

Special Educational Needs (SEN) 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 senior 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 SEN and Disability?

Tonge Moor Primary Academy 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. Successful applications for additional SEN funding will result in an Education, Health, Care Plan (EHCP) being issued. 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?

Tonge Moor Primary Academy 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 PSHE curriculum which is taught to all pupils, Tonge Moor Primary Academy supports individuals and groups of pupils in a range of ways, including through pastoral groups and the use of interventions 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.

EHCPs will involve families in planning appropriate provision and reviewing children's outcomes based on the support that they have received.

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.

What specialist services are available at the school?

The agencies and professional services currently accessed by the school are:

- Ladywood Outreach Advisory Service
- Educational Psychology Services
 - Speech and Language Therapy Service
- Occupational Therapy
- Health Visitors
- School Nurse
- Paediatric Learning Disability Services
- Bloom Wellbeing Service
- Pupil Referral Unit
- CAMHS

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 SEN, for example parent partnership)

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

Bolton Information and Advisory Service (formally Parent Partnership) - 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 SEN?

The Local Offer is available at: <https://mylifeinbolton.org.uk/send.aspx>

How should complaints regarding SEN 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 Head of School or the Chair of the Local Governing Body, as outlined in the Complaints Procedure.

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

Tonge Moor Primary Academy'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 SENDCO.

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

Details of Provision on Offer at Tonge Moor Primary Academy to Support Pupils

| Area | Cognition and Learning | Communication and Interaction | Emotional, Behavioural and Social | Sensory and/or Physical |
|--|--|--|---|---|
| How SEN are identified | <ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Support from external agencies, such as Ladywood and Educational Psychology Service (EP) Half-termly progress meetings | <ul style="list-style-type: none"> Information from parents Information from class teacher and intervention group leaders Information from SEN specialist teacher 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 Monitoring of progress in related areas in EYFS and National Curriculum Observation in class, playtimes, lunchtimes Behaviour logs, changes in attitude, CPOMs Boxhall Profile Possible specialist involvement – EP, Nurture Group, CAHMs, ASPIRE | <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 a child / young person with SEN is assessed. | <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 assessment Support staff feedback Bolton Social Communication & Interaction Pathway (BSCIP) | <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. Sensory Audit |
| Type of SEN provision made throughout the school | <ul style="list-style-type: none"> Pupils with an Education, Health & Care Plan | <ul style="list-style-type: none"> Speech and Language Therapy ELKLAN | <ul style="list-style-type: none"> Nurture CAMHS | <ul style="list-style-type: none"> Sensory support service 1:1 sessions Dough Gym |

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|--|---|---|---|---|
| <p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 1 Universal Provision</i></p> <p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 2 Targeted Group Interventions</i></p> | <ul style="list-style-type: none"> • Pupils who receive SEN provision but do not have an EHCP • Intervention groups • Inclusive classroom environments | <ul style="list-style-type: none"> • WELLCOM • Kagan strategies and collaborative learning • Time to Talk | <ul style="list-style-type: none"> • Behaviour chart and individual rewards • Now and next cards, visual timetables • 1:1 sessions • Pastoral support from SEN teacher • Learning mentor • Support from ASPIRE | <ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy |
| | <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 homework clubs</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>Emotion Coaching and Learning mentor interventions/counselling</p> <p>Mindfulness</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>Brain gym</p> <p>Support from community nurses and external agencies</p> <p>Allergy training/plans</p> |
| | <p>Skills programmes for literacy and numeracy</p> <p>Group teacher input</p> <p>Group teaching assistant input</p> <p>Additional individual reading support</p> <p>Additional guided reading sessions</p> <p>Gifted and talented sessions</p> | <p>In-class group support for speech and language</p> <p>ICT – Packages</p> <p>Talk for Writing</p> <p>SEN teacher support – language building groups, speaking and listening groups</p> <p>Time to Talk</p> <p>Lego Therapy</p> | <p>Pastoral groups for self-esteem, social skills with SEN teacher support</p> <p>Group activities e.g. social skills</p> <p>In-class support for developing behaviour targets, access or safety</p> <p>Additional group support</p> <p>Support Plans where necessary</p> <p>Behaviour Symbols</p> | <p>Additional fine motor skills practice</p> <p>Fine/gross motor intervention groups</p> <p>In class support for supporting access, safety</p> <p>Sensory Audits and interventions (Ladywood)</p> <p>Support Plans where necessary</p> |

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|---|--|--|---|--|
| | 1:1 sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group literacy support Additional phonics support Support Plans where necessary Read Write Inc Toe by Toe/Word Wasp Working Memory Dyscalculia interventions Dyslexia interventions | ELKLAN WELLCOM Bespoke Speech and Language therapy packages Now and Next Visual cues Choice basket Support Plans where necessary | Early Bird PPP Early Help ASPIRE and EP intervention Tiered response Star Approach to identify triggers Personal rewards/incentives Reporting to parents Learning Mentor intervention Exit passes and calm down spaces | |
| How the curriculum and / or school environment is adapted for pupils. <i>Wave 3 Targeted 1:1 or Small Group Interventions</i> | 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 | S&L support from TA S&L support from teacher Advice from EP/specialist teacher Targeted parent workshops | 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 Tiered response Parent behaviour support groups | 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 Sensory Audits and interventions (Ladywood) |
| How the effectiveness of the provision is evaluated. (Reg 3a) | Progress tracked each half term in core subjects Pupil Progress Provision Mapping Lesson observation, SENCO monitoring | Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate | Support Plans reviewed and updated regularly | Regular visits from external agencies to monitor progress. |

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| How the school ensure the inclusion of pupils with SEN 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 Trained in ELKLAN strategies Staff trained in WELLCOM strategies Staff trained in Signalong | Learning mentor and pastoral team | |
| What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5) | Educational Psychologist discussions with class teachers to support and implement strategies. Ladywood support. | EYFS staff trained in ELKLAN strategies and WELLCOM Teaching assistants trained by S&L therapists to deliver specific programmes Staff training by Ladywood Outreach | Internal training within staff meetings and unit meetings De-escalation and safe restraint training for SMT | Teachers given advice and recommendations from Sensory Support Services to work with children Ladywood courses on sensory processing difficulties OT and Physio advice |
| SENCo has achieved the National SENCO Award. | | | | |
| 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 | Speech and Language therapists Ladywood | Nurture Healthy Schools Team School Nurse CAMHs Family Worker Health Visitor Social Care ASPIRE | Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses |

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|--|---|-------------------------------|-----------------------------------|-------------------------|
| <p>How equipment and facilities to support pupils is secured. (Reg 6)</p> | <p>Where possible, items are secured using the school budget and/or monies allocated for SEN 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.</p> | | | |
| <p>How pupils with SEN are supported during transition? (Reg 12)</p> | <p>Where appropriate, prior to starting at Tonge Moor Primary Academy 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> | | | |
| <p>How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p> | <p>PSHE Curriculum Sessions to give children the platform to discuss relevant and current issues and voice their opinions and thoughts</p> <p>High quality Maths Curriculum</p> <p>Nurture Groups</p> <p>Black Sheep Press transition materials</p> <p>Additional transition days to High School</p> <p>Meeting with High School teachers</p> <p>All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing</p> | | | |