

Name of School: Toll Bar Primary School

Date of Report June 2014

## SEN INFORMATION REPORT (Version: 1)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must** be updated annually and **any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
Targeted intervention groups for SEN children 1:1 support for statemented and LAC children Small group work within the class Nurture groups to address emotional needs with Learning Mentors
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
Mrs A Melling (SENCO) Mrs L Wood (PSA) Mrs E Collins (Learning Mentor) Miss T Hickman (Learning Mentor) Mr S Bower (Inclusion Manager)
Policies for identifying children and young people with SEN and assessing their needs SEN Policy

Behaviour Policy
Safeguarding Policy
Gifted and Talented Policy
Health and Safety Policy
Anti-bullying Policy
Arrangements for consulting parents of children with SEN and involving them in their child's education
Contact SENCO at school through the School office on 01302 874324 or see the PSA
Arrangements for consulting young people with SEN and involving them in their education
Child friendly IEP's reviewed half-termly with targets set for SEN children
Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
Regular meetings with parents of SEN children – contact with SENCO and PSA
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
An up to date Health and Care Plan set up for each individual child with SEN to be shared with next phase

<p>Visits to Secondary School, to meet the staff. Staff also visit pupils in Primary School</p> <p>A termly reviewed plan set up for each individual child with SEN to be shared with next phase</p>
<p>Approach to teaching children and young people with SEN</p>
<p>Use of the 'Social model of disability' with the child at the centre of the process and all adults involved with the child have access to their Health and Care plan</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN</p>
<p>Differentiated planning in order that all SEN children have access to the curriculum.</p> <p>Personalised learning for children with SEN</p> <p>Access to laptops to aid with written work</p> <p>Practical apparatus used too</p>
<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p>All staff have knowledge of the SEN children and their Care Plans, showing how they are supported through the day</p> <p>Staff in school aware of SEN children</p> <p>Quiet time in the 'Blue Room' if children are upset in school</p> <p>Learning Mentor support</p> <p>Specialist support available from Health Visitors, School Nurses, Educational</p>

Psychologist, Occupational Therapist, IFSS
Evaluating the effectiveness of the provision made for children and young people with SEN
<p>Regular reviews and progress and outcomes for children</p> <p>Effective provision mapping showing plans for outcomes every 6 weeks</p>
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
As an inclusive school we offer support for all children but in particular all SEN children have full access to the broad and balanced curriculum through differentiated work and targeted support from experienced adults in school.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
<p>Learning Mentor – playtime and lunchtime drop ins</p> <p>Nurture Groups - contact books</p> <p>Allocated staff to pupils if required</p>
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
Links with PSA to other agencies to support children, we offer contact with all LA support

services.
Arrangements for handling complaints from parents of children with SEN about the provision made at the school
Initial complaint to go to school office and will be dealt with IMMEDIATELY by SENCO and SLT
Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published
Details to be found on the school website and in the school prospectus

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.