

SEND Information Report 2024

1. What are the kinds of special educational needs for which provision is made at the school?

Toot Hill School is a secondary school that aims to be as inclusive as possible and ensures that all pupils, regardless of their specific needs, make the best possible progress in school. The needs generally fall into one of the following categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical. We have a team of experienced support staff who provide individual and small group support. Teaching staff practice high quality first teaching and inclusive teaching practices as a first response to ensure all individual students' needs are met.

2. What are the school's policies for the identification and assessment of pupils with special educational needs?

At Toot Hill School children are identified and assessed for SEND through a variety of ways:-

- Primary school feedback and indicators such as poor performance in or no SATs, social and behavioural difficulties, ongoing health and/or attendance concerns.
- Child performing significantly below age expected levels.
- Concerns and information raised by parent/carer.
- Concerns and information raised by class teachers or support staff.

If you think your child may have special educational needs contact your child's tutor or the SENDCO, Mrs Rachel Brentley.

3. What are the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans?

a) How does the school evaluate the effectiveness of its provision for such pupils?

At Toot Hill School we regularly monitor the effectiveness of the provision through provision mapping, tracking progress and pupil progress meetings. Class teachers and The Learning Support Department are continually reviewing the progress of all students, in particular those who may need different from or additional support to their peers.

b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

Toot Hill School staff make ongoing assessments throughout the year, with achievement coordinators, key workers and SENDCO regularly tracking pupil progress. Parents/carers can track behaviour, homework and attendance via our online system. Parents/carers can contact either the tutor, Head of Year or the SENDCO at any time to discuss their child's progress.

c) What is the school's approach to teaching pupils with special educational needs?

Every effort will be made to educate pupils with SEND alongside their peers in a fully inclusive classroom setting. Smaller class sizes are used for the most vulnerable learners. Within class, the child's subject teacher will take steps to provide inclusive learning opportunities that will aid the pupil's academic progression.

Well established one to one targeted intervention programmes are used to improve literacy skills including Toe by Toe, Stareway to Spelling, Snip and Lexia. We also offer small group numeracy interventions. In addition, one to one mentoring is also available for students that need further support.

Alongside academic support there is also the opportunity for students to have access to onsite counselling and attend groups such as Lego therapy and friendship group. We also have two fully trained ELSAs.

The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents/carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share any relevant information and knowledge with the SENDCO at the school.

d) How will the curriculum and learning be matched to my child/young person's needs?

All students in Toot Hill School are placed into appropriate classes according to their profile on entry. Toot Hill School has a sophisticated tiering system which helps teachers provide appropriate courses and learning resources. However, even within tiers, teachers are expected to use strategies and techniques associated with high quality first teaching, and differentiate to match individual needs.

Our KS4 curriculum offers a range of vocational qualifications alongside GCSEs, and we have a bespoke foundation learning option for students with high level SEND needs.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing pupil profiles, medical reports and sending regular personalised updates on key pupils.
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Using in-class provisions and LSA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing individual access arrangements for informal and external examinations

e) How are decisions made about the type and amount of support my child/young person will receive?

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCO, keyworker and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and

weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENDCO and key worker will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will be taken at a progress review. The application for an EHC Plan may combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Schools and Family Support Services
- Educational Psychology Service
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

f) How will my child/young person be included in activities outside the classroom, including school trips?

All children, regardless of need, are encouraged to get involved with activities outside the classroom, including enrichment activities and school trips. Reasonable adjustments are also made to ensure children can access extra curricular activities and school visits. This may involve additional LSA support to ensure SEND pupils are able to fully participate.

g) What support will there be for my child/young person's overall well-being?

Toot Hill School's pastoral system is organised into year teams which consists of a Head of Year, an Achievement Co-ordinator, a pastoral support assistant and a team of tutors. The pastoral team holds regular meetings when pastoral issues are discussed. PSHE lessons in KS3 and PSHE

health days in KS4, address issues of wellbeing alongside active tutoring time. We also have an established and robust Personal Development Curriculum. Alongside this we offer 1:1 mentoring in our SEMH base: The Hub, alongside lunchtime and break time support and mentoring sessions in the Learning Support Department. If further support is required this can be arranged through the Head of Year or SENDCO this could take the form of discussions with school staff or referral for counselling, a visit to the school nurse or referral to external agencies.

4. Who is the school's special educational needs co-ordinator (SENDCO) and what are their contact details?

The Toot Hill SENDCO is Mrs Rachel Brentley. She can be contacted by telephone at school on 01949 875550 or by email: rbrentley@toothillschool.co.uk

5a) What training have staff supporting special educational needs had and what is planned?

The SENDCO attends all relevant, up to date training on a regular basis. All Learning Support staff attend in school CPD and individual CPD is encouraged. As a whole staff we have regular training and updates of SEND issues. There are a number of additional resources in school to provide further strategies for teaching children with SEND, including the NOVA App.

The SENDCO will attend the Local Authority annual SEND conference where Specialist Schools and Families Services provide training. This usually occurs within the Toot Hill family of schools.

The Educational Psychologist provides training, for example on attachment issues and anxious learners. The SENDCO will also attend The SENDCO network meetings as part of the Torch Teaching Alliance.

b) What specialist services and expertise are available or accessed by the school?

The school has links with external support services in order to fully support our SEND pupils and aid school inclusion. The following services will be involved as and when is necessary:

- Educational Psychology Service
- School nurse
- CAMHS
- CASY counselling
- Community Paediatrician
- Occupational Health
- Parent Partnership
- Early Help Unit
- HRET
- Schools and Families Support Services
- Sensory Impairment Service – vision and hearing impaired.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This "top up" funding might be from a budget which is

devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENDCO will write a bid in conjunction with teaching staff, support staff and outside agencies. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary. We work together in a 'contracted delegation' system which means we meet as a Family of Schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The Family of Schools also supports each other with specialist knowledge and joint training.

The SENDCO and the Headteacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Learning Support Assistant allocated to support within the classroom, one to one or as part of a small group
- Learning Support Assistant allocated to support outside the classroom, one to one or as part of a small group
- Assistive technology
- Alternative Provision
- Intervention packages
- Staff training
- Specialist bought in staff eg: sensory specialists

7. What are the arrangements for consulting parents/carers of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents /carers are kept up to date with their child's progress through parents' evenings, reviews meetings, student review days and reports three times a year. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. Each student on the SEND register has an allocated keyworker who can be a point of contact for regular updates and discuss progress and share any concerns. The SENDCO may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

Parents/carers can contact their child's tutor/HOY via email or by phoning or emailing the school office.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with SEND and involving them in their education?

We value and celebrate children being able to express their views on all aspects of school life as part of our Student Voice programme.

We also try and meet with students who have SEND with their key worker and parents three times in the year to review progress and allow for a more holistic approach.

If your child has an EHC Plan then their views will be obtained before any meetings and will form part of the review.

9. What do I do if I have a concern or complaint about the SEND provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The Head of School and senior leadership team will aim to resolve any complaints as soon as possible. A copy of the school's Complaints Policy is available on the school's website .

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils, aid school inclusion and provide support for parents.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school can signpost organisations and services that provide additional support, such as the SEND Local Offer, and various training events associated with SEND needs via the school website.

12. How will the school prepare my child/young person to:

i) Join the school?

Transition to secondary school is supported by close liaison between Toot Hill School staff, including the SENDCO and Primary School colleagues. The R4S transition packs is used in primary schools in a bid to alleviate anxiety and better inform year 6 pupils about what was to come. Transition events such as small group visits* and taster days allow children time to meet staff, see the buildings and become accustomed to a different learning environment. (*Additional transitional visits are arranged as needed for specific students.) Upon starting Toot Hill School students have the opportunity to be access additional mental health support through out Mental Health and Wellbeing team through workshops and 1:1 support.

ii) Prepare for Post 16 Provision?

All Year 10 pupils undertake a week of work experience. Career fairs are hosted in school or, in some cases, pupils are taken to appropriate careers events across the county. SEND pupils may receive additional support, where necessary, to aid transition to Post 16 Provision.

If your child has complex needs then an Education Health Care Plan review will be used as a transition meeting during which we will invite ICDS to support with transitioning where needed.

13. Where can I access further information?

If your child has a special educational need of any sort and you are thinking about joining our school, please phone to arrange a meeting with the SENDCO or a pastoral leader as early as possible. More information about the school in general can be found on the school website www.toothillschool.co.uk.