



Special Educational Needs Co-ordinator: Amy Griffiths (NASENCo Award)

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Senior Leadership Team Advocate: Headteacher Joanne Heap

Tonacliffe Primary School, Tonacliffe Road, Whitworth, OL12 8SS

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Roles and responsibilities

SENCO – Miss Amy Griffiths

SEN governor – Mrs Danielle Mitchell

Line manager of SEN teaching assistants – Mrs Joanne Heap

Designated teacher with specific safeguarding responsibility – Mrs Joanne Heap, Mrs Charlotte

Clutterbuck, Miss Amy Griffiths and Miss Ruth Noble

Member of staff responsible for managing Pupil Premium Grant - Mrs Joanne Heap and Mrs Charlotte

Clutterbuck

Designated teacher for Looked After Children – Miss Amy Griffiths

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Miss Amy Griffiths

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting its statutory requirements. At Tonacliffe, this role is undertaken by Mrs Danielle Mitchell. She will meet regularly with the Head (Mrs Joanne Heap) and SENCO (Miss Amy Griffiths). The headteacher is the school's "responsible person" and manages the school's special educational needs

work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. This policy outlines the provision for Special Educational Needs at Tonacliffe Primary School and follows the guidance of the SEND Code of Practice 0-25 (September 2014).

At Tonacliffe we recognise our responsibility to nurture all our pupils whatever their individual needs, enabling them to achieve their full potential. Effective differentiation is seen as the prime intervention 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. When a child is identified as having additional needs they are helped in achieving their potential through the waves of intervention.

Aims

- To liaise effectively with the child, parents and outside agencies.
- To ensure all staff are aware of and follow the procedures involved at each stage of the Code of Practice.
- To ensure an atmosphere of encouragement, acceptance and sensitivity for every child.

Objectives

We meet the above aims by:

- ensuring the additional needs of individuals are identified, assessed and provided for.
- providing individuals with learning that is appropriately matched to their needs.
- regularly reviewing the additional needs of children.
- having regular contact with parents, encouraging them to be involved in their child's learning.

- enabling staff to provide for the additional needs of children through appropriate training, support and resources.
- working within the guidance within the SEND Code of Practice (2014).
- providing a SENCO who will work with the SEN Policy.

Identifying Special Educational Needs

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support (Please see appendix 1 for a fuller explanation):

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Tonacliffe Primary School, we identify the needs of a child by considering their overall needs. Although the special educational needs of the child form one aspect of this, we also celebrate their strengths and support needs which may be less significant.

Many different influences in a child's life may impact on their progress and attainment. Some of these will not be SEN and will not be considered as such. These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

These influences on a child may be in addition to the child's SEN but do not form a part of it.

As a school, we recognise that the impact of a child's SEN may present themselves in different ways, and that for some children their behaviour may be disruptive or challenging. At these times, the positive behaviour management policy may not be followed exactly, in order to fully meet the needs of a child. An example of this could be when a child does not recognise how their words and actions affect other children – speaking to the child when they are calm and explaining this over time may be more beneficial than putting a consequence in place which they do not understand.

A Graduated Approach to SEN Support

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 would 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.

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.

School recognise 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 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 current and specific needs, to help the child to progress within a given timeframe. Additional support will be put into place to support the child in overcoming or reducing these needs. When they are reviewed, parents will be informed of the progress the child has made. As individual needs change, meetings will be held between parents, teachers and, where necessary, outside agencies to discuss how we can support them most effectively.

Children who display higher levels of need may be referred to external agencies in order to draw on specialised assessments from external agencies and professionals. The school recognises the importance of liaising with and maintaining effective working relationships with external agencies in supporting the needs of children with SEN.

Parental permission is needed in order for any referral to be sent. Whilst some agencies accept verbal permission, we as a school still ask for signed consent on all referral forms. Referrals will be shared with parents and signed as part of a meeting when possible. At other times, parents may need longer to read the information. A copy of the referral is stored confidentially in the school office so that parents can sign this when they are ready to. When referrals are able to be sent electronically, parents are copied into the email as confirmation of this being sent.

The agencies we currently have involvement with are:

- Inclusion East at Lancashire County Council

- Speech and Language Service
- Occupational Therapy
- CAMHS (formerly Healthy Young Minds)
- East Lancashire Child and Adolescent Service (ELCAS)
- School Health Team
- Paediatric Services
- Information and Advice Service (IAS – formerly Parent Partnerships)
- Rochdale SEN Assessment Team

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.

Managing Pupils Needs on the SEN Register

Pupils on the SEN register have a pupil passport in place and this is written and reviewed three times a year. The passport outlines the child's current strengths alongside their needs. Meetings are held to review the passport and discuss the new one which has been written; parents are invited and all members of staff working with the child attend the meeting. Children contribute to the passport and, if it is deemed appropriate, attend the meeting to celebrate their achievements.

Pupil passports are written by class teachers in collaboration with everybody working with the child and they incorporate any advice given by outside agencies. Time is set aside on a weekly basis to work on the areas of need specified on the passport and a designated member of staff supports pupils with this. Although this may be through withdrawal from the classroom, the class teacher is accountable for the progress being made and is responsible for ensuring that their work is meeting the desired outcome.

A graduated approach is taken regarding the level of support children need. At school support, provision is in place to help pupils meet their targets and these are based on their individual needs. Children with an Education Health Care Plan (EHCP) receive additional support in line with the statutory requirement outlined in the statement or EHCP. If it is felt that extra support is required, then this is put in place accordingly. This is explained further in the Local Offer in appendix 2.

If the school feels unable to fully meet the needs of a pupil, external advice is sought. The recommendations from outside agencies are implemented for a specified period of time. The outcome of this may be that progress is made and the child's needs are being met. If the level of need is significantly higher, however, it may result in a request an Education Health and Care Needs Assessment being made. When requesting this assessment, an educational psychology consultation will take place alongside meetings with different agencies working with the child. The final decision is made by the local authority and is communicated to parents and school in a letter. 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.

Criteria for exiting the SEN register

Children on the SEN register must have a significant need such as a diagnosis of SEND or a need that requires support that cannot be provided through quality first teaching. A differentiation is made between special educational needs and additional needs. For children who have been on the SEN register but made progress in line with their peers of the same starting point, additional support may be withdrawn or may continue but to a lesser extent, dependent on the needs of the child. Parents would be involved in this decision and informed of any continuing support.

Supporting pupils at school with medical conditions

At Tonacliffe, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEN and have an EHC Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Arrangements are in place for pupils with medicine needs. For more information on this, please see the Policy for Medication Management in appendix 3.

Monitoring and evaluating of SEND

If concerns are expressed by a parent or outside agency, or a child is not making adequate progress, it may be decided that additional support or further intervention is needed which is additional to the school's usual differentiated curriculum and strategies. A flowchart outlining this can be found in appendix 4. If it is deemed to be necessary, the SENCO and class teacher, after consultation with the parents/guardians, will draw up a pupil passport. The passport will also indicate the strategies to be utilised in order to reduce the level of need.

The curriculum co-ordinators and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role. They will ensure that the SENCO is kept fully informed. Thorough assessment procedures will involve the use of either National Curriculum objectives or PIVATS, dependent on which is most appropriate for the individual child. This will highlight areas for action and inform effective target setting for Pupil Passports.

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.

Training and resources

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 Head/ SENCO. The SENCO and Head 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.

Storing and managing information

Whilst pupils attend Tonacliffe Primary School, documents will be maintained according to the data protection policy. Once the child moves to a new school, whether or not this is at the end of year six or during their primary education, their electronic and/or paper SEND file will be handed over to the SENCO of the new school who will sign to acknowledge receipt of this. The file will then become the responsibility of the new school. SEND documents are kept for 25 years by the last school the child attended.

Reviewing the policy

This policy will be reviewed annually.

Accessibility

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. (Please see appendix 5.)

Barriers to learning are reduced and removed through the 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.

An accessibility plan is in place which 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.

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.

The school operates an open-door policy; parents and carers can contact key staff before and after school. If a longer period of time is needed or the meeting needs to be held with a number of staff, an appointment will be made at a mutually convenient time. This can be arranged by speaking to the class teacher or by ringing the school office.

Dealing with complaints

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.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will inform parents about Lancashire's SEND Information and Support Service and how to make representations to the local authority.

Bullying

The anti-bullying policy is available on the school website and by request from the school office. Steps are taken to mitigate the risk of bullying of vulnerable learners. Buddy systems are in place and friendship groups take place at lunchtimes. Children are at times given a named member of staff to seek out if they feel they need to talk through situations which have arisen. PSHCE lessons and circle times address issues which may involve a number of children in the class. These systems are discussed with parents and pupils in a manner which fits the situation.

Independence and resilience is built into learning at all times. Where 1:1 support is given, time is built in to the day when the child will complete aspects of their work independently. Although the adult providing the support will scaffold and model for the pupil, they will not do the work for them. Clear communication between all members of staff working with a particular child ensures that the work produced is of a consistent quality.

Policy reviewed 30th August 2024

Next review 1st September 2025

Appendix 1 - Taken from SEND code of practice 2014

Broad areas of need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young

people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Appendix 2 Local offer

Accessibility and Inclusion

What the school provides

Tonacliffe Primary School is a mainstream, one and a half form entry primary school with nursery provision available for children aged three years and above. 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. A disabled toilet is available for pupils, staff and visitors, and this also contains a height adjustable changing bed.

All policies are available on the school website or on request. The school website contains information about the school day and a notice board by the main entrance displays information about school and community events. The school will endeavour to modify information as necessary for parents and families who have additional needs.

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.

The school provides a range of ICT programmes, iPads, headphones, netbooks, computers and each class has an interactive whiteboard. One member of staff is trained in British sign language and is teaching key signs to other members of staff.

Teaching and Learning

What the school provides

At Tonacliffe Primary School 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 their needs are detailed on their pupil passport. Programmes of work are developed to best meet the needs of each individual pupil.

If necessary the SENCO will involve outside agencies such as the school health team, speech and language therapists, educational psychology, inclusion team and the Children Family and Wellbeing Service.

In the case of pupils with a hearing impairment and/ or visual impairment, specialist teacher support will be accessed. For pupils with medical needs, a health care plan will be put into place with advice from relevant practitioners, for example, the school nurse, diabetic nurse etc.

Staff have received diabetes, first aid, asthma and Epipen training. Inset has been delivered on how to identify children with SEN. Staff have also received training on how to support children with ASD and those who have experienced adverse childhood experiences. All teachers are trained in supporting children with social, emotional and mental health difficulties by implementing emotional literacy strategies and also are trained in assessing these needs using the Boxall Profile and the PSED PIVATS toolkit. In addition to this, key adults in early years and key stage one have been trained in the Nuffield Early Language Intervention. Children in nursery are assessed using Welcom.

The school's curriculum is modified to meet the needs and development of each pupil. When sitting examinations, children with SEN can use a quiet room, 1:1 reader and scribe if they are required. Additional time to sit them may be requested.

The school has a provision map which identifies the interventions taking place in school each term, this is time limited and progress is monitored. All pupils are tracked using the Lancashire tracker. Those working below national curriculum expectations for reading, writing or mathematics are assessed using the relevant PIVATs documents too.

Progress is monitored by the SLT and pupil progress meetings take place to ensure all pupils are making progress.

Reviewing and Evaluating Outcomes

What the school provides

Annual reviews are held at least every twelve months for children with an Education Health and Care Plan (EHCP). These are held every six months before the child's fifth birthday. 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 or more frequently if needed. The passport is discussed at a meeting each term. Parents are invited into school for this and the SENCO and class teacher are both present. Parental views are paramount in ensuring effective provision.

If a child needs support additional to that provided by school, then school may request an education health care needs assessment. In order to do so, a consultation with an Educational Psychologist would be required, and other outside agencies may also be involved in this process. The advice provided by these services would then be implemented. If the child is still in need of more support, then an EHC needs assessment request will be made.

The effectiveness of provision is monitored and evaluated through the use of the provision map, which is updated half termly. The identification of needs on the passports also measures the effectiveness of the provision, as does the school's tracker. Meetings are held between the head teacher and class teachers at least three times a year to ensure that pupils are making progress.

Keeping Children Safe

What the school provides

Risk assessments for SEND pupils are carried out as necessary by class teachers to ensure pupils are safe in school. These are checked and approved by the SLT to ensure they are appropriate for the needs of the child.

Risk assessments for school trips are carried out by the class teacher and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and four weeks for a B visit (e.g. farms and residential). All venues are pre-visited and the risk assessments are then reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits.

All children must have appropriate clothing and the correct ratio for adults to children is ensured.

At the start of the school day, pupils in Early Years and Key Stage 1 enter the school through their classroom doors. Staff are available to talk to on arrival. Where necessary, pupils are met by a support assistant. Pupils in year 3 and 4 use the junior entrance and those in year 5 and 6 use the year six entrance.

At the end of the school day, pupils in Early Years and Key Stage 1 are handed over to their parents/carers. In lower Key Stage 2, children are supervised and observed when being collected. Staff are available for pupils in upper Key Stage 2 if they are required.

All playtimes are supervised by staff members to ensure children's safety. Children who are identified as requiring extra support are provided with this. Parents can access the Positive Behaviour Policy and Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

The school will administer medication prescribed by a doctor. Parents must bring the medication to school in the morning and take it home at the end of each day. Parents must sign a form giving permission to the school to administer the medication on their behalf.

Medicines are stored safely away from children.

Care plans are developed alongside parents, carers, medical practitioners and school staff. These plans are shared with school staff and are uploaded onto CPOMS.

A list of all medical conditions and allergies are available for staff from the office, school kitchen and the relevant classrooms.

School have a number of qualified first aiders whose training is regularly updated. We have a dedicated area in school to administer first aid treatment. Key staff are trained in how to support pupils with diabetes and asthma. In the event of an emergency school will follow the emergency procedures provided by the parents and/or in line with the school policy.

School follow advice provided by health professionals such as occupational therapy and speech and language therapy.

Communication with Parents

What the school provides

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.

School operates an open-door policy and 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 correspondence letters will be emailed to parents. Regular newsletters and the School Spider app keep parents up to date and provide reminders for parents.

The school offers parents' evenings, 'meet the teacher' evening, reading and mathematics workshops and 'parents and grandparents to play day' amongst other opportunities for parental engagement.

Parents give feedback to the school through the open-door policy, parental questionnaires and a feedback section on the school reports.

Working Together

What the school provides

Children in Years 2-6 have representatives from their class on the school council. Key Stage 2 classes have eco-committee members in every class.

PSHE lessons allow children to share their feelings in a safe environment. Class teachers have received training on emotional literacy and utilise strategies from this to support children. The Boxall Profile and/or PSED PIVATS are used to assess the needs of children who need additional support in regards to their social, emotional or mental wellbeing.

All staff in school are approachable and accommodating. A message section in reading record books allows parents to communicate with teachers informally, as does the open-door policy. Parents' evening is held twice a year and parents can arrange appointments to discuss their child's education at other times if they feel this is necessary. School reports are

written annually and have a feedback form attached. SEN meetings and annual reviews invite parents to share their views.

All parents are welcome to join the 'Friends of Tonacliffe'. Vacancy notices for the governing body are sent out. School encourage parents to support activities in school such as reading with children and supporting forest groups.

What help and support is available for the family?

What the school provides

Parents can access help in completing paperwork from class teachers, the SENCO, teaching assistants and the senior leadership 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. The Early Help Assessment is used to identify the needs of vulnerable children and to support parents in need of help.

School has a noticeboard with details of local groups and will endeavour to refer parents to local services if required. Newsletters are emailed to parents weekly detailing forthcoming events.

If a pupil required a travel plan to get their child to and from school, this would be dealt with by the class teacher, SENCO, headteacher in conjunction with the local authority.

Transition to Secondary School

What the school provides

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 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.

Extra Curricular Activities

What the school provides

A daily breakfast and after school club, FUNDA, is run by a private company at a small cost to parents. The same company run sports clubs after school each week as well as a holiday club. Some of the staff running these clubs also support some of our children during the school day, thus enabling children to build meaningful and trusting relationships.

There are a wide variety of extra-curricular activities such as gymnastics, football, netball 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 and sports clubs. The clubs are available at a low cost to all pupils in the designated age range assigned to that activity. Where there are children who require 1:1 support, we endeavour to make this available in order for them to access the activities.

Children in reception are assigned a buddy from year 5 when they first start school. They then keep the same buddy as they move into year 1. Each half term, the buddies spend some dedicated time together.

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.

Feedback

What is the feedback mechanism?

For pupils on the SEND register, parents are invited to meetings three times per year. The class teacher and/or the acting deputy head or SENCO attend these meetings in order to ensure best outcomes for children. Parents' evening is held twice per year and a written report completed annually. Children with an EHC plan have an annual review in addition to the three pupil passport meetings. Everybody working with the child is invited to this review meeting. Parental views are a really important part of the feedback process and we encourage parents to share their perspective in order for us as school staff to learn from their experiences.

As children learn and develop, there will be times when communication needs to take place more often. It might be that a child has made incredible progress and we want to share this with parents, or that parents want to share this with the staff in school. Alternatively, a child might be experiencing difficulty in a certain area and strategies to support them need to be discussed. In most cases, these conversations would take place either when the parents are dropping off or collecting their child, or over the telephone. If the conversation is taking place in person, a quiet and private space would be used to ensure confidentiality, particularly when a child is struggling. Successes might be celebrated more openly.

Appendix 3 - Policy for Medication Management

Medication Management Policy

Policy and legislation

Legislation has been brought in to support the growing number of children with diagnoses of such illnesses as diabetes, asthma and epilepsy.

- Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010.
- Where this is the case, governing bodies must comply with their duties under the act.
- Some children may also have special educational needs (SEN) and may have a statement or Education Health and Care (EHC) plan which brings together health and social care needs.

Roles and responsibilities

SENCO – Miss Amy Griffiths

SEN Governor – Mrs Danielle Mitchell

Line manager of SEN teaching assistants – Mrs Joanne Heap

Designated Senior Lead with specific safeguarding responsibility – Mrs Joanne Heap

Member of staff responsible for managing Pupil Premium Grant – Mrs Charlotte Clutterbuck

Designated teacher for Looked After Children – Miss Amy Griffiths

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Miss Amy Griffiths

Most teaching staff are not contractually obliged to give or supervise medication. Some staff may, however, as part of their contract, have specific duties to do so. Prime responsibility for a child's health rests with parents and they are welcome to come into school to administer medicines. Please also see orange Policy for the Administration of Medicine in School.

Storage of medication

Medication is stored in the school office, in a locked cupboard, out of direct sunlight and out of the reach of children. A separate fridge is also located in the staffroom if medicines need to be refrigerated.

Asthma inhalers, Epipens, and other health needs equipment are kept in classrooms, in individual labelled bags (asthma inhalers in yellow bags, Epipens in red bags, other health equipment e.g. diabetic food box in green bags). These bags are labelled with the children's names and the expiry date of the equipment. They are kept out of reach of children but are accessible in an emergency.

Administration of medication

Any member of staff should check:

- Name
- Written consent/instructions of parents
- Prescribed dose
- Dose frequency
- Expiry date
- Cautionary labels
- Do not give non-prescribed medication (e.g. paracetamol, ibuprofen, anti-histamines, travel sickness tablets)
- Do not give aspirin to anyone under 12 unless prescribed

All information should be recorded as follows:

- Name of child
- Name of medication and expiry date
- Dose
- Route of administration
- Time given
- Any side effects
- Signature of member of staff administering the medication

Children with ongoing health needs will have a care plan in place. This will be written with parents and the school health team, where possible and deemed necessary. The purpose of this is to identify the level of support needed and ensure that all involved are providing consistent care for the child.

The care plan will include:

- Details of the pupil's condition
- How the condition affects the child
- Special requirements e.g. dietary needs, issues with dehydration etc.
- Medication and side effects
- Specific times for medicine to be administered
- If medications need to be taken with food
- Time between doses
- Pre medication checks e.g. check blood sugars prior to insulin
- The role of school staff
- Signs to be aware of if the child is feeling unwell
- What to do if the child feels unwell
- Who to contact in an emergency

Policy written by A. Griffiths

Policy reviewed: 30.8.24

Next policy review date: 1.9.25

TONACLIFFE PRIMARY SCHOOL

Policy for the Administration of Medicine in School

If a child is well enough to attend school, but a doctor has advised that it is essential for medicine to be taken during the school day, **parents are welcome to come into school to administer it.** If you need to do this, please come to the main entrance and we will arrange for your child to be brought to you. It will help if you let us know in advance of your intention to do this.

If it is not possible for you to come in, you may request that the Headteacher or a member of staff administer the prescribed medicine. In such cases, please note:

- Medicines are only administered at the discretion of the Headteacher. Please be aware any medicines which are not prescribed by the doctor will not be administered. Any prescribed medicines being brought into school must have a clear prescription label, with the the child's name, dosage details and expiry date .The information for patients leaflet must also be provided and the medicines must be kept in the correct container.
- Staff are unable to split tablets or administer split tablets.
- The attached consent form must be signed before the Headteacher considers whether to agree to the request. If it is agreed to, the parent automatically accepts full responsibility for any consequences arising from the child taking the medicine. Neither the school nor any individual member of staff can be held responsible for any such consequences.
- **Medicines must be handed in by an adult to a member of staff at the main office**, and must be collected from the school office by an adult at the end of each day. Under no circumstances are children allowed to carry medicines into school, and school staff are not allowed to hand medicines to children to take home.
- It is the child's responsibility to come to the Headteacher (or other designated member of staff) for the medicine to be administered.
- The school cannot accept responsibility for medicines not being administered if any of the above conditions are not observed.

Please complete the attached consent form if you are requesting that medicine be administered to your child by a member of school staff. Medicines will not be administered without this.

TONACLIFFE PRIMARY SCHOOL

Request for Administration of Medicine at School

Please administer to my child. I have read and agree to the school's conditions for the administration of medicine, and I accept full responsibility for any consequences that may arise following its administration. I understand that the Headteacher reserves the right to decline this request.

Name of Child _____ Class _____

Name of Prescribed Medicine _____

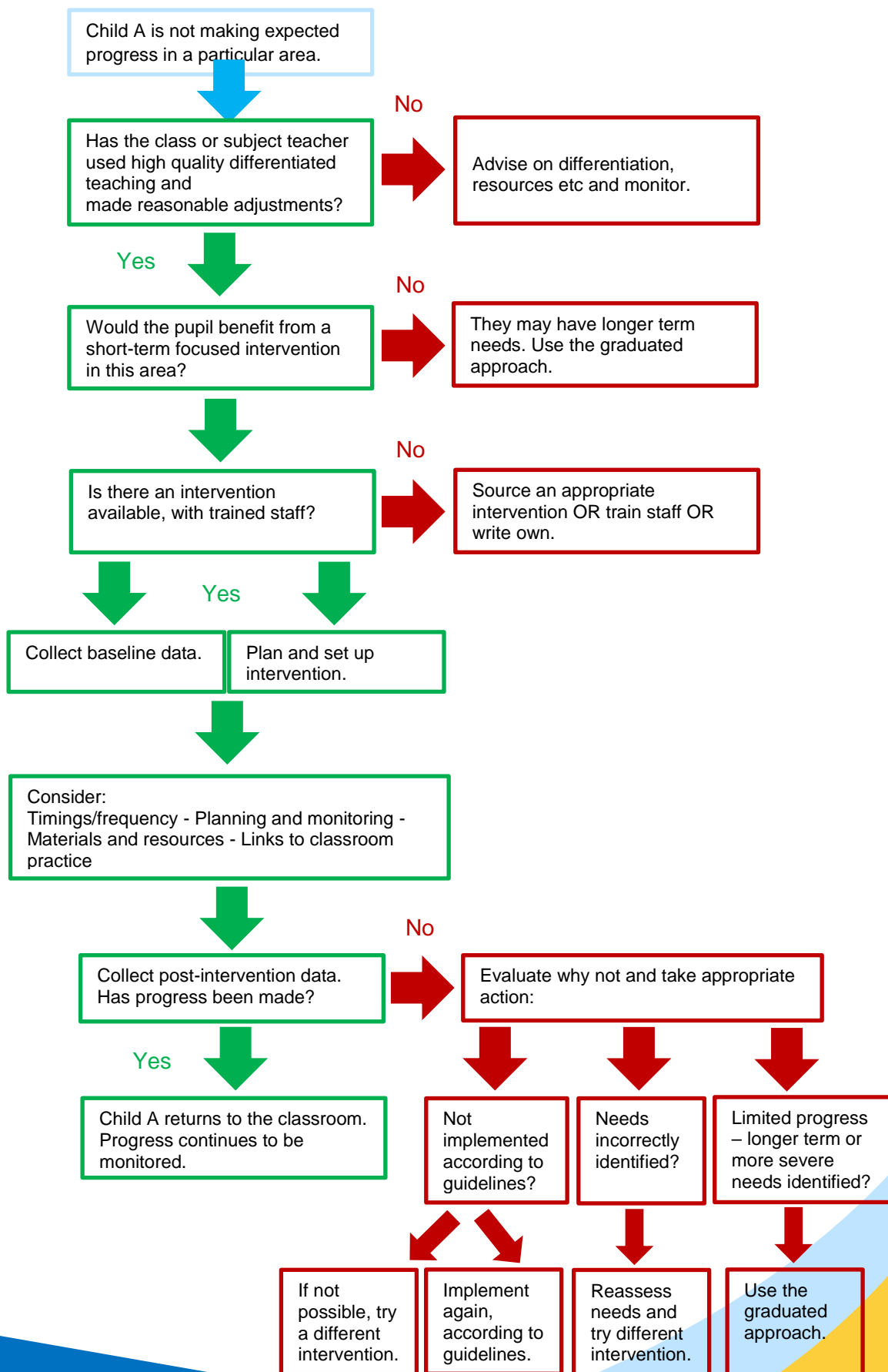
Start date of medication _____ End date of medication _____

Dosage _____ Time of administration _____

Signature of parent _____ Date _____

Request approved/declined _____
(Headteacher)

Appendix 4 – Intervention decision making flowchart



Tonacliffe Primary School Accessibility Plan 2024 – 2025

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	SUCCESS CRITERIA
Physical Access/ Environment	<ul style="list-style-type: none"> To ensure that pathways to and from school allow safe access by all pupils. To ensure that fire escapes and procedures for evacuation are revised and visibly marked around school. To ensure that any restructuring includes appropriate access for all. Ensure that all internal/external steps are edged with high visibility paint (where necessary). 	<p>Site supervisor to check daily</p> <p>Review of fire procedures etc. Ensure relevant officer has received updated training. Ensure that regular practices occur.</p> <p>Work with Property Services to ensure that all criteria are met re: Disability Act.</p> <p>Contact and arrange with Property Services</p>	<p>Improved safe access into school for all pupils.</p> <p>All fire procedures are updated and known to all staff and pupils as necessary.</p> <p>Access for all at school.</p> <p>All indoor/outside steps are clearly marked.</p>	<p>Checked daily</p> <p>September 2024</p> <p>Before restructure takes place a suitable timeframe will be set.</p> <p>When needed</p>	<p>Safe access into school for all pupils.</p> <p>Working environment conducive to rigorous safety standards.</p> <p>All new work meets the required standards.</p> <p>Internal/ external steps are edged with high visibility paint (and work is maintained)</p>

	<ul style="list-style-type: none"> • Audit and request any specialist equipment for new starters where necessary • Audit school furniture/ room layouts related to pupil and school community access • Complete risk assessments for children who are at risk of leaving the school grounds/hiding inside school premises 	<p>SENCO to liaise with SENDO</p> <p>H&S officer to assess with SENCO</p> <p>Strategies to be reviewed and shared with all staff as and when necessary.</p>	<p>Specialist equipment to be requested and used where necessary</p> <p>Access for all at school</p> <p>Staff will know where children are at all times.</p>	<p>Ongoing</p> <p>When needed</p> <p>Reviewed regularly in line with needs of children</p>	<p>Pupils have equipment and are able to access school environment</p> <p>Rooms and furniture support access</p> <p>Children will be safe in school.</p>
Curricular Access	<ul style="list-style-type: none"> • To ensure that teachers and support staff have the necessary training to teach and support pupils with a disability. • To ensure that children with hearing impairments are seated appropriately in order to be able to see and hear lesson content • To maintain appropriate recommendations from 	<p>To carry out teaching and support staff training needs analysis to establish training needs.</p> <p>Consult with HI specialist teachers</p> <p>Consult with caretaker regarding necessary changes to physical</p>	<p>Staff more able to meet the requirements of disabled children's needs with regard to accessing the curriculum.</p> <p>Needs of children with HI are being met</p> <p>Needs of children with HI are being met</p>	<p>September 2024 and throughout the school year</p> <p>Reviewed after each visit from HI and VI teachers</p> <p>Ongoing throughout the year</p>	<p>Increase in access to National Curriculum.</p> <p>Children are seated appropriately for their needs.</p> <p>Advice is sought when queries arise. Advice is</p>

	<p>the hearing impairment environmental audit</p> <ul style="list-style-type: none"> To ensure that key staff are trained in sign language, Makaton and PECS as appropriate 	<p>environment as they arise</p> <p>Trained staff to disseminate to wider staff e.g. assembly time, staff briefing</p>	<p>Needs of children are being met</p>	<p>Ongoing throughout the year</p>	<p>implemented when received.</p> <p>Staff communicate clearly with children. Children are increasingly able to communicate with staff and peers.</p>
<p>Access to Information</p>	<ul style="list-style-type: none"> To ensure parents are aware of agencies and the written materials available from the LA to support disabled pupils. To ensure that parents who cannot read because of an underlying condition such as dyslexia can access written information 	<p>The school makes parents aware of the services and written materials provided by the LA by:</p> <ul style="list-style-type: none"> - SENCo - Newsletter - Leaflets - Parents Meetings - School Nurse - School Notice board <p>Increase in the amount of correspondence being published on the school website means parents can enlarge as necessary and ask support from friends and family if they do not feel comfortable asking school staff for support</p>	<p>Parents are aware of the information available from different agencies</p> <p>If needed, the school can provide written information in alternative format.</p>	<p>When a disabled child starts at the school information will be given on their admission meeting.</p> <p>FIND newsletter available on school website.</p> <p>Website updated at least weekly</p>	<p>Improved dissemination of information.</p>

