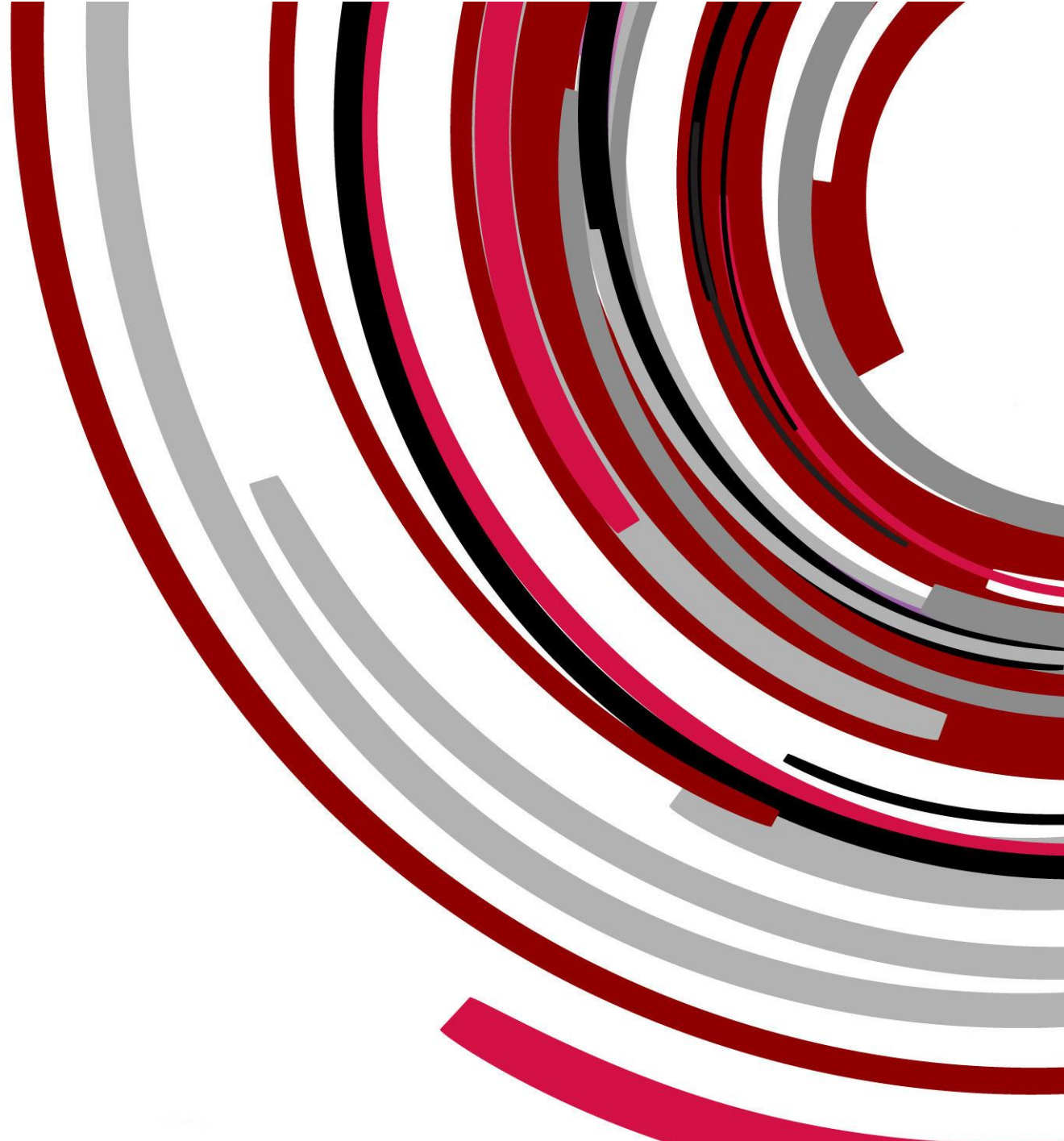




SEN and Disability

Local Offer:

Primary Settings Template

Mainstream, Short Stay Schools, Special
Schools and Academies

Accessibility and Inclusion

What the school provides

Tonacliffe Primary School is a mainstream primary school. From September 2026, the school will become a one-form entry school, starting with the Reception cohort. As this change is phased in year by year, the majority of year groups currently remain one-and-a-half form entry. The school also provides an Early Years Unit, incorporating both Nursery and Reception classes, for children aged three years and above.

There are two sections to the school building. The new part of the school building is fully accessible, with ramps to the main entrance. However, the old parts of the building, containing all Key Stage 2 classes, have a step at the doorway to each class. The doorways to the school hall also have steps. Some fire exits involve stairs and the access to the playground is via steps. A disabled toilet is available for pupils, staff and visitors, and this also contains a height adjustable changing bed.

All policies are available on the school website or on request. The school website contains information about the school day and a notice board by the main entrance displays information about school and community events. The school will endeavour to modify information as necessary for parents and families who have additional needs.

Classroom furniture is sized appropriately for children and adaptations are made where needed. Visual timetables and picture prompts are used to support children's access to resources and the curriculum. Activities/resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used where appropriate. Resources suggested/recommended by outside agencies are acquired.

The school provides a range of ICT programmes, iPads, headphones, netbooks, computers and each class has an interactive whiteboard. Two members of staff are trained in British sign language and are teaching key signs to other members of staff.

Teaching and Learning

What the school provides

At Tonacliffe Primary School early identification of SEND is vital and outside agencies can help with advice on the provision and use of intervention strategies. The school's SENCO (Special Educational Needs Coordinator) supports all class teachers in identifying pupils with SEND. The majority of pupils with SEND are identified in the Nursery and Reception classes. The class teacher meets with parents at the earliest opportunity to alert them to any initial concerns with a follow up from the SENCO if this is deemed necessary. Pupils are then monitored using the assessment systems in the school and their needs are detailed on their pupil passport. Programmes of work are developed to best meet the needs of each individual pupil.

If necessary, school will involve outside agencies such as the school health team, speech and language therapists, educational psychology, inclusion team and the Children Family and Wellbeing Service.

In the case of pupils with a hearing impairment and/ or visual impairment, specialist teacher support will be accessed. For pupils with medical needs, a health care plan will be put into place with advice from relevant practitioners, for example, the school nurse, diabetic nurse etc.

Staff have received diabetes, first aid, asthma and anaphylaxis training. Inset has been delivered on how to identify children with SEN. Staff have also received training on how to support children with ASD and those who have experienced adverse childhood experiences. All teachers are trained in supporting children with social, emotional and mental health difficulties by implementing emotional literacy strategies and also are trained in assessing these needs using the Boxall Profile and the PSED PIVATS toolkit. Children in nursery are assessed using Welcom.

The school's curriculum is modified to meet the needs and development of each pupil. When sitting examinations, children with SEN can use a quiet room, 1:1 reader and scribe if they are required. Additional time may be requested.

The school has a provision map which identifies the interventions taking place in school each term, this is time limited and progress is monitored. All pupils are tracked

using the Lancashire tracker. Those working below national curriculum expectations for reading, writing or mathematics are assessed using the relevant PIVATs documents too.

Progress is monitored by the SLT and pupil progress meetings take place to ensure all pupils are making progress.

Reviewing and Evaluating Outcomes

What the school provides

Annual reviews are held at least every twelve months for children with an Education Health and Care Plan (EHCP). These are held every six months before the child's fifth birthday. Everybody working with the child is invited to submit advice on how to best meet the child's needs. Children with EHC plans have a one page profile which is then shared with everybody who works with the child and is updated when necessary.

Children with SEN have a pupil passport written termly or more frequently if needed. The passport is discussed at a meeting each term. Parents are invited into school for this and the SENCO and class teacher are both present. Parental views are paramount in ensuring effective provision.

If a child needs support additional to that provided by school, then school may request an education health care needs assessment (EHCNA request). The assessment involves collecting detailed information about your child's needs. Professionals involved may include:

Teachers or SENCOs (Special Educational Needs Coordinators).

Educational psychologists.

Health professionals (e.g., speech and language therapists, paediatricians).

Social care professionals (if applicable).

This stage can take up to 10 weeks but the timescales, from submission of the EHCNA request to a plan being written, should take no more than 26 weeks.

The effectiveness of provision is monitored and evaluated through the use of the provision map, which is updated half termly. The identification of needs on the passports also measures the effectiveness of the provision, as does the school's tracker. Meetings are held between the head teacher and class teachers at least three times a year to ensure that pupils are making progress.

Keeping Children Safe

What the school provides

Risk assessments for SEND pupils are carried out as necessary by class teachers to ensure pupils are safe in school. These are checked and approved by the SLT to ensure they are appropriate for the needs of the child.

Risk assessments for school trips are carried out by the class teacher and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and four weeks for a B visit (e.g. farms and residential). All venues are pre-visited and the risk assessments are then reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratio for adults to children is ensured.

At the start of the school day, pupils in Early Years and Key Stage 1 enter the school through their classroom doors. Staff are available to talk to on arrival. Where necessary, pupils are met by a support assistant. Pupils in year 3 and 4 use the junior entrance and those in year 5 and 6 use the entrance at the front of school.

At the end of the school day, pupils in Early Years and Key Stage 1 are handed over to their parents/carers. In lower Key Stage 2, children are supervised and observed when being collected. Staff are available for pupils in upper Key Stage 2 if they are required.

All playtimes are supervised by staff members to ensure children's safety. Children who are identified as requiring extra support are provided with this. Parents can access the Positive Behaviour Policy and Anti-Bullying Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

The school will administer medication prescribed by a doctor. Parents must bring the medication to school in the morning and take it home at the end of each day. Parents must sign a form giving permission to the school to administer the medication on their behalf. Medicines are stored safely away from children.

Care plans are developed alongside parents, carers, medical practitioners and school staff. These plans are shared with school staff and are uploaded onto CPOMS.

A list of all medical conditions and allergies are available for staff from the office, school kitchen and the relevant classrooms.

School have a number of qualified first aiders whose training is regularly updated. We have a dedicated area in school to administer first aid treatment. Key staff are trained in how to support pupils with diabetes and asthma. In the event of an emergency school will follow the emergency procedures provided by the parents and/or in line with the school policy.

School follow advice provided by health professionals such as occupational therapy and speech and language therapy.

Communication with Parents

What the school provides

The school website gives details of school staff and position. The class teacher is the first point of contact who can then signpost parents to the relevant support body.

School operates an open-door policy and appointments can be made for parents to speak to their child's class teacher, head teacher and SENCO at any time. Please contact the school office to make an appointment.

School staff update parents regularly throughout the year through parents' evenings, SEN meetings, school reports, annual meetings and informal meetings when parents and staff feel necessary.

Any correspondence letters will be emailed to parents. Regular newsletters and the School Spider app keep parents up to date and provide reminders for parents.

The school offers parents' evenings, 'meet the teacher' evening, reading and mathematics workshops and 'parents and grandparents to play day' amongst other opportunities for parental engagement.

Parents give feedback to the school through the open-door policy, parental questionnaires and a feedback section on the school reports.

Working Together

What the school provides

Children in Years 2-6 have representatives from their class on the school council. Key Stage 2 classes have eco-committee members in every class.

PSHE lessons allow children to share their feelings in a safe environment. Class teachers have received training on emotional literacy and utilise strategies from this to support children. The Boxall Profile and/or PSED PIVATS are used to assess the needs of children who need additional support in regards to their social, emotional or mental wellbeing.

All staff in school are approachable and accommodating. A message section in reading record books allows parents to communicate with teachers informally, as does

the open-door policy. Parents' evening is held twice a year and parents can arrange appointments to discuss their child's education at other times if they feel this is necessary. School reports are written annually and have a feedback form attached. SEN meetings and annual reviews invite parents to share their views.

All parents are welcome to join the 'Friends of Tonacliffe'. Vacancy notices for the governing body are sent out. School encourage parents to support activities in school such as reading with children and supporting forest groups.

What help and support is available for the family?

What the school provides

Parents can access help in completing paperwork from class teachers, the SENCO, teaching assistants and the senior leadership team as appropriate by contacting the class teacher.

Parents can access advice and guidance on where to seek help and support from professional bodies through contacting the class teacher, SENCO and the senior management team. The Early Help Assessment is used to identify the needs of vulnerable children and to support parents in need of help.

School has a noticeboard with details of local groups and will endeavour to refer parents to local services if required. Newsletters are emailed to parents weekly detailing forthcoming events.

If a pupil required a travel plan to get their child to and from school, this would be dealt with by the class teacher, SENCO, headteacher in conjunction with the local authority.

Transition to Secondary School

What the school provides

Tonacliffe Primary School has long established links with our local high school. Each year, parents are encouraged to visit prospective secondary schools in order to make an informed decision about their future. Pupils will visit their chosen secondary school for taster sessions and also the secondary teachers will visit Tonacliffe to help ease

the transition from Year 6 to 7. Where additional support with transition is required, Tonacliffe offer small group sessions to prepare children more thoroughly and ease any anxieties they may have.

Extra Curricular Activities

What the school provides

A daily breakfast and after school club, FUNDA, is run by a private company at a small cost to parents. The same company run sports clubs after school each week as well as a holiday club. Some of the staff running these clubs also support some of our children during the school day, thus enabling children to build meaningful and trusting relationships.

In addition, wraparound care is available for children within the Early Years Unit. This provision is delivered by school staff, providing consistency of care and supporting smooth transitions between nursery, reception and extended childcare sessions. Having familiar adults available throughout the day helps young children to develop secure relationships, promotes wellbeing, and supports successful engagement in school life.

There are a wide variety of extra-curricular activities recorder, chess and choir. In addition to these, outside agencies come into school which are paid for by parents. These include keyboard, guitar, brass and woodwind tuition and sports clubs. The clubs are available at a low cost to all pupils in the designated age range assigned to that activity. Where there are children who require 1:1 support, we endeavour to make this available in order for them to access the activities.

Children in reception are assigned a buddy from year 2 when they first start school. Children in year 3 are assigned a buddy from year 6. Each half term, the buddies spend some dedicated time together.

Personal, social and health education is integrated into daily teaching to ensure that children develop their skills in order to make friends and communicate appropriately with everyone. Children who experience particular difficulties with this have adult support in the form of friendship groups, which are provided during play and lunch times.

In addition, the school's Family Support Worker provides a range of mentoring and intervention activities for children experiencing social, emotional and mental health (SEMH) difficulties, friendship issues, emotional regulation challenges, low self-esteem, anxiety, attendance concerns and other barriers to learning. These sessions may take place on an individual or small-group basis and are designed to help children develop resilience, emotional literacy, self-confidence and positive relationships, enabling them to engage more successfully in school and the wider community.

Feedback

What is the feedback mechanism?

For pupils on the SEND register, parents are invited to meetings three times per year. The class teacher, deputy head or SENCO attend these meetings in order to ensure best outcomes for children. Parents' evening is held twice per year and a written report completed annually. Children with an EHC plan have an annual review in addition to the three pupil passport meetings. Everybody working with the child is invited to this review meeting. Parental views are a really important part of the feedback process and we encourage parents to share their perspective in order for us as school staff to learn from their experiences.

As children learn and develop, there will be times when communication needs to take place more often. It might be that a child has made incredible progress and we want to share this with parents, or that parents want to share this with the staff in school. Alternatively, a child might be experiencing difficulty in a certain area and strategies to support them need to be discussed. In most cases, these conversations would take place either when the parents are dropping off or collecting their child, or over the telephone. If the conversation is taking place in person, a quiet and private space would be used to ensure confidentiality, particularly when a child is struggling. Successes might be celebrated more openly.