

## SEN Information Report Questions for Nottinghamshire

1. What kinds of special educational needs does the school/setting make provision for?

Toot Hill School is secondary school that aims to be as inclusive as possible and tries to ensure 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 difficulties and Sensory and Physical.

We have a team of experienced support staff who provide individual and small group support.

Teaching staff practise high quality teaching and differentiation as a first response to ensure all individual students' needs are met.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At Toot Hill School children are identified as having SEND through a variety of ways including the following:-

- Liaison with primary school
- Child performing significantly below age expected levels
- Concerns and information raised by parent
- Concerns and information raised by class teachers or support staff

If you think your child may have special educational needs firstly contact your child's tutor or the SENCO, Lucy Travis.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

## SEN Information Report Questions for Nottinghamshire

At Toot Hill we regularly monitor the effectiveness of the provision through provision mapping, tracking progress and pupil progress meetings.

Class teachers and The Learning Support Department make ongoing assessments. We also meet regularly with parents and children at Student Review Days which are additional to parent evenings.

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

Toot Hill staff make ongoing assessments throughout the year, with achievement coordinators and SENCO regularly tracking pupil progress. Feedback on pupil progress is via termly reports, parents' evenings and student review days. Parents can track behaviour, homework and attendance via our online system called INSIGHT. Parents can contact either the tutor or the SENCO 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 SEN alongside their peers in a mainstream classroom setting. Smaller class sizes are used for the most vulnerable learners. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Within class, the child's subject teacher will take steps to provide differentiated 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, Dancing Bears, Switch On Reading Scheme, Stareway to Spelling and Lexia.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with 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 has a sophisticated tiering system which helps teachers

## SEN Information Report Questions for Nottinghamshire

provide appropriate courses and learning resources. All teachers are expected to differentiate their teaching to match individual 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 progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Using in-class provisions and TA 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 SEN, parents 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 SEN 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.

## **SEN Information Report Questions for Nottinghamshire**

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.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents 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 SENCO.

### **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. The class teacher, in conjunction with the SENCO 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 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

## SEN Information Report Questions for Nottinghamshire

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 a Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- 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](http://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 school trips. Reasonable adjustments are also made to ensure children can access extra curricular activities and school visits. This may involve additional TA support to ensure SEN pupils are able to fully participate. .

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

Toot Hill's pastoral system is organised in to year teams which consists of a Head of Year, an Achievement co-ordinator 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 together with tutor set time. A Well Being questionnaire is undertaken by students twice a year which allows school to monitor well being.

However, for those children who find aspects of this difficult we offer an in-school student mentor, alongside lunchtime and breaktime support in the Learning Support Department.

## SEN Information Report Questions for Nottinghamshire

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The Toot Hill SENCO is Lucy Travis. She can be contacted by telephone at school on 01949 875550 or by email: [ltravis@toothillschool.co.uk](mailto:ltravis@toothillschool.co.uk)

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

The SENCO attends all relevant, up to date training on a regular basis. All Teaching Assistants attend in school CPD and individual CPD is encouraged.

As a whole staff we have regular training and updates of SEN issues. There are a number of additional resources in school to provide further strategies for teaching children with SEN.

The SENCO will attend the Local Authority annual SEN conference 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.

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

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

Educational Psychology Service  
School nurse  
Community Paediatrician  
Occupational Health  
Physiotherapy  
Parent Partnership  
Early Help Unit  
Targeted Support  
Schools and Families Support Services  
Sensory Impaired Support

## SEN Information Report Questions for Nottinghamshire

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

All pupils with SEN will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEND may access additional funding. This additional 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 SENCO 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 SENCO will write a bid in conjunction with the class teacher and the support staff. 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 support each other with specialist knowledge and joint training.

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

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors

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

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Profile. Information on support agencies, including the Parent Partnership Project, is available from the SENCO.

## SEN Information Report Questions for Nottinghamshire

Parents can contact their tutor via email or by phoning or emailing the school office.

Parents 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 is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents 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. The school's SEN governor Avril Bear can also be contacted in relation to SEN matters.

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

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. If your child is on SEN Support or 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 SEN provision made by the school/setting?

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 SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

### 10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the 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 SEN pupils, aid school inclusion and provide support for parents.



## SEN Information Report Questions for Nottinghamshire

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Sensory Impaired Support
- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physiotherapy
- Parent Partnership
- Early Help Unit
- Targeted Support
- CAMHS

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

We hold monthly Learning Support Review Meetings with our SENCO which parents can attend to discuss concerns. School can signpost organisations and services that provide additional support.

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

i) Join the school/setting?

If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school for additional visits if it is deemed appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

In year 6 the Toot Hill SENCO will discuss the specific needs of your child with the SENCO of the child's primary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused sessions relating to aspects of transition, to support

## SEN Information Report Questions for Nottinghamshire

their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

### iii) Prepare for adulthood and independent living?

We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life in our curriculum. Year 11 students undertake a week of work experience and career fairs are hosted in school or, in some cases, students are taken to appropriate careers events across the county.

A student leadership programme helps to teach and promote leadership skills. PSHE covers aspects of independent living , for example, financial management and sex education.

### 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 SENCO as early as possible. More information about the school in general can be found on the school website [www.toothillschool.co.uk](http://www.toothillschool.co.uk).