



Tongue Moor Primary Academy

Special Educational Needs or Disability (SEND) Information Report for Parents

General Information

We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a SENCO or leader may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

What is the Academy ethos/approach to SEND and Disability?

Tongue Moor aims to support all pupils in making good progress as soon as they start with us. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.

Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any problems ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. They are invited to attend parents' meetings in the Autumn and Spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Support Plans are written for children who have special educational needs and these are discussed fully with parents and pupils. Parents may also request information at any time regarding the progress of their child. Any successful applications for additional SEND funding will result in an Education, Health, Care Plan (EHCP). Children with an EHCP will have an annual Person Centred Review meeting where parents will be involved in planning suitable provision for their child to ensure that measurable outcomes are achieved.

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

Tongue Moor monitors pupils' well-being carefully and plans to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil.

In addition to the PSHCE curriculum which is taught to all pupils, Tongue Moor supports individuals and groups of pupils in a range of ways, including through pastoral groups and the use of target groups with school staff or external agencies.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs are fully involved in reviewing their progress towards agreed targets and in setting new targets. They are also kept informed about the provision for their child at school and staff provide guidance to parents about strategies that they can implement at home to support their child.

Any successful applications for additional SEND funding will result in an Education, Health, Care Plan (EHCP). EHCPs will involve families in planning appropriate provision and reviewing children's outcomes based on the support that they have received.



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How does the school involve children and young people in their education and in the decision making process?

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when Support Plans are reviewed and their ideas and aims are taken into consideration when any new plans are written. The Academy culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development. The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in shaping the direction of provision where appropriate.

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEND, for example parent partnership)

The following service may be able to offer support and advice for parents:

Bolton Information and Advisory Service - 01204 848 722
Ladywood Outreach services - 01204 333400
School Nursing Team - 01204 462468
Social Care – 01204 337729/30 (South), 01942 634625 (West)
Speech and Language Therapy Service - 01204 462670
Occupational Therapist - 01204 463484
Physiotherapist - 01204 463477

Other agencies are also available when referrals are made or further advice is sought.

Where can I find information about Local Authority provision for children and young people with SEND?

The Local Offer is available on Bolton Council's Website –

<https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer>

How should complaints regarding SEND provision be made and how will they be dealt with?

All complaints are dealt with in line with the Academy's Complaint Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Headteacher or the Chair of Governors, as outlined in the Complaints Procedure. The Governing Body sub-committee for SEND will then deal with any complaint.

How do I get a copy of the school SEND policy?

Tonge Moor's SEND policy is available in the Policies section of the website. A copy is also available from the school office on request.

Who do I contact for further information?

Mrs Zoe Ashton is the SENCO. If you would like to discuss any area of concern with Mrs Ashton, please contact the school office to arrange an appointment.



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Details of Provision on Offer at Tongue Moor Academy

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How SEND is identified (Reg 2)	<ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Monitoring by SENCO and SEND team Support from external agencies, such as Ladywood and Educational Psychology Service (EP) 	<ul style="list-style-type: none"> Information from parents Information from class teacher and intervention group leaders Information from SENCO Information from Speech & Language therapists following referrals in or out of school Formative assessment of communication development Ladywood Outreach monitoring and assessment EP Assessment 	<ul style="list-style-type: none"> Information from parents Feedback from class teacher Information from any pastoral interventions and SENCO Monitoring of progress in related areas in EYFS Observation in class, playtimes, lunchtimes Behaviour logs, changes in attitude Boxhall Profile Possible specialist involvement – EP, Nurture Groups, CAHMs Intervention by THRIVE behaviour support. 	<ul style="list-style-type: none"> Information from parents/health visitors/school nurse Age-related checks e.g. vision/hearing Observations in P.E. at playtimes If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children
How SEND is assessed. (Reg 2)	<ul style="list-style-type: none"> Diagnostic tests linked to specific areas of concern (in-house) Assessment by external professionals Pupil Progress meetings Assessment by class teacher Assessment by SENCO Support staff feedback 	<ul style="list-style-type: none"> Assessments by Speech & Language Therapists referred by school Ladywood Outreach Health – i.e., school nursing Class teacher assessments SENCO assessments Support staff feedback 	<ul style="list-style-type: none"> Concerns raised by class teacher or parent if additional strategies are needed to support the pupil 	<ul style="list-style-type: none"> Additional support or advice needed to assist pupil to access full curriculum in school.



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Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
SEND provision made throughout the school	<ul style="list-style-type: none"> • Pupils with an Education, Health & Care Plan • Pupils who receive SEND provision but do not have an EHCP or statement • Intervention groups • Appropriately differentiated class work 	<ul style="list-style-type: none"> • Speech and Language Therapy • ELKLAN • Talking partners • Kagan strategies and collaborative learning • Time to Talk • Socially Speaking 	<ul style="list-style-type: none"> • Nurture • CAMHS • Behaviour chart and individual rewards • Now and next cards, visual timetables • 1:1 sessions • Pastoral support • Learning mentor 	<ul style="list-style-type: none"> • Sensory support service • 1:1 sessions • Occupational Therapy • Physiotherapy
<p>How the curriculum and / or school environment is adapted for pupils</p> <p><i>Wave 1</i> <i>Universal Provision</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to intervention groups</p> <p>Access to on-line activities</p> <p>Individual or group reading</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>ELKLAN strategies</p> <p>Communication Friendly Spaces</p> <p>Support for language development at home</p>	<p>Whole school behaviour policy</p> <p>Safeguarding policy</p> <p>Whole school rules</p> <p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Extra-curricular clubs</p> <p>Circle Time/Class Assembly</p> <p>Clubs</p> <p>PSHE focus work</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Class seating plans carefully considered</p> <p>Writing aids</p> <p>Pencil grips</p> <p>Support from community nurses and external agencies</p> <p>Allergy training/plans</p>
How the curriculum and / or school environment is adapted for pupils.	<p>Basic skills programmes for literacy and numeracy</p> <p>Group teacher input</p> <p>Group teaching assistant input</p>	<p>In-class group support for speech and language</p> <p>ICT – Packages</p> <p>Talk for Writing</p>	<p>Pastoral groups for self-esteem and social skills</p> <p>Group activities e.g. social skills</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p>



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<p><i>Wave 2</i> <i>Targeted Group Interventions</i></p>	<p>Additional individual reading support Additional guided reading sessions Gifted and talented sessions 1:1 sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group writing support Additional phonics support Support plans where necessary</p>		<p>In-class support for developing behaviour targets, access or safety Additional group support IBPs Behaviour Symbols Early Bird PPP CAF</p>	<p>Fine/gross motor intervention groups In class support for supporting access and safety</p>
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 3</i> <i>Targeted 1:1 or Small Group Interventions</i></p>	<p>Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Basic skills groups Advice from external agencies CAF/CAM</p>	<p>Speech and Language support S&L support from TA S&L support from teacher EAL support from TA EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops CAF/CAM</p>	<p>Small group or 1:1 social skills Individual counselling Individual mentoring or support Individual reward system Social skills training Anger management interventions Peer mentoring Advice from EP/specialist teacher Pastoral support plan Time-out Parent behaviour groups Advice from THRIVE behaviour support CAF/CAM</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc Occupational Therapy programmes Access to iPads Use of appropriate resources e.g. hearing aids/lamps Advice from EP/specialist teacher CAF/CAM</p>



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How the effectiveness of the provision is evaluated. (Reg 3a)	Progress tracked each half term in core subjects Pupil Progress Provision Mapping Lesson observation and SENCO monitoring Monitoring of support plans	Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate Monitoring of support plans	Monitoring of support plans	Regular visits from external agencies to monitor progress. Monitoring of support plans
How the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)	All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development.		Transition Pre teaching Any additional needs or considerations included in risk assessments Additional staffing ratios where needed Individual behaviour strategies/plans as appropriate	Any additional needs or considerations included in risk assessments Additional staffing ratios where needed
What specialist skills/expertise do school staff have? (Reg 5)	Staff regularly attend relevant training delivered by external agencies	Staff regularly attend relevant training delivered by external agencies	Learning mentors Staff regularly attend relevant training delivered by external agencies	Staff regularly attend relevant training delivered by external agencies
What training are the staff teaching and supporting pupils with SEND having/recently had? (Reg 5)	Educational Psychologist/Ladywood discussions with class teachers to support and implement strategies.	Teaching assistants trained by S&L therapists to deliver specific programmes Staff training by Ladywood Outreach	Internal training within staff meetings and unit meetings Whole school behaviour management training on training days	Teachers given advice and recommendations from Sensory Support Services to work with children
	Qualified SENCO			



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What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)	Educational Psychologist assessments Ladywood Outreach Bolton Information and Advisory Service Social Care	Speech and Language therapists	Nurture Healthy Schools Team School Nurse CAMHs Family Worker Health Visitor Social Care	Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses
How equipment and facilities to support pupils is secured. (Reg 6)	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			
How pupils with SEND are supported during transition? (Reg 12)	<p>Where appropriate, prior to starting at Tongue Moor the team meets with staff from feeder nurseries so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.</p> <p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.</p> <p>Year 6 pupils will have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff. Pen Portraits and forms will be completed by class teachers for transition to High School.</p>			
How young people with SEND are supported in preparing for adulthood, independent living and the next	<p>Social skills groups Meeting with High School teachers All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing</p>			



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phase of their education, training or employment? (Reg 12)				