Tolworth School SEND Information Report 2025/26

How do we identify and assess pupils with Special Educational Needs (SEN) and/or disability?
At Tolworth School, class teachers and the Leadership Team monitor the progress of all pupils regularly to review their progress. 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 will we evaluate the effectiveness of the provision made for pupils with Special Education Needs and/or disability 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 at least 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.

What are the school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs and/or disability?

As with all pupils, children with Special Educational Needs and/or disability 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.

What is the school's approach to teaching pupils with Special Educational Needs and/or disability?

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. Some children 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.

What is the school's approach to supporting pupils with medical conditions?

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 and/or disability, 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 does the school adapt the curriculum and learning environment for pupils with Special Educational Needs and/or disability?

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 and/or disability. We ensure that all children have access to a broad and balanced curriculum that is personalised to meet their needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

What additional support for learning is available to pupils with Special Educational Needs and/or disability?

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.

What activities are available for pupils with Special Educational Needs and/or disability 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 and/or disability, 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.

What support is available for improving the emotional and social development of pupils with Special Educational Needs and disability?

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, Health and Emotional (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 and/or disability 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. At Tolworth School the Children and Families Coordinator works closely with the SENCo's and wider staff to support the social and emotional development of our pupils.

How will equipment and facilities to support children and young people with Special Educational Needs and/or disability 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.

What are the arrangements for consulting parents/carers of children with Special Educational Needs and/or disability?

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/carer 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 Education, Health and Care Plan (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.

What are the arrangements for consulting young people with Special Educational Needs and/or disability?

When a pupil has been identified as having Special Educational Needs and/or disability 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 (pupil voice). 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.

What are the arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of pupils with Special Educational Needs and/or disability 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/or disability. We encourage parents/carers to discuss their concerns with the class teacher, SENCo or Headteacher 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 does the Governing Body involve 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/or disability and in supporting the families of such pupils?

The Governing Body have engaged with the following:-

- A Service Level Agreement with Educational Psychology
- 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

What are the contact details of support services for the parents/carers of pupils with Special Educational Needs and Disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

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

What are the school's arrangements for supporting pupils with Special Educational Needs and/or disability in transferring between phases of education?

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 sure that the transfer is 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 transition meetings with the SENCo and relevant Year 6 teachers. Records are handed over at a meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving school if we feel they will benefit from this.

Where is the local authority's local offer is published?
The local authority's local offer is published on https://kr.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. Our policy for pupils with SEND is on the school 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 and Disability Regulations 2014.

The name and contact details of the SEND Co-ordinators
The SENCos at Tolworth School are Harriet Dodson (Foundation Stage and Key Stage One) and Maria Baker (Key Stage Two) 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**

The SEND information report is reviewed annually
Next review date: September 2023