

Name of School: **Toll Bar Primary School**

SEND INFORMATION REPORT (Version: 3 – October 2017)

Date of next report: October 2018

The SEND Information Report must include the following information and be cross referenced to the School's SEND 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 SEND children 1:1 support for EHCP and LAC children Small group work within the class SEAL/Nurture groups to address emotional needs with Learning Mentors Rainbows
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
Mrs P O'Connor (SENCO/Inclusion Manager) Mrs L Wood (PSA) Mrs E Collins (Learning Mentor) Miss T Hickman (Learning Mentor)
Policies for identifying children and young people with SEND and assessing their needs
SEND Policy Behaviour Policy Safeguarding Policy Gifted and Talented Policy Health and Safety Policy Anti-bullying Policy

<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>
<p>Contact SENCO at school through the School office on 01302 874324 or see the PSA, Lynn Wood, either drop in or phone the school office to arrange a meeting.</p>
<p>Arrangements for consulting young people with SEND and involving them in their education</p>
<p>1 Page profiles/Support Plans reviewed half-termly with targets set for SEND children</p>
<p>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</p>
<p>Regular meetings with parents of SEND children – contact with SENCO and PSA</p>
<p>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</p>
<p>An up to date Health and Care Plan/Support Plan set up for each individual child with SEND to be shared with next phase</p> <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 SEND to be shared with next phase</p>

Approach to teaching children and young people with SEND
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
How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND
<p>Differentiated planning in order that all SEND children have access to the curriculum.</p> <p>Personalised learning for children with SEND</p> <p>Access to laptops to aid with written work</p> <p>Practical apparatus used too</p>
The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
<p>All staff have knowledge of the SEND children and their Care Plans, showing how they are supported through the day</p> <p>Staff in school aware of SEND children</p> <p>Quiet time in the Poplar Room/Nurture Room if children are upset in school</p> <p>Learning Mentor support</p> <p>Specialist support available from Health Visitors, School Nurses, Educational Psychologist, Occupational Therapist, IFSS, PLC and EWO</p>

Evaluating the effectiveness of the provision made for children and young people with SEND
<p>Regular reviews and progress and outcomes for children</p> <p>Effective provision mapping showing plans for outcomes every ½ term.</p>
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
<p>As an inclusive school we offer support for all children but in particular all SEND children have full access to the broad and balanced curriculum through differentiated work and targeted support from experienced adults in school.</p>
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 SEND 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> <p>Worry box</p> <p>School Council</p> <p>Email contact for children to use</p> <p>Whole School behaviour Policy consistently applied</p> <p>IBP's 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 SEND and supporting their families
Links with PSA to other agencies to support children, we offer contact with all LA support services. School able to signpost Team around the family meetings held and relevant agencies invited.
Arrangements for handling complaints from parents of children with SEND 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 www.tollbar.doncaster.sch.uk 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 SEND.

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 SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.