Tottington Primary School

SEN Information Report 26/27

Welcome to our SEN Information Report which is part of the Bury Local Offer for learners with Special Educational Needs. (SEN)

All governor-maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

A friendly and inclusive primary school that equips, engages, excites and inspires every child to

always aim high



What is a Special Educational Needs or Disability?

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning disability if they have:

• A significantly greater difficultly in learning than the majority of children of the same age
• Or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

Special Educational Needs or Disability can be considered to fall under four broad areas, all of which are catered for at Tottington Primary School to ensure all pupil's needs are met.

What special educational needs are catered for at Tottington Primary School?

At Tottington Primary School we cater for all Special Educational Needs or Disabilities (SEND) as categorised by the SEND Code of Practice. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

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

Some children come to school with a special need or disability that has already been identified. We fully understand that parents/carers have a good knowledge of their child's needs and know what is needed to best support them.

Sometimes when children start school parents/carers may feel that their child has a special need which has not yet been identified. School will work quickly to address this. We feel that communication between parents/carers and staff is invaluable as part of the identification process. At Tottington, we pride ourselves on working closely with all families to support the needs of all pupils.
Where a child is not making adequate progress in learning, targeted group interventions will be implemented by the class teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn, and the outcomes monitored.

If a child appears to make very little or no progress with interventions then the child will be placed on the SEND register, in collaboration with parents/carers.

Where a child is identified as having SEND, the school will provide support that is **additional to**, or **different from** the adaptive strategies already provided through high quality teaching.

If you require any further support please contact the Special Educational Needs Coordinator (SENCo), Ms Benz.

How do you identify and assess pupils with special educational needs?

We use a variety of ways to identify children who need extra help in that:

- We visit all children in their pre-school settings and in their homes prior to starting school in order to understand the needs of all pupils.
- We measure children's progress closely and regularly through a variety of informal and formal assessments so we can quickly identify pupils who may benefit from extra support.
- Class teachers meet regularly with the Senior Leadership Team and the SENCo to discuss pupil progress and to identify support and intervention for pupils.
- Outside agencies such as educational psychologists, speech and language therapists and occupational therapists will provide us with information about children who will need extra help.
- Pupils themselves can ask for extra support and help.
- Parents are encouraged to bring concerns or information about their child to their child's class teacher.

We use the above alongside a embedded process to help ensure consistency and early identification need (please see identification flow chart)

Involving Parents: When an identification has been made, parents are involved from the outset in deciding the best route to take and designing the type of support. As part of this process, the school and parents decide whether an education, health & care plan (EHCP) is appropriate. If this is the case, consultations will take place between parents, Bury's EHCP team and the SENCo.

Involving Children: When an identification of need has been made, children are involved through the class teacher and their support is explained to them in a child friendly manner. Child discussions and questionnaires are designed to find out what children feel they need help in and what would help them most in their education

What is the school ethos/approach to SEN and Disability?

At Tottington Primary School, all children, with or without SEND, including those pupils who are looked after by the local authority, receive equality of entitlement, whether curricular or extra-curricular. As a school we ensure that special provision is made whenever necessary so that children are able to learn in an environment best suited to them. It is very important that we work in close partnership with parents/carers to provide the best support so that the best outcomes can be achieved. The broad and balanced curriculum at Tottington is adapted and made accessible for all children, through quality first teaching and differentiation by our expert teaching teams. Support and challenge are provided for all pupils to ensure outstanding progress is made from individual starting points.

Involving Parents: Parents are involved at the planning stage of their child's education. Specific programmes, resources and support techniques are shared with parents so that they have an input into the education provided and they can support simultaneously at home.
Involving Children: The children are involved at the planning stage of their education to ensure that what is delivered is centred on their needs, their likes and their hobbies. At Tottington, we feel children learn best when they are involved in what they learn, and it reflects their interests. Also, children with EHCPs have the opportunity to present this information to their parents as part a celebration at the annual review.

How do you assess their progress and decide what support to give?

Staff meet termly to discuss the progress of all children, including those with special educational needs. At this meeting the staff will decide whether appropriate progress is being made and whether interventions are appropriate. In addition, for children with special educational needs, the SENCO tracks their progress carefully and is present at all meetings. The staff will use Pre-Key Stage scales and the school's own progress measures to determine adequate progress. Staff also continually meet with outside agencies to acquire appropriate support, resources and ideas for the needs of individuals.

Students with a statement of special educational need, or an Education, Health & Care Plan, will have a formal annual review where all agencies decide on the best support for each child.

Involving Parents: Parents are involved continuously in the assessment of children. Informally, parents discuss with teachers what they see at home and this forms part of the assessment made of the children. Parents are also asked what support they feel will best help their child. Parent's comments are considered when giving summative assessments and planning next steps in learning.
Involving Children: The children are involved in their own assessments. Throughout their work, children are asked to self-assess after each session and these self-assessments are used to inform the overall teacher assessments. Also statemented and EHCP children have the opportunity to present this information to their parents as part a celebration at the annual review.

How do you adapt the curriculum and learning environment and what specialist equipment do you have?

High quality classroom teaching is the key to learning in school. Through on-going assessment, teachers build up a picture of children's needs. Class teachers have the responsibility to ensure the teaching they deliver to their class is matched to the abilities of all pupils in the class and they amend the National Curriculum accordingly.

Additional adult support may be used in a variety of ways: small groups, one to one support within the classroom or in a quieter space, or to release teachers to work with small groups or individuals.

We use a range of specialist equipment and resources to ensure we meet the needs of all pupils. We have a variety of teaching programmes for all types of needs, and we also have specialist equipment (e.g. coloured overlays for dyslexia, additional screens for children who are visually impaired, different pencils for fine motor control etc.).

We have a consistent whole school approach to having calm, clear, classrooms, all of which have a calming corner where children can access various calming strategies when needed.

We also have disabled toilets, a physiotherapy room, a hoist and changing facilities for physically disabled pupils on site.

What support will there be for my child's overall well-being (Reg 3g: in particular the development of their social and emotional skills?

The well-being of every child is always a priority at Tottington. All members of the staff team will be ready to listen to any child needing to speak about concerns, being prepared to take appropriate action and ensure measures are in place to prevent bullying, in line with the school's safeguarding and behaviour polices. As part of the school curriculum, PSHCE lessons are carried out as part of Beliefs and Values learning journeys. This enables children to spend time reflecting, helps to develop social skills and communication and supports children in managing feelings and emotions. We also follow a programme of study called 'My Happy Mind' which is backed by the NHS. It teaches children about how the brain functions and provides them will tools to manage their Well-being and Mental Health.

At Tottington Primary School, all teachers and support staff, who work alongside the SENCo (Ms Benz), offer support and guidance to children who have social, emotional and mental health needs. The school has a pastoral system in place that is lead by our pastoral team – Mrs Taylor – Safeguarding Lead (Head teacher), Mrs Berry – Pastoral Lead, Mr Groutage Deputy Safeguarding Learning (both Assistant Heads) Mrs Brierley PSHCE subject lead, Mrs Harrison – Learning Mentor and Ms Benz – SENCo. This is to provide support to all students and additional support is available to students who are vulnerable, and those that experience a range of emotional, social and behavioural difficulties. They meet bi-weekly to formulate proactive plans to support the children & families in the area they most need. We have appropriate Safeguarding procedures in place - our relevant policies are available on our website. Click link for our Mental Health and Well-Being Policy

Our designated teacher for safeguarding is Mrs Taylor. There are termly meetings where children who need specific support are discussed and targeted intervention and support is put in place. This may be in the form of a personalised intervention, working alongside an outside agency to deliver support or liaising with parents/carers to offer support within the home environment. This is in addition to delivering a well-rounded PSHE curriculum, embedded across the school. All parents are fully informed of any support and assessments carried out and regular meetings with the SENCO and class teacher are scheduled. Children with additional needs are included in all activities that take place both inside and outside of the classroom. This includes swimming, residential trips, after school clubs etc. School carefully considers the Risk Assessments for these activities and work with parents/carers and support staff to ensure that full access and opportunity is given. Tottington Primary School has a number of staff who are appropriately trained to administer First Aid. We also have members of the school team who are trained in Mental Health First Aid. Ms Benz has the National Professional Qualification in Special Educational Needs.

Regular CPD sessions are delivered to all the teaching team, along with bespoke training for different areas of need are resourced and disseminated to all staff.

How do you train staff to help children with special educational needs?

Staff at Tottington Primary School are continuously kept up to date with training and initiatives that will help our special needs children. This training can take a number of forms:

- In house training led by the SENCo or by specialists booked by the SENCo.
- External courses, led by specialists attended by our school staff.
- Through performance management, we ensure all staff have an appropriate programme of continual professional development to ensure they can meet the needs of the children with which they work.
- We also use Bury's learning collaborative which offers courses and provides opportunities for SENCo's to meet on a regular basis.

Some children with a special need, a statement or an EHCP have key staff who work with them on a regular basis. These staff are trained specifically to meet the needs of these individuals and the training plans are drawn up with the child's specific needs and future needs in mind.
The school also uses outside agencies to support and train staff where it is felt more specific expertise is needed. Examples of outside training teams that the school calls upon are; Communication Difficulties Team, Educational Psychology Service, Occupational Therapy, Physiotherapy services, Dental Nurses, School Nurses and Wheelchair services.

How do you evaluate the effectiveness of the provision made for children with SEND?

Evaluating the effectiveness of the provision at Tottington is fundamental to ensuring that every child and family receive the best possible support at this school. Evaluation of our effectiveness is conducted in a number of ways:

- Termly reviews of in-class interventions and support.
- Performance management of all staff involved in teaching at the school.
- Reviews of policies linked to the provision for children with SEND.
- External reviews of provision from outside providers such as Communication Difficulties Team, Educational Psychology Service, Occupational Therapy, Physiotherapy services, Dental Nurses, School Nurses and Wheelchair services.
- Observations of all teachers involved in the delivery to SEND children from the headteacher, teacher peers, the SENCo and external observers such as the School Improvement Partnership.
- Additional monitoring activities involved in the school improvement calendar such as book scrutinise, data analysis, staff coaching, informal walk rounds, environment walks.

How does Tottington Primary School involve children and parents/carers in their education and in the decision-making process?

The curriculum at Tottington has been designed and adapted to ensure it is accessible for all pupils' including those with SEND. Adaptions, in the form of 'support and challenge', personalised planning and resources are provided for all areas of the curriculum.

Our teachers work closely with external agencies to adapt teaching styles and strategies to ensure pupils with SEND achieve the best possible outcomes. Personalised Curriculum Overviews are shared with parents/carers of children who have a special, educational need or disability. The purpose of these is to inform parents/carers on the learning taking place within the classroom so they are able, where possible, to support at home.

There will often be specific meetings centred around a child with SEND. Parents/carers will always be informed of these meeting and will be invited as a valued member of that working team. Parents/carers will be fully involved in the process of Assessing – Planning – Doing – Reviewing for their child, alongside professional agency workers as their input is invaluable to help us set targets that will aid the pupils progress. This will normally be between the parents and class teacher, although the SENCo may also be involved if requested. This is in addition to the regular parents' evening appointments, although the parents' evening and SEN review may be amalgamated for practicality. Wherever it is possible and appropriate for the child to be a part of the decision-making process then this will happen.

Children are involved at every stage of their education here at Tottington Primary School. Specifically, for special needs, children are involved at the following stage:

- Identification stage – What is their view of their strengths and weaknesses.
- Planning stage – What would they like to happen and how can we make it exciting for them.
- Intervention stage – Are they happy with the support and does it excite them.
- Review stage – They have the opportunity to discuss their own achievement.
- Celebration stage – They have the opportunity to celebrate their achievements with all stakeholders.

Children can also be present at any meetings where their progress and achievements are discussed. Their views are sought at every stage of their support, and they are encouraged to tell people if they are not happy with any aspect of school life

It is important that all professionals and parents are fully aware of the child's feelings and opinions about their provision and learning experiences. Teachers will regularly have discussions with the child around progress and targets; this will include next steps for children so that they can work towards more challenging targets.

Feedback is provided to parents, and an annual report will be provided that reviews progress and attainment and sets goals for students. Feedback is sought from parents on the effectiveness of support, to enable ongoing development of support packages.

The school is proud of its open-door policy. Parents are encouraged to come to school to discuss any aspect of their child's education and with children with special needs this is even more the case. Home school diaries are also set up for families who feel more regular communication is necessary.

Do you have links to any other specialist support?

The school is supported by: Inclusion Team, Educational Psychology Service (limited to EHCNA), Occupational Therapy, Physiotherapy, Dental Nurse, School Nurse, Social Services and Wheelchair services. We continue to add to this list based on the needs of our children and what is available within the local offer.

How do you support pupils in transferring between phases of education?

Transition between phases of education can be a difficult time for all children, particularly for those with special educational needs or a disability.

Joining Reception

Each child is visited in their pre-school setting by one of our Reception teachers or teaching assistants. They are then invited to our setting when they come and join us for 'Stay & Play'. There is a staggered start for all Reception children - this can be adapted for children with special educational needs or a disability.

Involving Parents: Before the move to Tottington Primary School, parents are involved through tours of the school, information regarding the school in the form of prospectuses and information packs. When the children enter reception, we continue to keep parents informed through a new parents' meeting, our stay and settle sessions and the 'tears and tissues' events within the first week. Additional meetings with the SENCo will also be arranged as necessary.

Involving Children: Through the visits to setting, the child is the centre of these visits. At these the school staff ascertain key information about the child's family, likes, dislikes, interests and hobbies. This is then built into the school environment so that transitions are as smooth as possible.

Joining in Other Years

Before any child starts at Tottington, we recommend a "taster" session to meet their new teacher and class mates. For a child with special educational needs or a disability, additional sessions are offered. Our SENCo would also liaise with the SENCo from the previous school or setting to ensure we have all the necessary information.

Involving Parents: Parents are involved and invited to every stage of this so that all the necessary information can be collected about the child and their needs before they begin.

Involving Children: Children are the main part of the taster sessions and get the chance to meet the head, the teachers and the class children before they start. The teacher also receives information from the previous school so they can 'know the child' before they start.

Moving to High School

Once a high school place has been allocated, our transition programme begins. Our SENCo /or year 6 teachers will liaise with the high school's SENCo to plan a series of sessions both at our school and the high school. This is in addition to the comprehensive transition programme that we operate for all our year 6 pupils. At the end of the summer term, all relevant records and files are sent to the SENCo at the receiving high school.

Involving Parents: Parents are involved and invited to every stage of the transition programme so that parents have a chance to meet the new school staff and SENCo before the child moves and have a say in the information that needs to be passed on.

Involving Children: Children in year 6 have a comprehensive transition programme in the summer term prior to their move. This involves additional visits to their chosen high school to meet staff, other children and familiarise themselves with the school site. Additional work with individuals who are particularly anxious is also commonplace.

Who, outside of school, can I turn to for advice and support?	
Bury SENDiass Special Educational Needs, Disability Information, Advice & Support Service.	**SENDiass**, offer free, impartial, confidential information and advice for children and young people aged 0-25 and their parents or carers where a child or young person has or may have special educational needs or disability. They are open from 9.00am – 5.00pm Monday to Friday and they aim to return calls within two working days. For more information contact them via the chat facility, by email bury.sendiass@barnardos.org.uk , by phone on 01706 769634 or visit their Facebook page.
BURY2GETHER	**BURY2GETHER** are a SEND Parents forum. Where you can meet other parents of children with Special Education Needs and Disabilities. They host other events, groups and training at their centre. They have drop-in sessions which are family friendly with activities for children and often have other organisations and professionals dropping in to offer support and advice. For more information contact them by email bury2gether@gmail.com or visit their Facebook page.
firstpoint Family Support Services	First Point Family Support Services (formerly Bury Parents Forum) They offer help with Referrals to the School Nursing Team, 1:1 Support for Social Care Families and provide a Post Diagnostic Service for ADHD & ASD For more information contact them by email admin@firstpointsupport.org.uk or visit their Facebook page.
Seashell	Seashell offers free sleep support for children and young people with SEND from 2 to 25 years and their families. For more information contact them by email outreach@seashelltrust.org.uk or visit their website.

	**EHC Assessment and Review Team** For more information contact them by email ehc@bury.gov.uk, by phone on 0161 253 5969 or write to 2 Knowsley Place, Duke Street, Bury, BL9 0EJ
Bury COUNCIL Educational Psychology Service	The Educational Psychologists Service is part of Local Authority Inclusion Services. Educational Psychologists work in partnership with families, schools, settings and other professionals to achieve positive outcomes for children and young people aged 0-25 years where there are potential barriers to learning. For more information contact them by calling 0161 253 6406 or visit email edpsych@bury.gov.uk

Where can I find information about Local Authority?

The Local Offer website can be found at: SEND Local Offer In Bury (theburydirectory.co.uk)

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

You are welcome to download a copy of our SEN policy from the school's website under Statutory Publications.

Alternatively, a hard copy of the SEN policy is always available from the school office.

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

If a parent/carer has any concerns around the provision and progress of a child with SEN then there is a clear complaints procedure to follow, in the hope that any issues will be resolved as quickly as possible.

The complaint should first of all be raised with the class teacher of the child. If the concern remains, then the school's SENCO/Headteacher should be consulted.

If, after this, the situation and concerns are still unresolved then the parent/carer should contact the school's SEND Governor, Mr James Whittam, who will deal with the complaint.

Who do I contact for further information?

Ms Benz is the Special Educational Needs Coordinator (SENCo)
The Tottington SENCO is Ms M.Benz
Tel: 01204 886169
Email: Tottington.senco@prestoleetrust.org

Needs Specific Information

Cognition & Learning		
Wave 1 Universal Offer for All Pupils	**Wave 2** Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	**Wave 3** Pupils with an Education, Health & Care Plan (in addition to Universal Offer)
• Quality First Teaching with work carefully adapted to meet the needs of all pupils • Curriculum planning, activities and outcomes matched to individual needs • Flexible grouping arrangements to support access and challenge • Development of listening, attention and independent learning skills • Targeted Teaching Assistant support within the classroom for individuals or small groups • Use of structured scaffolds (e.g. writing frames, word banks) to support progress • Daily access to reading across the curriculum and individual reading opportunities • Systematic phonics teaching with regular assessment • Consistent classroom routines supported by visual timetables and cues • Access to ICT and resources to promote independence and engagement	• Concern identified by class teacher; targeted strategies and interventions put in place promptly • Regular monitoring of progress to evaluate the effectiveness of interventions • SEN Support Provision Mapping (Individual Support Plans) with clear, measurable outcomes • Additional small group or individual support (e.g. phonics, reading, numeracy) • Daily individual reading support where required • Advice and support from the SENCo and, where appropriate, external agencies • Parents/carers informed and involved in reviewing provision at least termly Interventions are evidence-informed, time-limited, and reviewed through an **Assess–Plan–Do–Review cycle** to ensure impact.	• Provision and progress reviewed termly with parents, the child and external agencies • Annual person-centred EHCP review • Highly personalised learning programmes with specific outcomes • Specialist resources purchased to meet individual needs • Recommendations from specialists embedded into daily teaching and support • Close collaboration between SENCo, class teacher and support staff Provision is precisely tailored to EHCP outcomes and is regularly reviewed to ensure sustained progress.

Teaching is continuously assessed and adapted to ensure all pupils make strong progress from their individual starting points.		
Communication & Interaction		
Wave 1 Universal Offer for All Pupils	**Wave 2** Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	**Wave 3** Pupils with an Education, Health & Care Plan (in addition to Universal Offer)
• Curriculum adapted to support communication and interaction needs • Progressive teaching of speaking and listening skills across the school • Structured classroom routines to support understanding • Consistent modelling of high-quality language by all staff Classrooms provide a language-rich environment with clear expectations and appropriate visual support.	• Targeted speech and language interventions delivered in small groups or individually • SEN Support Provision Mapping with clear communication targets • Advice and input from the SENCo and external professionals (e.g. Speech and Language Therapy) • Use of visual supports and structured communication aids • Trained staff delivering programmes under specialist guidance • Regular monitoring and review of progress Interventions are structured and evaluated to ensure measurable improvements in communication skills.	• Specialist input from Speech and Language Therapists where appropriate • Individualised communication programmes and teaching approaches • Intensive support to develop understanding, expression and interaction • Regular multi-agency review meetings Provision is highly individualised, with consistent strategies used across all learning environments.
Social, Emotional & Mental Health		
Wave 1 Universal Offer for All Pupils	**Wave 2** Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	**Wave 3** Pupils with an Education, Health & Care Plan (in addition to Universal Offer)

• Whole-school behaviour system promoting positive relationships and high expectations • Consistent routines and clear boundaries • PSHE curriculum supporting emotional development and wellbeing • Recognition and celebration of achievements • Strong safeguarding and anti-bullying procedures A consistent, nurturing environment supports pupils' emotional regulation and readiness to learn.	• Targeted small group interventions focusing on social skills and emotional regulation • Support from pastoral staff or learning mentor • Individual behaviour or support plans with clear targets • Access to quiet spaces and structured support during unstructured times • Regular monitoring of behaviour and wellbeing • Input from external services where appropriate Provision is responsive and regularly reviewed to reduce barriers to learning.	• Individualised support programmes tailored to complex needs • Multi-agency involvement (e.g. mental health services, Educational Psychology) • Increased adult support and personalised approaches • Regular review meetings involving all stakeholders Provision is coordinated across services to ensure consistent and effective support.
Sensory and / or Physical		
Wave 1 Universal Offer for All Pupils	**Wave 2** Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	**Wave 3** Pupils with an Education, Health & Care Plan (in addition to Universal Offer)
• Staff awareness of medical, sensory and physical needs • Inclusive classroom practice with reasonable adjustments • Access to supportive resources (e.g. pencil grips, enlarged print) • Risk assessments to ensure a safe learning environment • Staff trained in First Aid and medical procedures Environments are inclusive and enable full access to learning for all pupils.	• Implementation of strategies recommended by professionals • Use of adapted resources and specialist equipment • Additional adult support to develop independence • Regular monitoring and review of access to learning • Close liaison with health professionals and families Provision focuses on improving independence and full access to the curriculum.	• Individualised care and learning plans based on professional advice • Specialist equipment and environmental adaptations • Direct involvement from external agencies (e.g. occupational therapy, physiotherapy) • Staff trained to deliver specific programmes Provision is highly specialised and ensures needs are met safely and effectively.

Transition		
Wave 1 Universal Offer for All Pupils	**Wave 2** Pupils who do not have an Education, Health and Care Plan - SEN Support (in addition to Universal Offer)	**Wave 3** Pupils with an Education, Health & Care Plan (in addition to Universal Offer)
• Whole-school transition programme, including visits and information sharing • Opportunities for pupils to meet new teachers and experience new environments	• Additional visits and structured transition sessions • Transition resources such as booklets or social stories • Increased communication with parents and receiving settings	• Highly personalised transition planning • Multi-agency collaboration to ensure continuity of provision • Enhanced visits and tailored transition programmes Transition support is carefully planned and individualised to ensure a smooth and positive move between settings.