

Special Educational Needs and Disabilities – SEND



School Information Report for Parents and Carers

Review date: December 2020

Next Review Date: December 2021

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

For more details to help you please read our [Local Offer](#) which is on the school website www.toddingtonstgeorge.co.uk/co.uk, or please ask for a printed copy.

Policies and our local offer are available on this website

About our school

Our school vision is *Lighting a Spark in every child* and we believe passionately in offering the best education we can for all children and have a strong commitment to our SEND teaching and learning.

At Toddington St George CE School we provide for pupils with a range of special educational needs including those with:

- **Communication and interaction needs**; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**: this includes children who are needing specific support for a range of SEMH needs such as anxiety, attachment, bereavement
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We also have a **specialist provision for children with Hearing Impairment (HI)**, supporting children with diagnosed needs from across Central Bedfordshire

Who is responsible for SEND at TSG?

- **Mrs Lisa Mallett** is Special Educational Needs and Disabilities co-ordinator (SENDCO).
- **Mrs Imelda Taylor** is Senior Teacher of the Deaf for the HI Provision.
- **Mrs Janet Hicks** is the SEND Administrator.
- **Mrs Emma French** is the Early years SEND support lead
- **Mrs Kirsti Meachem** is our governor with responsibility for SEND.

Contact details are:

Lisa Mallett Year 2 Teacher, Treetops (SEMH) Coordinator and SENDCO
Tel: 01525 872360 (Monday – Thursday Afternoons)

Imelda Taylor Senior Teacher of the Deaf
Tel: 01525 872360

Janet Hicks SEND Administrator (Monday – Thursday)
Tel:01525 872360
Email: j.hicks@toddstg.co.uk

Kirsti Meachem SEND Link Governor contact via Email: : j.hicks@toddstg.co.uk

Does the school get money to support children with SEND needs?

As part of our school budget we receive an allocation that supports children at stages 1 and 2 on the SEND log. For Stage 3 children on an EHCP plan we receive additional funding.

Last year the main school budget was £51,210

The allocation for Stage 3 children was £40,405

This entire budget is committed and used to support children's needs.

How do we identify and give extra help to students with SEND?

TSG Academy uses Central Bedfordshire Council's guidance for SEND assessment and support.

Children are identified as having SEND through a variety of ways including the following:

- Liaison with pre-school/previous school
 - Child performing below age expected levels
 - Concerns raised by parent
 - Concerns raised by teacher for example behaviour or self-esteem is affecting performance
 - Assessments the SEND co has been trained to make
 - Liaison with external agencies e.g. Educational Psychologist, Speech and Language Therapists (SALT), Occupational Health, Physiotherapists, CHUMS
 - Health diagnosis through paediatricians.
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- We will always contact parents if we have a concern that a pupil may have a special educational need.
 - We work closely with pupils with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress.
 - We do this by holding regular meetings, at parent evenings and by phone.
 - There are also opportunities for parents and pupils to contribute to and be consulted on our policies on SEND and Equality. We do this through Parent Governors, Questionnaire's and Parent/pupil forums.

How can I raise concerns if I need to?

Please come and talk to us, email us or ring school to make a time to meet.

Usually we start by having a discussion with your child's class teacher and you first. Then, as necessary, Mrs Hicks will arrange a time for a meeting with the SENDCo (Special Educational Needs and Disabilities Co-ordinator) Mrs Mallett.

How will school support my child?

- We offer a broad and balanced curriculum for all students including those with SEND. Details are published on the school's website.
- The way we adapt this for children with SEN and disabled students is set out in the School Accessibility Plan and this includes things like site and access arrangements, furniture and IT provision as well as the adaptations made in delivering the curriculum.
- We have highly targeted teaching groups in Maths and English in all classes and use regular assessments to identify areas for development. Intervention groups use agreed approaches such as e.g. Precision teaching, Lift off to Language
- Teaching Assistants support pupils in making accelerated progress in class across the curriculum using precision teaching and 1.1 learning schemes as necessary and we use our delegated budget and accessibility grants to adapt both the learning environment and the curriculum to meet the needs of the pupils with special educational needs and disabilities to support these actions.
- Specific individualised support e.g. Speech and Language Programme and support for health needs
- We use the local authorities graduated response approach to ensure this supports children's learning effectively.

How are Governors involved and what are their responsibilities?

- The SENDCo meets with the SEND Governor twice a year to inform them about the progress of the children with SEND; confidentiality is maintained at all times.
- The Head teacher reports to the Governors each full term
- An annual SEND audit is now conducted with a small group of relevant staff team members

How are children with SEND helped to access activities outside of the classroom, on school trips and visits and how are they included in all activities at school After School Clubs ?

All pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

- Pupils with SEND are encouraged to participate in all school activities.
- Access to after school clubs is provided and support is given by trained activity leaders.
- School trips are accompanied by a high ratio of adults to children.
- Parent/carers are invited to accompany school trips if appropriate.

- We also have some specialist trips provided by local charities for our children with HI needs

How will the school know how well my child is doing and how will they inform me about this?

- The class teacher monitors each child's progress and discusses with the SENDCo and the parent/carer using teacher assessments.
- Every term the targets are reviewed and the child's progress is discussed with the parent/carer. The class teacher agrees targets with the parent/carer and records these on a Personal Focus Plan (PFP). Every term the targets are reviewed and the child's progress is discussed with the parent/carer. Every half term pupil progress meetings are held with the Head teacher to discuss the children's progress and what support is needed.
- Annual reports document progress against national age related expectations.

How will my child be able to contribute their views?

Children who have PFP's discuss their targets with the class teacher Learning Support Assistant, or Special Needs Assistant.

- If your child has an Education and Health Care Plan(EHCP) their views will be sought before any review meetings
- Children are invited to these meetings (as age appropriate) and a video footage will accompany the meeting so the child can discuss their learning with you

Who will explain the support given to my child?

- The class teacher will meet with parents at least once a term to discuss your child's needs, support and progress.
- Our SENDCo will oversee all support and progress of any child requiring additional support. She will work with the class teacher and learning support staff to put together a plan for your child. We call this a PFP (a Personal Focus Plan)
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made and the class teacher will feedback at least every term to parents/carers to discuss your child's needs, support and progress.
- There may be a Teaching Assistant working with your child either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How do we get advice from, and liaise with, external agencies?

- We work closely with outside agencies; we phone or email for advice and make referrals as needed.
- We have access to a range of agencies including Occupational Therapy, Educational Psychology Service, Physiotherapists, Paediatricians, CAMH (Child and Adolescent Mental Health), CHUMS (Child Bereavement Trauma and Emotional Wellbeing Service), and Jigsaw Centre. Therapy Services, Children's Social Care, Specialist Play therapists and Speech and Language Therapy (SALT).

What expertise can we offer?

- Our SENDCO and our teacher in charge of the SEMH provision hold the National Award for SENDCO qualification.
- All staff are offered training in safeguarding, dyslexia, Visual Impairment needs, Deaf friendly schools, ADHD ASD and SALT (Speech and Language)
- Many staff sign and all communicators for the HI provision are experts in signing being at least Level 2 and many Level 3 trained.
- We have an outreach NNEB play specialist for HI pupils
- All teaching staff will receive training on SEND needs and the new Code of Practice 2014.
- There are also members of staff who have trained in team teach physical intervention and de-escalation techniques.

Teaching assistants are trained to support the particular needs of the students they work with.

Information about these services and what they offer can be found on the local authority website under their local offer tab and also within the **Local Offer on our Website**.

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

- The progress of all students is tracked throughout with regular assessments, updated profiles and pupil progress review meetings with both the SENDCO and the Head Teacher.
- In addition, for students with SEND we regularly review progress towards agreed outcomes assessing on their Personal Focus Plans to see whether the support that's been in place has made a difference and what we need to do next.
- We evaluate this progress against age related expectations.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained within the annual report on school data to the School Improvement subcommittee of the Governors.

What do we do to support the wellbeing of students with SEND?

All pupils have the opportunity to share their views with their teachers and their teaching assistants. We take bullying very seriously.

We help to prevent bullying of all students including those with SEND by the application of the Behaviour policy and the Anti-bullying policy.

Every child is also encouraged to have

- a Hand of Trust
- know the 5 SMILE well-being indicators (walk, talk, play, laugh, and plan) to support their well-being.

We are also delighted to be able to offer specialist groups for

- play therapy and social skills
- art therapy
- speech and language
- physical play.

These are part of our well-being and nurture approach led by trained staff and take place in our Treetops chalets.

Joining the school and moving on.

We welcome children with special educational needs or disabilities to join our school. We encourage all new parents to visit the school before applying for a place and so offer open mornings, afternoon and evenings. These include guided tours for parents while the school is operational. Our admissions policy which is published on our website applies to all children whatever their needs or abilities.

We begin to prepare young people for transition into the next stage of their education through a rigorous system of liaison and information sharing and can be flexible in our arrangements so we can meet all individual needs. Our neighbouring middle school SENDco and Staff work very closely with our school SEND team. We have worked hard to ensure we can also pride ourselves on very strong liaison with the SEND staff at the pre-school provider.

Who to Contact for any additional details

If you are concerned about your child, please contact your child's class teacher. We welcome feedback, including compliments and complaints, about SEND provision. We aim to respond to any complaints within 48 hours.

Central Bedfordshire Council's Local Offer can be viewed at https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

If you'd like free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers in Central Bedfordshire then please contact the Central Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on 0300 300 8088. Their email address is sendiass@centralbedfordshire.gov.uk and their website can be accessed at <https://cbsendiass.org/>