Tollerton Primary School – Local Offer

What kinds of special educational needs does the school/setting make provision for?

Tollerton Primary School is a mainstream school. We aim to provide the very highest standards of education within a caring, exciting and stimulating environment. We want our children to be excited by the curriculum and challenged to achieve their potential. We want our children to enjoy their learning, feel safe and valued. We work closely with families to ensure all our children have the best education possible. We aim to actively include children with a broad range of special needs. Aiming to provide every child with access to a broad and balanced education, this is in line with the Special Educational Needs Code of Practice.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Staff at Tollerton Primary seek to identify the needs of pupils with SEND as early as possible. This is done most effectively by gathering information from staff, parents, education agencies, health and social care services and other settings, such as Tollerton Playgroup and other Nursery settings. Where SEND is identified prior to a child starting school, we work closely with all parties involved to ensure the needs of the child are understood and a transition plan is put into place. Class teachers, alongside the head teacher and SENCO, monitor the progress of all pupils in school every half term. This is to ensure that every child in school, regardless of need, reaches their full potential. If the class teacher has any concerns about a child, this will be discussed with the SENCO. The concern will then either be logged for future reference or, where appropriate, acted upon by assessing the child's needs further. A meeting will then be set up with the parents to discuss the child's needs in more detail and decide on a SEN plan of additional support. If a parent has concerns about their child's progress they should first speak to the class teacher. The class teacher will then liaise with the SENCO. Children may also be assessed by external agencies and school will work alongside them in collaboration with the family.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

A review of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions in place and is monitored through the regular evaluation of performance data. It will also consider the views of the pupil and their parents. The class teacher, in conjunction with the SENCO

and child's parents, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. SEN Support Plans are kept for children with SEND. These provide details of both class support/adaptions and any interventions a child is accessing. These are reviewed and updated each term to ensure the most appropriate support is being provided.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Every half term, the class teacher alongside SLT, analyse the performance data for every child in their class. Each term, the SENCO also analyses the progress of children on the SEND register and the effectiveness of support plans. Parents are invited to termly review meetings/ parent evenings to discuss their child's needs and learning. This information combined all helps the school to understand how a child is developing. Ways in which to support your child will be communicated at termly review meetings and at parent evenings. The school also has an open-door policy where a parent can make an appointment at any time to discuss their child's learning.

What is the school's approach to teaching pupils with special educational needs?

All teachers at Tollerton Primary School are teachers of special needs and we aim to provide all children with first-class, high-quality teaching. We may also use specialist interventions to support some children's learning. Interventions may involve group or one-to-one teaching, both in class and away from the main teaching. It may also involve using different equipment or adapting the curriculum for some pupils. Children who have an additional need and are part of the SEN Register have their own targets and strategies which they are working on, these are recorded on an individual SEND Support Plan. This will be reviewed termly and discussed with both the pupils and their families. The support plan will include strategies on how families can best support their child. A very small number of children who have complex needs require the school to request support and additional funding from the local authority. These children will require significant 1:1 support and be intensely monitored by the SENCO.

How will the curriculum and learning be matched to my child/young person's needs?

Strategies to ensure all children can access a broad, balanced and appropriate curriculum include:

• Ensuring all staff are fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback.
• Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils, including those with SEND.

• Using in-class provisions, additional strategies and support effectively to ensure that the curriculum is differentiated and adapted where necessary.

• Making sure that specialist interventions are available where it is felt that pupils would benefit from this provision.

• Setting appropriate targets based on a child's needs, that motivates them to do their best and provides them with clear, small steps of progress.

• By promoting and celebrating achievements at all levels.

How are decisions made about the type and amount of support my child/young person will receive?

It is the responsibility of the Head Teacher, Senior Management Team, SENCO and Governors to decided how the school budget and resources is allocated regarding SEND. Some pupils with significant SEND needs may access additional funding. This additional funding might be from an AFN budget which is devolved to and moderated by the Family of Schools and Family SENCO. The Family of Schools comprises of a secondary school and its feeder primary schools, needs will be moderated across the family of schools and funding distributed accordingly. For those with the most complex needs, additional funding (HLN or high-level needs) is retained by the local authority. This is also accessed initially via the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority. The panel will determine whether the level and complexity of need meets the threshold for HLN funding. If funding is awarded from either AFN or HLN the SENCO will plan, implement and monitor effective use of the funding obtained. EHCPs are not linked to funding in Nottinghamshire and do not automatically come with AFN or HLN.

How will my child/young person be included in activities outside the classroom, including school trips?

At Tollerton Primary School we will always try to make reasonable adjustments to ensure children can access extra-curricular activities and school visits.

What support will there be for my child/young person's overall well-being?

All classes deliver PSHE (Personal, Social, Health and Well-Being Education) to support this development. However, we recognise that some children have extra social, emotional and mental health needs that may need to be developed and nurtured. We

recognise these needs can manifest themselves in a number of ways, including behavioural difficulties and/or anxiety. We aim to sensitively managing these needs and may offer 1-1 support, Thrive support or if necessary a referral to an external agency. We work collaboratively with CAMHS and MHST / Rushcliffe Primary SEMH Team / Healthy Families Team / Social care and bereavement services for specialist support.

Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The school SENCO is Katie Smith. She can be contacted at the school on 0115 937 2944 or via email: Office@tollerton.notts.sch.uk

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Many of our staff have attended specialist training including training on Autism, ADHD/ADD, Attachment and Trauma issues, Dyslexia/DCD, Sensory Issues, SALT and SEMH needs (social and emotional and mental health needs). Some staff have CPI training as required. Our staff also attend specialist medical training where necessary. Our school operates the following training programmes:

• SEND Inclusion Service and EPS (Educational Psychology Services).

• The Rushcliffe Primary SEMH Partnership also provides training.

• The family of schools work together to provide bespoke training via the Family SENCO.
• We are also a member of the Equals Trust: a multi academy trust where we share expertise and training within the trust, such as having access to a highly trained Speech and Language Therapist and Inclusion Lead.

What specialist services and expertise are available or accessed by the setting/school?

Tollerton Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. We also access the expertise within the Equals Trust Academy, our Southwolds family of schools and Family SENCO.

The SENCO is responsible for liaising with other agencies which may include some of the following:

• Education Psychology Service (EPS)

• Rushcliffe Primary SEMH Team.

• Speech and Language Service (SALT NHS)

- SEND Inclusion Service
- Social Services and Early Help Team (Family Service)
- Specialist Outreach Services
- CAMHS and MHST
- Healthy Families Team (NHS)
- Bereavement Services.

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Assistive technology: In school we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs. For instance, we use computer-based interventions to support the children with dyslexic tendencies. We have a recently built hygiene suite to enable us to cater to children's personal care.

What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher and the SENCO. Parents / carers are invited to SEN review meetings, Parents' Evening and to contribute to their child's SEND Support Plan.

Our school website provides details of our school offer in the SEND Information Report. We offer an open-door policy and can always be contacted for an appointment to discuss other concerns. Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

The SENCO, Katie Smith can be contacted by phoning the school on 0115 937 2944 or emailing: Office@tollerton.notts.sch.uk

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENCOs may also signpost parents of pupils with SEN to the local authority services, children's centre and other specialist organisations where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

What are the arrangements for consulting young people with SEN and involving them in their education?

Pupil voice is very important to us. Children with special needs are supported to fill in a pupil view form every term before their SEN review. Children where able are asked to attend review meetings to contribute their view on the provision they are accessing, potential new targets and how they feel they can best be supported.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint if necessary. The Head Teacher and senior leadership team will always aim to resolve any complaints as soon as possible. The School Complaints Policy is on the school website or available on request from the school office.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school Governors ensure the ongoing achievement and success of SEND learners. The SEND Governor is the Governing Body's champion for learners with SEND and those with inclusion needs. They support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs. Their role can include many duties, for example:

• Ensuring we are complying with the SEN and Disability Code of Practice 2015 and providing strategic support to the head teacher.

• To have an overview of the school's work with children who have special educational needs.

• To appoint a SENCO who has the appropriate teaching background/experience or training to comply with statutory obligations.

• To ensure the necessary special arrangements for children with SEND are in place.

• To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.

• To ensure that a pupil with special educational needs joins in school activities with pupils, who do not have such needs so far as is reasonably practical and compatible with the pupil receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources.

• To ensure that staff are trained in meeting the needs of children with SEND including awareness of conditions such as autism, dyslexia and ADHD and the correct procedures for moving and handling children with disabilities.

• To ensure school publish a SEND Information Report.

• Cooperating with the Local Authority when the school is being named in an Education, Health and Care Plan (EHCP).

• Ensuring clear guidance on admissions and inclusion based on the principle that children and young people should be educated in a mainstream setting.

How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Tollerton Primary works closely with a wide range of organisations and services and is able to refer children to relevant agencies that provide additional support. Further information is available through Nottinghamshire SEND Local Offer, our SEND Information Report on our website and additional links on our website.

How will the school/setting prepare my child/young person to: Join the school/setting?

We work closely with local nurseries in particular Tollerton Playgroup. Where appropriate, children with identified SEND needs will be supported with additional school transitions through liaisons with parents, support agencies and key staff from both settings. Where a child has identified needs prior to joining us, every effort is made to ascertain the exact nature of their needs and the support necessary to enable them to reach their full potential in school so plans can be put into place to ensure a smooth transition.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)? KS3 Transition.

We liaise closely with the SENCO and Head of Year at Southwolds Academy to ensure a smooth transition. In the Summer Term, additional to normal transition visits, SEND children will have access to extra visits to familiarise themselves with the setting and meet key staff. These are arranged by the SENCO. Transition forms are also completed by the SENCO and Class Teacher and relevant documentation is transferred indicating

the child's needs and placement on the SEN register, relevant assessments and nature of current support.

Where can I access further information?

Further information can be obtained from the school website or by contacting Katie Smith (SENCO/Headteacher) 0115 937 2944.