

Policy title	:	SEN Information Report
Date approved	:	September 2018
Review date*	:	September 2020

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

“At Tollgate Primary School we believe that effective inclusive practice ensures that all children are encouraged and supported to reach their full potential educationally, emotionally and physically.”

“All children have the right to access the same opportunities as their peers and benefit from the modelling that takes place in a mainstream setting”

Tollgate Primary school is fully inclusive and welcomes all children. We have children with a range of special needs including

1.Communication & Interaction (ASD/SLCN)

2.Cognition & learning (MLD/SpLD)

3.Social, Emotional and Mental Health (ADHD/BESD)

4.Sensory &/or physical (HI/VI/PD)

We have clear pathways which enable us to recognise children’s individual differences and a range of interventions and supports to ensure all children’s needs are met.

Inclusion Manager : Katie Pugh

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Parent Consultation:

Parents are consulted regularly and we have an open door policy for parents of children with special needs and disabilities. The SENCO and learning support teachers are easily available to teachers and are visible at key points of the day. Parents of children with additional needs are communicated with regularly. For those children who receive fulltime support parents have an additional parents meeting in each term. This is to discuss programs and progress.

Children who are recognised as have mild learning difficulties are monitored by the SENCO and feedback is given to pupils and parents from interventions as and when they occur.

Children who have medical needs will have meetings to create and review care plans and agree arrangements with the school in liaison with the school nurse.

Pupil consultation/voice

We believe that pupil voice is an integral part of our school development. We encourage all children to believe in their own capacity. We are ambitious in our expectations and our children respond to this. Pupil voice is very important within the school and children are encouraged to use these avenues for their voice. They include :

- Junior leadership team
- School council

All pupils complete the PASS survey yearly (collecting pupil views)

Pupil to pupil nominations in assembly

Peer voice in our person centred annual reviews

We have used pupils views to develop our transition programs. Children are supported at transition points throughout their time in school. Transition visits are planned from year to year and at the end of each key stage, where visits are made and photographs and books are used to ease transition.

Reviewing progress

At Tollgate we have high expectations of all pupil outcomes and progress. Therefore children's progress is looked at frequently and in detail.

Every pupil receives a termly progress report that details current development and targets. This reports children's individual academic progress along with a grade that recognises their efforts.

The parents of Children with significant SEND will have termly meetings with Teachers to discuss current progress. At the end of the year these children will have an annual review to give a very comprehensive review of the year's achievements.

Children receiving interventions are assessed each term. Children's progress within interventions is monitored and children are supported with transferring their skills from small group situations back in to the classroom.

Children are regularly assessed and their progress recorded including the use of photos, film and daily home/school books, as well as closely monitored planning and marking.

Evaluating the effectiveness of our practice is always an important component. We moderate our practice and outcomes along with other similar schools and gather parental responses to ensure we are monitoring our continued impact.

Our approach to teaching

We believe that all teachers are teachers of children with SEND and our very high standards are equally relevant for children with SEND. Our priority for all children is that they receive quality first teaching.

We have a clear whole school approach to teaching and supporting children. Teachers are knowledgeable about SEND and use this in their planning. Teachers are aware that to support children in their learning they will require different strategies and resources to be successful. All children begin with the whole class, some children then access additional intervention in groups and 1 to 1 sessions.

All children have daily input from teachers. Those that have one to one support receive a balance of teacher input and then support from a specialist Teaching assistant.

We use a range strategies such as:

Meta cognition strategies

Visual supports and scaffolds

Visual timetables

Sensory profiling

Communication profiling

Ipad as VOCA and learning tool

Music therapy

All staff are given relevant training both in and out of school. Teaching assistants are trained to a specialist level in the area of ASD we believe it is a high priority to secure specialist expertise within the staff team.

Extra Curricular activities

We offer a large range of after school clubs. Currently we run 30 clubs that provide a wide range of experiences both academic and creative.

All children have access to regular educational visits that enable them to benefit from all the richness that London has to offer. All children are welcome to attend these and support staff are provided when children need extra support.

We also have a breakfast club, where children with SEND are welcomed and support can be arranged.

We encourage our children with SEND to join in with all of the schools activities .We also provide support for our children with SEND to attend residential visits.

We provide support and appropriate transport for all trips and visits.

Social and emotional support

We ensure that all pupils in the school feel valued and have opportunities to express themselves. We believe it is essential to educate the school community about the diversity within the school and how this is our richest resource. We actively raise awareness about disability and particularly Autism. This helps all children to develop an understanding of their peers who may have some very complex needs. Tollgate Primary School is also recognised as a lead SCERTs school which ensures that we actively support children's emotional regulation.

Within the school we have three experienced learning mentors. They are available to support children at their more social times as they are particularly skilled at dealing with sensitive emotional issues. All children have access to the support of the learning mentor team. This team identifies the pupils emotional needs and will direct pupils towards appropriate interventions.

Nurture groups

Buddy time

School counsellor

Language groups

Playground leaders

Family support workers

We run social skills groups and language groups to support children with their emotional needs and communication needs. We employ a music therapist who encourages expression through music. We offer advocacy for children to express their voices and use a buddy system for any new children to our school.

We encourage outside agencies to become involved in our school and have regular meetings with outside agencies.

Looked after children :

When a pupil is looked after regular Personal Education meetings (PEPs) are held in school to support looked after children. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children.

Multi agency work

We work with a range of external support services including:

Educational psychology

Speech and language therapy

Learning support services

Language, communication and interaction service

School nurse

Physiotherapy

Occupational therapy

Deaf and visual impairment teams

Complex needs team

Social services

Behaviour Support Services

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The SENCO has a close working relationship with these services.

We hold regular safeguarding panels within school and this is made up of both leaders, middle leaders and Family Support Working team. This ensures that we track vulnerability very closely and provide preventative approaches.

Accessibility plan

We are not yet a fully accessible school but do have special facilities such as:

Wheel chair accessible classrooms

Disabled toilets

Hygiene room

Sensory room

Softplay room

Medical room

Admissions

We believe that all children are welcome in community schools. All families will attend an admission's meeting where transition into school will be discussed. At this point a skilled member of staff will sensitively explore the possibility of children have any additional needs . In the case that a child has significant needs contact with other agencies will proceed before an admissions date is given.

Complaints

We work hard with all stakeholders to ensure they everybody feels satisfied. However on the rare occasion that someone feels unsatisfied they are welcome to put this in writing. This would be taken very seriously and handled sensitively.

Any complaints regarding SEND should be sent directly to the Head Teacher