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## **SEN Information Report**

### **SEN provision in our school:**

Tonacliffe Primary School is a mainstream, one and a half form entry primary school. At Tonacliffe we recognise our responsibility to nurture all our pupils whatever their individual needs, enabling them to achieve their full potential. We aim to ensure a positive education in a safe and respectful environment for all children. Quality first teaching and effective differentiation are seen as the prime interventions in meeting pupils' needs. When a child's needs are significantly different from or additional to the rest of their peer group they are recognised as having Special Educational Needs.

We currently provide for children with a wide range of special educational needs and disabilities (SEND), including Down's Syndrome, autistic spectrum condition, attachment difficulties, dyslexia, physical difficulties, medical needs, hearing impairment, speech and language difficulties and moderate learning difficulties.

The school SEND policy is accessible on our website.

### **Evaluating the effectiveness of the provision**

The quality of provision is regularly monitored and evaluated through the use of observations, informal discussions, and meetings with school staff, outside agencies and parents. Parental views are sought on how school can improve current practice regarding communicating with them about their child's progress. The SEN governor arranges meetings with the SENCO to discuss

what provision is in place and how any changes can be accommodated and supported by the governing body.

### **Identification and assessment**

We believe that early identification of SEND is vital and outside agencies can help with advice on the provision and use of intervention strategies. The school's SENCO (Special Educational Needs Coordinator) supports all class teachers in identifying pupils with SEND. The majority of pupils with SEND are identified in the Nursery and Reception classes. The SENCO and class teacher meet with parents at the earliest opportunity to alert them to any initial concerns. Pupils are then monitored using the assessment systems in the school and short-term targets are put into place on Pupil Passports. Programmes of work are developed to best meet the needs of each individual pupil.

Children with an Education, Health and Care (EHC) Plans have annual reviews in Years 1-6 and bi-annually in the Foundation Stage. Everybody working with the child is invited to submit advice on how to best meet the child's needs. Children with EHC plans have a 'One Page Profile' which is then shared with everybody who works with the child and is updated when necessary.

Children with SEN have a pupil passport written termly and this is discussed at a meeting each term. If parents are unable to attend in person, they are able to request a virtual appointment by telephone or Microsoft Teams, however a face to face appointment is preferable. Whilst we recognise that telephone appointments are easier for some parents, this does not lend itself to an open dialogue. Parental views are paramount in ensuring effective provision.

If a child needs support additional to that provided by school, then school may submit an education health and care needs request. In order to do so, educational psychology would be involved, along with other relevant outside agencies. The advice provided by these services would then be implemented for two terms and the EHA (Early Help Assessment) process would begin. Parents would be invited to meetings at timely intervals in order to review any actions that

had been set. If, after two terms of inputting the advice from external agencies, it was felt that the child's needs could not be met at School support, an EHC needs request would be made.

### **Teaching pupils with SEN**

Quality first teaching is a fundamental part of every child's education, regardless of their level of need. Class teachers have a responsibility to provide for and be accountable for the progress of all children in the class. If a child is not making adequate progress when receiving high quality, personalised teaching then interventions will be put in place. Interventions will take place for a fixed time and progress will be measured once the intervention has come to an end. Discussions will be held between parents, the class teacher and SENCO, if it was felt that the child was still not progressing as expected and the child may then be added to the SEN register.

Class teachers are responsible and accountable for the progress and development of all pupils in their class. This includes pupils on the SEN register who receive extra support from teaching assistants. Although extra support may be needed to help a child progress, this cannot compensate for and should not be instead of good quality teaching. High quality, differentiated teaching is the first step in responding to all pupils needs, regardless of their SEN. It is imperative that children learn to work independently; quality first teaching ensures they experience success in every lesson.

The quality of teaching for all pupils, including children with special or additional needs, is reviewed in a range of ways. Observations take place throughout the school year with feedback emphasising existing good practice and possible further improvements to be made. Informal discussions are held amongst staff and review meetings are centred around meeting the children's needs in the best possible way. Advice from outside agencies is sought and implemented if school feel that the new advice is needed in order to improve teaching and learning. Training is given on the needs of individual and groups of pupils to ensure that all staff take these into account when planning and teaching lessons and activities.

The school recognises that parents are the first and continuing educators of their children and welcomes their involvement. Parents/guardians are able to approach the teaching staff regarding any concerns they may have. If children are identified as having SEN, parents and children (where appropriate) are invited to review meetings where progress can be discussed, three times a year.

### **Adapting the curriculum and learning environment for pupils with SEN**

School recognises that there is a difference between special and additional educational needs and that as such, different levels of provision will be necessary. Discussions between parents, class teacher, SENCO and teaching assistants will determine the level of need based on observations of the child and the work that they are producing. This discussion is based upon the four broad areas of need from the SEN Code of Practice and identifies what support is needed to meet the needs presented by the child. If it is felt that a child needs a higher level of support than his/her peers, the teacher will write a pupil passport to identify targets to help the child reach the desired outcomes within a specified time frame.

Classroom furniture is sized appropriately for children and adaptations are made where needed. Visual timetables and picture prompts are used to support children's access to resources and the curriculum. Activities/resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used where appropriate. Resources suggested/recommended by outside agencies are acquired.

### **Additional support for learning that is available to pupils with SEN**

Additional support will be put into place to support the child in meeting these targets. When they are reviewed, parents will be informed of the progress the child has made in meeting the targets. If the targets have been met, new ones will be set or, if the targets need to be adapted in order to be met, the teacher, parents and teaching assistants will discuss how the targets have been changed.

Additional support and specialist services are requested when further advice/strategies are needed in order to best meet a child's needs. This process begins with discussion between the class teacher, parents and the SENCO. If all agree that additional advice is needed then a referral is made.

### **Available activities for pupils with SEN**

A daily breakfast and after school club, FUNDA, is run by a private company at a small cost to parents.

There are a wide variety of extra-curricular activities such as gymnastics, football, netball, cricket and choir. In addition to these, outside agencies come into school which are paid for by parents. These include keyboard, guitar, brass and woodwind tuition. The clubs are available to all pupils in the designated age range assigned to that activity. Where there are children who require 1:1 support, this can be made available in order for them to access the activities.

Personal, social and health education is integrated into daily teaching to ensure that children develop their skills in order to make friends and communicate appropriately with everyone. Children who experience particular difficulties with this have adult support in the form of friendship groups, which are provided during play and lunch times.

School trips are fully inclusive and children with SEND are supported by familiar staff in order to ensure that their needs are met whilst away from school. The year 6 residential is open to all children, regardless of their level of need, and physical adaptations are able to be made if necessary so that all children can participate in the activities.

### **Available support for improving emotional and social development of pupils with SEN**

The emotional and social development of pupils with SEN is supported in a range of ways. Pupils have access to a counsellor, where all information is confidential unless safeguarding issues emerge. Nurture groups and friendship groups are in place to explicitly teach children the skills

needed to aid their social development. A whole school system based on the Colour Monster by Anna Llenas is in place to support children communicate their feelings, however for some children, additional support is needed to help them identify emotions. Emotional literacy work is undertaken to help children to recognise their feelings and manage their reaction to their emotions. Praise and rewards are given to all children and a celebration assembly is held weekly to recognise the achievements of all children in school.

**Special Educational Needs Co-ordinator:**

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**Specialist advice and training relating to SEN**

All children in school are funded by the local authority. Children with a higher level of need are allocated a notional budget which is to be used by school to ensure their needs are being met to the fullest extent possible.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Good practice is shared amongst staff through informal discussions and formal observations. Audits are conducted regarding training needs and training is arranged to support staff where required. Training may also be arranged as a result of an observation or by request from a member of staff.

New members of staff undertake induction which, if necessary, includes a meeting with the SENCO to explain the systems and structures put in place around the school's SEND provision and practice. The needs of individual pupils are discussed in order that they can be fully supported.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the headteacher/ SENCO. The SENCO and headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, utilising all available materials and through subscription to professional bodies.

### **Specialist equipment and facilities for children with SEN**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools. As such, an accessibility plan is in place. This takes into account the targets, strategies and desired outcomes of our successful accessibility planning approach. Improvements to the physical environment are discussed at staff meetings and detailed on this plan.

Barriers to learning are reduced and removed through various strategies. As far as is reasonably possible, learning is personalised to the interests of the child as well as the individual needs. This ensures children are motivated to learn and are engaged in the learning process at all times. Personalised targets are developed from observations, tests, teacher assessments and also advice from outside agencies. All teaching is outcome based to ensure that children are achieving all that they are capable of.

In order to increase and promote access for disabled pupils to after school clubs and school trips, each child's needs is looked at individually and systems are put in place for inclusivity. This includes the delivery of written information to disabled pupils.

Parents are able to contact key staff before and after school by arranging a telephone appointment. Where sensitive issues need to be discussed in person, parents will be invited into school. Appointments can be arranged by speaking to the class teacher or by ringing the school office.

## **Communication with parents and pupils**

The school website gives details of school staff and position. The class teacher is the first point of contact who can then signpost parents to the relevant support body.

Appointments can be made for parents to speak to their child's class teacher, head teacher and SENCO at any time. Please contact the school office to make an appointment.

School staff update parents regularly throughout the year through parents' evenings, SEN meetings, school reports, annual meetings and informal meetings when parents and staff feel necessary. Any letters will be sent home in the children's book bags for parents. Regular newsletters and the School Spider app keep parents up to date and provide reminders for parents.

Parents give feedback to the school through the parental questionnaires and a feedback section on the school reports.

Parents can access help in completing paperwork from class teachers, the SENCO, teaching assistants and the senior management team as appropriate by contacting the class teacher. Parents can access advice and guidance on where to seek help and support from professional bodies through contacting the class teacher, SENCO and the senior management team.

## **Pupil voice**

Children with SEND contribute to their pupil passports and their views are recorded on this document. This is considered when tailoring their learning to their specific needs in order for maximum impact to be achieved. The SENCO, headteacher and all staff regularly 'check in' with pupils and pupils often take the opportunity to discuss things that they consider to be important to their development.



## **Complaints procedure**

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will meet with the parent to try and address the concern.

Where possible, complaints will be dealt with informally. Where a complaint has not been resolved informally, formal procedures will be followed. Please find these under 'Key information – policies' on the school website.

## **Support services for parents of pupils with SEN including those made in accordance with section 32**

Support services for parents can be found on the FIND (Family Information Network Directory) website. They have a wealth of information including regular newsletters and parent support groups.

## **Transition**

Tonacliffe Primary School has long established links with our local high school. Each year, parents are encouraged to visit prospective secondary schools in order to make an informed decision about their future. Pupils will visit their chosen secondary school for taster sessions where possible, as advised by local and national restrictions due to COVID-19 and also the secondary teachers will visit Tonacliffe to help ease the transition from Year 6 to 7. Where additional support with transition is required, Tonacliffe offer small group sessions to prepare children more thoroughly and ease any anxieties they may have. If it is envisaged that a child could find the move to secondary school difficult, transition work begins around February half term in year 6 in order to prepare them as fully as possible for the difference between primary and secondary school life.

## **Local offer**

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer>

## **Admission of disabled pupils**

Tonacliffe is an inclusive primary school which strives to meet individual needs. Reasonable adjustments are made for pupils with disabilities, training is arranged for staff in order to ensure the needs are understood and met and this is reviewed regularly. As a community primary school, our role is to educate children from the local area, regardless of any special needs or disabilities.

## **Steps taken to promote positive inclusion and prevent disabled pupils from being treated less favourably than other pupils**

As stated previously, children with disabilities will have a pupil passport in place to ensure that all staff are aware of children's individual needs and how best to meet them. In addition to this, work is done each year on promoting the image of people with disabilities and this forms part of the single equality duty. Children are listened to and any instances of less favourable treatment are taken seriously. It is widely recognised that children with SEND are more vulnerable to bullying and as such, regular 'check ins' take place where staff chat to children to ensure they feel happy and safe in school.

## **Facilities to help pupils with disabilities access the school**

There are two sections to the school building. The new part of the school building is fully accessible, with ramps to the main entrance. However, the old parts of the building, containing all Key Stage 2 classes, have a step at the doorway to each class. The doorways to the school hall also have steps. Some fire exits involve stairs and the access to the playground is via steps. Ramps are available and used when needed by pupils and visitors. A disabled toilet is available for pupils,

staff and visitors, and this also contains a height adjustable changing bed. and computer suite with as much independence as possible.

### **Accessibility plan**

Available on the school website.

Policy reviewed 30.8.24

Next policy review due 1.9.25

