



# Tollgate Primary School

## SEND Information Report

### **Admission procedures for children with SEN/D**

There are no specific arrangements regarding SEN/D. The Governing Body follows the DFE/ Local Authority's admissions criteria when offering places to children. Where a child is known to have significant needs, home visits are arranged and risk assessments undertaken with support from the appropriate Advisory Services to ensure our mainstream provision adequately meets the needs of individual children. A specific transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning for children.

### **How does the school know when a child has learning difficulties or special educational needs?**

Our child-centred approach to working with all children enables us to know them and their families well. Our positive relationships with a range of partners mean that children's needs are identified quickly and the most appropriate support strategy put in place.

- Tracking indicates that a gap is developing between children's attainment and rate of progress compared to that of their peers
- Observations by the SENCO and Class teachers indicate identified children are having difficulties processing and applying learning independently
- Teachers complete an 'initial concern' form and following this, express a direct concern in termly Inclusion Consultations, Pupil Progress meetings and SEN/D consultations
- Concerns are raised by parents/carers
- Specific concerns are identified on school application forms and during subsequent admission/induction meetings
- Information/reports are received from other professionals, e.g. learning support, health colleagues, social care, etc.
- Specific assessments, e.g. for Wave 3 interventions, indicate children's *additional* needs

### **How is the curriculum matched to meet children's needs?**

From the outset, staff have a clear understanding of the nature of need and are in a position to:

- Differentiate tasks appropriately
- Set-up individualised and personalised learning programmes
- Organise appropriate additional adult support (small group or 1:1)
- Establish teaching groups within the class
- Organise and establish targeted intervention groups
- Access specialist resources/expertise, e.g. Soft-play room, Sensory room, Children's Centre and EYFS provision
- Identify additional equipment/resources to meet individual need
- Offer a wide range of after-school clubs
- Apply and review strategies recommended by Advisory staff, Advisory services and Therapists
- Encourage participation in *additional* activities funded by Pupil Premium funding



### **How do we know children are making progress?**

Our staff are reflective practitioners and pro-actively *plan–review-revisit-implement change* if needed.

- Daily evaluations of sessions/lessons identify successes and areas requiring further input/support
- Staff’s knowledge, understanding and experience tell us if children are on track or falling behind
- Termly assessments identify individuals and/or groups of children that are ‘emerging’, ‘meeting’ or ‘exceeding’ expectations
- Our in-house monitoring cycle informs our formal tracking of children’s attainment and rate of progress (PPIT)
- Regular pupil progress meetings and SEN consultation meetings support class and cohort discussions re. progress
- Half-termly tracking of progress for target/specific children
- Effective communication in weekly year group meetings supports awareness of all staff for identified children
- Leadership Team members are regularly in classes, partner-teaching and supporting children
- Children have a strong pupil voice - they tell us about their learning, what they are enjoying, what is going well, what they need help in, etc. These discussions are both informal and formal, e.g. subject leader audit trails, children’s interviews, learning mentor groups, etc.

### **How are parents/carers informed about how their child is doing?**

Communication is a strength; our ‘open-door’ policy means that parents can always see a member of the Leadership team. On admission a very clear message is shared, reinforcing that effective learning for our children is a partnership between school and home. Throughout the academic year, this means we have:

- Regular formal Parent Evenings and termly parent information sessions
- Parent/carer conferences
- Individual Education Plans/Support Plans/target setting
- Annual review meetings for those children in receipt of *High Needs Funding*
- Termly & Annual reports to parents/carers
- Regular meetings and discussions with Advisory staff and therapists
- Other more informal meetings
- Parents and carers welcomed in school with prompt access to teachers and members of the Leadership team
- Leadership team are in the playground every day at the beginning and end of the school day
- Virtual home – school communication weekly via “MarvellousMe” – to celebrate pupils achievement and progress



### **What arrangements do we make to support children's transition?**

Transition involves many different 'phases', i.e. from EYFS → Key Stage 1 → Key Stage 2.

To enable this:

- SENCO meets regularly with DSL and Family Support Officers to discuss identified children with SEN/D or children who we consider vulnerable. This involves discussing needs, support strategies, recommended interventions and support from outside agencies
- *Extra* transition visits are arranged for identified children, so that they become more familiar with their new surroundings
- Members of the Leadership team have responsibility to ensure continuity of provision across the various Key Stages.
- Ensure that staff have opportunities to teach across the Key Stages
- Identified support staff have a two-year cycle of support for specific children (more complex needs)
- Initial transition meetings are arranged with all of our destination schools (KS2 to KS3 ) for any other children who present with SEN/D (this could be within the LA or out of borough)

### **How is support organised for children with identified special educational needs?**

Our staff body has a range of experience and expertise and an appreciation of the effectiveness of flexible working and timetabling. This enables us to deploy our staff as particular needs arise and for less experienced colleagues to have strong models of practice to increase their own knowledge and skill-set.

- Staff deployment is organised well in advance of the new school year with careful consideration given to the classes, groups and individual children staff will work with
- Well trained Support staff work with children in small groups in class, in intervention groups, by supporting 'Wave 3' interventions or supporting children on a 1:1 basis
- Children in receipt of High Needs Funding are placed within curriculum pathways and are supported by 1:1 adult support for the whole or part of their learning day (as appropriate)
- Access to appropriate training enables our staff to meet the needs of identified children.

### **How are decisions made about how much support individual children receive?**

Support for our children is needs led. Their ability to independently access and learn alongside their peers is an important factor in the decision-making process re. the amount of support they receive. For our most needy children, information is also collated from specialist support services that make recommendations re. appropriate levels of necessary support to enable children to access our provision.

- Children in receipt of High Needs Funding are placed within curriculum pathways and are supported by 1:1 adult support for the whole or part of their day where necessary.
- Discussions/review meetings with parents/carers and other professionals support us in providing the appropriate support for individuals



- Attendance at SEN Locality Meetings and SENCO Network Meetings with fellow SENCO/Inclusion Leaders and other professionals (Cluster and Advisory Panels) ensure consistent expectations and equity of provision
- Termly Inclusion meetings ensure that children's needs are being appropriately met and that our support/provision continues to be relevant
- Regular pupil progress meetings ensure that support for individuals is continuing to have positive impact on their learning outcomes
- Recommendations from Advisory staff or Therapists, ensures that our support is focussed and targeted on developing specific skills
- Tracking children's attainment and rate of progress ensures that support is regularly reviewed and adjusted as appropriate
- Class teachers also make decisions about support needed in class for specific purposes, e.g. 1:1 reading, reading comprehension, spelling, mathematics etc.

### **How does the school know if the extra support is helping children to make progress?**

Our effective in-house systems enable us to measure the impact of strategies, which are informed by:

- Close tracking of identified children's attainment and rates of progress
- Regular progress and update meetings with class teachers and families
- Feedback received from parents/carers
- Termly meetings to discuss the effectiveness of Intervention groups
- Outside agency reports outlining specialist intervention

### **How are parents/carers informed about their child's needs and what support they are receiving?**

Positive relationships with our families enables key information from a range of sources to be shared, and agreed strategies implemented. This process is supported by:

- Regular parent/carer meetings
- Update meetings with Advisory staff and Therapists
- Copies of reports from external Advisory staff and Therapists
- Formal Annual review meetings and informal day-to-day meetings with the SENCOs and/or class teachers

### **How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

Our positive relationships with our families tell us that they trust us to support their children in meeting specific learning outcomes. Partnerships are key - those with our families and a range of support agencies ensure that we have a 'holistic' approach to targeting support. This enables us to:

- Liaise with parents/carers in termly mid-phase review meetings
- Share targets/support plans highlighting key actions to be working towards/achieved



- Co-ordinate Annual Review meetings and share feedback/successes
- Share and discuss reports from Advisory staff and Therapists, explaining 'next steps...'
- Convene informal meetings with the SENCO and/or class teacher re. short-term outcomes

### **What expertise and training do the staff that support SEN/D children have?**

Our staff have a range of experiences and expertise enabling them to effectively support children with SEN and offer guidance to families. In our school's context we:

- Complete an audit of training needs at the end of each year in line with our Development Plan targets and specific profile of needs of children with SEN/D
- Devise a menu of specific training which staff receive in the following ways:
  - In-house/school based training delivered by subject leaders and SENCOs
  - LA training
  - Advice on strategies, etc. by Advisory staff and Therapists
  - Training from outside agencies or providers
- Offer appropriate advice, strategies and use of specific resources, monitored by our SENCOs

### **What specialist support or services does the school access for children with SEN/D?**

Our pro-active and collaborative relationships with a range of support and specialist services ensure that our provision meets the needs of children very well. Our partnerships include those with:

- LCIS (Language, Communication and Interaction Service)
- Behaviour Support Service
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- Educational Psychology Service Resilience Project
- NHS Speech and Language Therapy Service
- School Based NHS Speech and Language Therapy Service; extra 'bought in' expertise
- CFCS (Child and Family Counselling Service)
- DAC (Development Advisory Clinic)
- Child Development Service (CDS)
- NHS Occupational Therapy Service
- Health Visiting and School Nurse Services
- Sensory Service



### **How are classrooms and other areas of the school adapted to meet children's individual needs?**

Security, the organisation and flexible timetabling of all available spaces throughout our provision means that children can access a breadth of provision that supports their individual and collective needs. Adaptations are made as necessary and specific resources acquired to ensure access to safe and appropriate learning and play spaces. To support this:

- We deliver regular Federation-wide Health & Safety Training
- Training and Risk assessments for manual handling
- The Leadership team conducts learning walks focussing on learning environments
- Access to our Community hub provision supports parents of children who present with SEN/D

### **What arrangements are made to support children with SEN/D or CLA taking part in after-school activities outside the classroom, including school journeys?**

All children are able to participate in our creative curriculum and if they choose, our extended day provision. High staffing ratios ensure equity of access and parity of provision through appropriate risk assessment. The following are also taken into consideration:

- Curriculum planning ensures that Educational visits, Residential visits, etc. are carefully considered and accessible/offered to all
- Some children may require extra preparation and support before a visit – pre-visits ensure that potential risks are identified and measures agreed to ensure safety/enjoyment
- Special considerations and particular arrangements are planned for, i.e. children's medical needs, information in care plans, dietary requirements, mobility and transportation, e.g. stairs, lifts, taxis, wheelchairs, etc.
- Varied activities are planned to ensure appropriate engagement
- Extra adult support is organised
- Input from specialist services e.g. Health visitors, School Nursing, Advisory staff, etc. informs planning

### **How will the school prepare and support children who are transferring to secondary school?**

Our positive relationship with our colleagues in KS3 supports our children in making a smooth transition to the next stage in their learning journey. Our pro-active approach ensures that all relevant staff are involved; information is shared and discussed in a timely manner, enabling receiving KS3 settings preparation time to ensure they are ready to accept the new cohorts of Year 7 children. To further support this transition:

- Parent meetings are held throughout October to support them in completing the Secondary School application form
- Our SENCO/FSO arranges meetings for parents (July of Year 5 or September of Year 6 ) with secondary schools to support parents in making an appropriate choice/placement for Year 7
- Transition forms are completed by Year 6 staff, SENCO and Learning Mentor detailing academic progress, barriers to learning and successful strategies used to date



- Transition visits to new secondary (or alternative primary) schools are arranged for some children, especially those with more complex or significant needs
- Transition booklets are created for particular children with more complex or significant needs with photos and information about their new school
- Communication passports are also created for some children with more complex or significant needs. These are for receiving staff in Year 7 with information about the child, their preferred learning style and strategies that have proved useful
- Extra advice and recommendations from Advisory staff and Therapists is also discussed
- Our SENCO and Learning Mentor attend SEN Secondary Transition meetings in June and discuss individual children with colleagues in our receiving secondary schools, highlighting particular requests, e.g. around friendship, etc. to support transition
- Year 6 Annual Review meetings for those children in receipt of High Needs Funding include our secondary colleagues
- PSHE lessons and circle time activities encourage discussion re. any concerns, anxieties, etc.
- Our Learning Mentor organises social groups, individual sessions, drop-in time, etc.
- Our participation in the Educational Psychology Service's *Resilience Project* to develop children's 'coping' mechanisms in times of stress and change

### **How does the school prepare their children for their next stage of education and for adult life?**

Our high academic expectations and resulting outcomes, along with our success at equipping children with the necessary skills that they confidently apply in their new learning environments, means that they are ready to leave us and are excited about the next phase in their learning journey. To support this process further:

- Our SENCOs and Learning Mentor attend SEN Secondary Transition meetings and discuss individual children with colleagues from their secondary schools, highlighting recommendations for particular children
- Transition is in the form of physical movement and transfer of information, raising awareness of specific points for individual/groups of children
- Good communication means that receiving schools are equipped with all necessary information and can make the appropriate provision accessible/available for particular children, e.g. in Annual Review meetings for those children in receipt of High Needs Funding all colleagues are invited
- Transition visits to new secondary schools are arranged in a group or individual basis for some children, especially those with more complex or significant needs
- Additional responsibilities are given to Year 6 children, e.g. playground monitors, lunchtime monitors, etc.
- Nominations to be Playground Heroes, Buddy experts, Play Leaders, School Council and Eco-Committee members and supported by Peer and Learning Mentors



**Who can parents/carers contact to talk to about their child's special educational needs?**

- Any member of the Leadership Team, Class teachers, SENCOs, Learning Mentor, etc.
- London Borough of Newham - SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer
- Support for parents is available 203 373 0707 or email [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk)

The school is committed to resolving disagreements between pupils and the school. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

If parents/carers still remain unhappy or discontent then the LA may suggest mediation as detailed in the LA's Complaints Procedure.