (practical/doing), orally (speaking), aurally (listening).
  - Different resources and manipulatives provided to support within a learning opportunity.
  - Different outcomes.
- Multi-sensory approaches to learning challenges.
- Visual aids to support attention and listening skills, classroom organisation and, language and concept development.
- Reward charts (where appropriate).
- Modelled language through repetition, emphasis and expansion.

- Additional thinking time.
- Additional time to complete tasks/assessments.
- Brain breaks given during tasks or chunking of tasks.
- Resources such as writing sloping boards, pencil grips and coloured overlays for reading.
- Appropriate seating position.
- Talk partners and peer support.
- Early identification of needs through the graduated approach to teaching and learning.
- Effective Accessibility plan, Anti-bullying, Positive Behaviour, Equality, Equity, Diversity and Inclusion, Teaching & Learning, and Safeguarding policies.

If a child has emerging needs, they will be supported by the class teacher or teaching assistant by

- Specific group work within a smaller group of children. This group, often called an Intervention group, may be run in the classroom or another area within the school.
- A teacher or a teaching assistant who has had training will run these groups.
- S/He will engage in group sessions with specific outcomes in order to help them to make more progress.
- A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. For more information on The Stockport Entitlement Framework please click here

[https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb\\_eXkRM](https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM)

## SEND support

If your child requires provision which is additional to or different from the universal offer then the class teacher will meet with you to discuss and co-produce a SEND Support Plan. This plan will enable us to maximise opportunities for independent learning, track progress and monitor the impact of the additional provision your child requires, following our Graduated Approach cycle (Assess, Plan, Do, Review).

If your child has been identified as needing a higher level of support the SENDCo may refer your child to one of the many specialist services that support our school who can provide advice and support for both home and school. These services are part of the SEND Team Service at Stockport Local Authority or the NHS and include

- The ASD Partnership
- Sensory Service (for students with a hearing or visual need)
- Speech and Language therapy service
- Occupational therapy service
- Physiotherapy
- Primary Jigsaw (Emotional support)
- Young Carers
- Mosaic
- Educational Psychologist
- Play therapist
- School Nurse
- Continence Team
- Start Well Coordinator
- School Age Plus Worker
- Healthy Young Minds
- The Inclusion Team
- Doctors
- Paediatricians

For your child this would mean

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: making changes to the way your child is supported in class, support to set personalised targets, a group run by school staff under the guidance of the outside professional e.g. a social skills group or individual work with outside professional.

SEND Support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This support is reviewed on a termly basis and adapted to meet the changing needs of your child.

## Education and Health Care Plan

If your child's needs are complex then your child may require some specific Individual support. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, **which cannot be provided from the budget available to the school.**

**An Education and Health Care Plan can be requested when all outside agencies working with your child are in agreement that they require an assessment of needs.**

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be providing for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the SEND Support level.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and your child needs more support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at the SEND Support stage and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the type of individual/small group support your child must receive from the provision and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child.
- An additional adult may be used to support your child, if appropriate, with whole class learning, to run individual programmes or to run small groups.

For our children with an EHC Plan, parents are invited to meet termly with their child's class teacher, SENDCo and professionals involved with their child. This review meeting provides the opportunity to discuss the progress and any concerns around the child's learning. These meetings give us the chance to discuss and understand the child's feelings about their progress also and what they feel may help them. We also use it as an opportunity to celebrate their achievements. All of our meetings are undertaken with a person-centred approach. The focus of the meeting is your child, their achievements and what they can do, not their condition or disability. These meetings use co-production, which is achieved by our Person Centred Questionnaire and the child's one page profile, both of which focus on three main questions

1. What people like and admire about me...
2. What's important to me now and for my future...
3. What's working well ...

This then enables us to plan personal provision that focuses on helping the child to achieve their aspirations and to tailor future learning.

At Tithe Barn we also offer a provision called The Rainbow Pod. This provides a bespoke curriculum for some of our children with more complex educational needs who have EHC Plans. In The Rainbow Pod, communication is at the heart of every learning opportunity. Our children learn to use Makaton which is a language programme using symbols, signs, and speech to enable people to communicate. It supports the development of essential communication skills including attention and listening, comprehension, memory recall and the organisation of language and expression. We also work in conjunction with speech and language therapists to deliver individual programmes and if appropriate the use of PECS.

In addition, we support children to meet their sensory needs and develop their independence and engagement in learning.

### **How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **What support will there be for my child's well-being?**

At Tithe Barn Primary School, we are committed to developing the 'whole child'. Our Anti-Bullying and Positive Behaviour policies set high expectations for the positive relationships between staff and pupils, and, between pupils themselves and identify clear boundaries for behaviour in and around school. We ensure that incidents of bullying or discrimination are dealt with immediately and efficiently.

Weekly whole school assemblies take place regularly and they recognise the children to be praised and rewarded for their recent achievements. These awards are linked to our Learning Jungle and Learning powers.

The school have recently introduced the programme, 'Mental Toughness and the 4 C's'. This provides a range of topics and modules to support the whole school in the delivery of PSHRE. The lessons are designed to provide pupils with opportunities to learn about, reflect on and discuss the 4 C's, Confidence, Control, Challenge and Commitment.

We have an experienced and dedicated Forest School Leader who works with all children in school throughout the year. Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting, our forest area situated beside the playground.

Some children need more support with their wellbeing and this may be provided by small group activities or 1:1 support offered by the class teacher or teaching assistant.

If more support is needed then the SENDCo, in consultation with parents, can make a referral to the School Nurse, our School Age Plus worker, the Inclusion Team, Primary Jigsaw or Stockport Healthy Young minds. These support services may come into school to work with children with specific needs, this is a service that works with the family, the child and the school.

If you have any concerns regarding your child's wellbeing please speak to your child's class teacher. We actively encourage close partnership between home and school, in relation to children's well-being.

We have a quiet, calm areas within school, including our calm room, where pupils can access nurture activities and can talk to key members of staff whenever necessary.

### How is extra support allocated to children and how do they move between different levels?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including: the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected. It is then decided what resources/training and support is needed.
- All resources/training and support are reviewed regularly, and changes made as needed.

### How are the teachers in school helped to work with children with SEND and what training do they have?

Our school staff are well-informed and well-trained to support many areas of needs within the 4 areas of SEND. Training and Career Professional Development is a priority at Tithe Barn. Training can be provided as a whole school or for key staff members.

Both our SENCo, Mr Frank Earp, and our SEND Teacher Mrs Leanne Davies, hold the National Award for Special Educational Needs Coordination.

- The SENCo's job is to support the class teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as
  - Autism training
  - ADHD training
  - Early interventions in managing behaviour
  - Dyslexia and working memory training
  - Supporting children with speech and language difficulties, Makaton, Assisted language displays, PECS and Communication books, Time to talk
  - Positive behaviour management
  - Forest School
  - Team Teach positive handling
  - Makaton training
  - Maths, Reading and Writing Interventions, Dancing Bears, Toe by Toe, Plus 1, The Power of 2
  - Motor Skills United,
  - Physiotherapy support,
  - Supporting children with sensory needs
- Class teachers will be supported by the Headteacher and the SENCo in delivering Quality First Teaching for all children in their class. The Stockport Entitlement Framework is used to support leaders to support their teachers in order to ensure good universal SEND practice in all settings.
- The Headteacher has attended training in developing skills in identifying and responding to mental health problems in children and young people.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, such as; deep pressure massage, narrative therapy, phonological awareness, intensive interaction, sensory processing support, EKLAN.

### How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, and numeracy. This is discussed at teaching and learning meetings held between the Head teacher and the class teacher.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is called the Stockport SEND Tracker and is in line with the Pre-Key Stage Standards.



- At the end of each key stage (Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with SEND will have a Send Support Plan (SSP) plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### How will my child contribute their views?

We value and celebrate each child at Tithe Barn Primary School being able to express their views on all aspects of school life.

School council meetings are an open forum for any issues or viewpoints to be raised. All children in school have individual outcomes which they have discussed with their class teacher and children who have SEND Support Plans also discuss their outcomes with their class teacher.

Using pupil questionnaires, we actively seek the viewpoints of children. SEND children lead our teaching staff in creating one page profiles about their likes, dislikes, interests, success and how they would like to be supported. Views of children with Education and Health Care Plans are sought prior to any review meetings. These views are captured in photographs where writing or communicating can be difficult for children. Parent/Carer views are also captured during meetings.

### What support do we have for you as a parent of a SEND child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with parents to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, sent to you in a report.
- SEND Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- If you require further support then please head to the PACT website (Parents and Carers together in Stockport)  
<https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=1Ql6RnyNP1E&familychannel=999>

### How is Tithe Barn accessible to children with SEND?

- The ground floor of the building is accessible to those with physical disabilities.
- We have a disabled toilet with changing facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Tithe Barn Primary School adjust the school environment where necessary to meet a child's needs.
- Furniture is adapted to meet the child's individual needs.

### How will we support your child when they are leaving this school or moving class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school, with your permission, we will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are sent to the new school. We will also visit the new school with you should the need arise.

- When moving year groups within our school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and the current teacher. All One page profiles/Support Plans/EHC Plans will be shared with the new teacher. SEND children will have a one page profile detailing their needs and how they like to learn. A transition book can be made to support them understand moving on. Each child will spend a transition period in their next class during the Summer Term.
- In Year 6 your child will be ready to transition to Secondary school. The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school, and arrange for the Primary to Secondary Inclusion team to be included if necessary. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Tithe Barn Primary.

### Who can I contact for further information?

- The first point of contact would be your child's teacher to share your concerns.
- You could also arrange to meet Mr Frank Earp, our SENDCo or Mrs Katherine Muncaster, our Headteacher.
- SEND information can be found on our website <https://tithe-barn.eschools.co.uk/website/send/326782>
- Contact Stockport SENDIASS at [stockport@kids.org.uk](mailto:stockport@kids.org.uk) or on 0161 480 3189  
<https://www.kids.org.uk/sendiaass>
- Please view Stockport's Local Offer at <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>
- Links to the Stockport SEND websites can be found under **Local Support** on our website.
- Links to National support websites for SEND can be found on our Website.

### Who should I contact if I am considering whether my child should join the school?

- Contact should be made via the school office to arrange to meet with the Headteacher Mrs Muncaster.