TOLWORTH SCHOOL
Happy children, successful learners

Tolworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Special Educational Needs and Disability (SEND) Policy

Governors' Committee / Responsible Member of Staff	Maria Baker (SENCo KS2) Harriet Dodson (SENCo EYFS/KS1)
Status	Statutory
Review Cycle	Annual
Date written	September 2022
Date of review	September 2025
Date of next review	September 2026

This policy is written in line with the requirements of:-

Part 3 of the Children and Families Act 2014
SEN Code of Practice 2014
The Special Educational Needs and Disability Regulations 2014 and 2015 (amendments)
The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
The Order setting out transitional arrangements, Section 137
The Equality Act 2010

The kinds of special educational need for which provision is made at The Federation of Tolworth Infant and Nursery School and Tolworth Junior School ("Tolworth School")

We are a mainstream school with a nursery. We cater for children from 2 to 11 years. We have three Specialist Resourced Provisions for children with moderate to severe learning difficulties. The nursery SRP has places for three children, The Reception/KS1 SRP has places for 9 children and the Junior SRP has 12 places (three in each year group).

Our Mission Statement

These statements apply equally to all the adults and children who are part of the school's community.

We aim to provide a happy, inclusive and safe environment and opportunities that help us gain the skills, knowledge and understanding necessary for us to become:

- Independent, confident and thoughtful individuals who will embrace challenges
- Considerate, supportive and respectful to all
- Lifelong thinkers and learners who make a positive contribution to society
- Emotionally aware individuals who make healthy lifestyle choices
- World citizens who are responsible, proactive and environmentally aware
- Effective communicators

Tolworth School works to create an enthusiastic inclusive community of learners by:

- Providing an exciting and creative curriculum
- Recognising and valuing every individual's strengths, needs and interests
- Providing a broad range of learning opportunities, experiences and environments to encourage exploration and discovery
- Fostering play, nurturing curiosity, communication, problem solving and creativity
- High quality teaching using a variety of approaches to meet all learning styles and needs
- Valuing and celebrating each individuals contributions, talents and successes equally
- Encouraging effort, risk taking and perseverance
- Valuing and celebrating our cultural and social diversity and creating strong links with our parents/carers, families and wider community

<u>Happy children successful learners!</u>

Information about the policy for identification and assessment of pupils with SEN

At Tolworth School, class teachers and the Leadership Team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments including: National Reception Baseline, EYFS profile, Year 1 Phonic screening, End of Key Stage SATs, Literacy Screening, B squared and teacher assessment. Speech link is used to test speech clarity, Universally Speaking Checklist is for speech and language and OT Resource Pack is used to assess physical and spatial difficulties.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are EAL support, language awareness groups, writing, reading, maths groups, social skills groups and narrative groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents/carers, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents/carers, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the Inclusion Team meet at least termly to review and monitor progress and to assess the impact of interventions.

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan (EHCP)

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents/carers and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEN Code of Practice (2014) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matching or improving on the pupil's previous rate of progress
- Allowing the attainment gap to close between the pupil and children of the same age

For pupils with an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the Governing Body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

As with all pupils, pupils with special educational needs will have their progress tracked regularly to inform targets and to measure steps of progress. If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one-to-one support and small group teaching. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions. We have experience of supporting children with a range of medical needs; additional training will be sought if necessary. We have a shower and changing room for those children with self care needs.

How the school adapts the curriculum and learning environment for pupils with special educational needs

At Tolworth School, we follow the advice in The National Curriculum Framework and the Statutory Framework for the Early Years Foundation Stage, on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to

remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Identifying SEN in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements; updated outdoor covers for Foundation Stage, updated environmental area and vegetable gardens that all children can access. Staff are trained in supporting children with SEND. Our School Development Plan identifies aspects of the school that need improving.

Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to fund some resources for pupils requiring special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives. The Headteacher has the final say in the use of the personal budget within the school.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Tolworth School, are available to pupils with special educational needs, where appropriate. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. A range of clubs are provided, including sports clubs, art, cookery, games and dance. Every effort will be made to provide adult support for those children with SEND who require it, if the school is able to access additional funding.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Tolworth School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance Personal, Social and Health Education (PSHE), social skills groups, circle times and nurture groups and indirectly with every conversation adults have with pupils throughout the day. Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views. We use 'pupil voice' to support children with SEND to express their views. We use PSHE sessions and circle times to discuss issues around inclusion and bullying.

The name and contact details of the SEN Co-ordinators

The SENCOs at Tolworth School, are Harriet Dodson (Infant and Nursery School) and Maria Baker (Junior School). They are qualified teachers and have been SENCOs before 1 Sept 2009 and are not required to undertake the National Award for SEN Co-ordination.

Harriet Dodson is available on 020 8399 4231 or hdodso1@tins.rbksch.org
Maria Baker is available on 020 8399 4472 or mbaker52@tjs.rbksch.org

How equipment and facilities to support children and young people with special educational needs will be secured

We have a range of specialist equipment including Occupational Therapy and Physiotherapy resources and Speech and Language Therapy resources. Other specialist equipment will be considered on an individual basis and additional funding will be sought if necessary.

The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education

All parents/carers of pupils at Tolworth School are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. If following this normal provision improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to address these needs further. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review. In addition to this, parents/carers of pupils with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/carers.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers play a significant role in their child's provision and school works closely with parents/carers to support the child and the whole family.

The arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Tolworth School are used for complaints about provision made for special educational needs and disabilities. We encourage parents/carers to discuss their concerns with the class teacher, SENCO or Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

How the Governing Body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing Body have engaged with the following:-

- A Service Level Agreement with the Educational Psychology Service
- Membership to SPARK (the School Performance Alliance Richmond and Kingston)

- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc.
- School Nurse

The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Richmond and Kingston SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers through providing free, confidential, advice, support and options around educational issues. Kingston's Parent Carer Forum (PCF) aims to build partnerships between parents and carers, the local authority and schools and aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's Special Educational Needs and Disability and be involved in the development of local SEN policy and practice.

SENDIASS can be contacted on:
Website: https://www.rksendiass.co.uk/
Phone: 0808 164 5527
Email: info@rksendiass.co.uk

Location:

Kingston Office: The Moor Lane Centre, Moor Lane, Chessington, KT9 2AA
Richmond Office: The Croft Centre, 20 Windham Road Richmond, London, TW9 2HP

Kingston Parent Carer Forum:
Website: https://kingstonpcf.co.uk
Email: help@kingstonpcf.co.uk

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Tolworth School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition work happens between Key Stage One and Key Stage Two as well as between all the years as the children move through the school. We also contribute information to a pupils' onward destination by providing information to the next setting. We hold face to face meetings with the child's next teacher each year and written information about the child is also passed on. At the end of KS2, SENCOs from secondary schools are invited to the final termly provision review meeting, which is held in the summer term prior to transition day. Records are handed over at a meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving secondary school if we feel they will benefit from this.

Information on where the local authority's local offer is published.
The local authority's local offer is published on https://www.afcinfo.org.uk/local_offer and parents/carers without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish our policy for pupils with SEND on the website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014 and 2015 (amendments).