

SEN Information Report Policy

This document has been created to inform parents and agencies working with pupils with SEND about the SEND provision in place at the Toynbee School.

All information provided is correct at the time of printing and will be reviewed on a yearly basis, at the end of every academic school year.

A glossary is available for all underlined words at the end of this document.

The Hampshire Local Offer is available at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Primary School Links

| My Child | Toynbee School |
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| My child is in year 6 and has special educational needs and/or disability: | <ul style="list-style-type: none"> If your child has an EHC Plan, or very complex needs, come and speak to the Toynbee School SENCO, Mrs Hill. We advise you to visit the school. Your child's primary school should invite Mrs Hill to the Year 6 Annual Review and to any IPA meetings before transfer to the Toynbee School. In the Summer term of year 6, Mrs Hill should be invited by the SENCO, to your child's school and SEND information about your child should be passed on to her. Your child will be invited to visit the Toynbee School before Induction Day. One or more visits can be agreed on between schools according to your child's need. You will meet the SENCO on Induction Evening at The Toynbee School. |
| My child is on the SEND register in year 6: | <ul style="list-style-type: none"> The primary school SENCO should inform Mrs Hill whether your child still has SEND needs by the end of year 6. If your child has made great improvement, s/he will be off the register by the beginning of year 7. If your child's needs are still present by the end of year 6, your child will automatically be on the SEND register in Year 7. The SEND register is reviewed twice a year. When your child needs are above the criteria set by Hampshire Authority, s/he will be removed from the register. The description of his/her needs, though, will still remain recorded on school systems throughout their time at the Toynbee School. |
| My child is in year 6 and has access to Outside Agencies: | <ul style="list-style-type: none"> Specialist Teacher Advisory Services will carry on working with your child at Toynbee School. Education Psychology services will carry on if your child still requires their input. CAMHS will carry on working with your child at Toynbee School. Primary Behaviour Support Team will stop in year 6 but will oversee transition during year 7. Occupational and Speech Therapy will stop in year 6 but will oversee transition at the start of year 7. |

School Transition

| My Child | Toynbee School |
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| My child with SEND is starting Toynbee School in year 7: | <ul style="list-style-type: none"> Your child's need is recorded on the SEND register. All teachers and support staff have access to this. For the first two weeks, your child's class has support from LSAs and older pupils to help settle your child quickly. All pupils will undergo standardised assessment tests. All results will be sent to teaching staff. The information passed on by yourselves and your child's junior school will be used to create, your child's Personal Information Plan. This will be passed on to all his/her teachers and LSAs. The plan includes details of your child's needs and suggests adaptations to the curriculum and learning strategies for teaching staff. A copy will be sent home. |
| My child with SEND is starting Toynbee School but not at the start of year 7: | <ul style="list-style-type: none"> Your child's needs will be recorded on the school systems and shared with staff. Your child may also be added to the SEND register, if his/her needs meet the Hampshire guidelines. The SEND register is reviewed twice a year. When your child needs are above the criteria set by Hampshire Authority, s/he will be removed from the SEND register. The description of his/her needs, though, will still remain recorded on the school systems throughout their time at the Toynbee School. Your child's previous school should send over important documents or information about your child. Please bring any information about your child's SEND to Toynbee School to speed up the transition. The information passed on by yourselves and your child's previous school will be used to create, your child's Personal Information Plan. This will be passed on to all his/her teachers and LSAs. The plan includes details of your child's needs and suggests adaptations to the curriculum and learning strategies for teaching staff. A copy will be sent home. |
| My child with SEND is leaving Toynbee School: | <ul style="list-style-type: none"> Your child's SEND information will be passed on to his/her next school. If your child is moving to college, Toynbee School will keep their records until your child is 37. After that date, all records will be shredded. Transition meetings will take place with the college and SEND information including any access arrangement paperwork will be passed on. If your child moves Secondary school, Toynbee school will send records and documents to the new school. |

SEND at Toynbee

| My Child | Toynbee School |
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| How does Toynbee school help my child with special educational needs? | <ul style="list-style-type: none"> At the Toynbee School, we currently have pupils with the following needs on our SEND Register: Learning difficulties, Speech and Language difficulties, ASC, Specific learning difficulties, Physical difficulties and medical needs, Sensory difficulties, Hearing impairments, visual impairments and social, emotional and mental health needs. We have a resource provision for pupils with an EHCP for visual impairments. |

- Whatever the need of pupils, we work with parents, teachers, support staff and at times outside agencies to accommodate pupils' needs so that they can access the curriculum, including trips and after school clubs.
- More information is available for pupils with greater needs than others on their, Personal Information Plans.
- Teaching and support staff receive training on SEND to keep up or improve their ways of supporting SEND pupils. Training varies every year according to identified training needs of teaching and support staff. The staff planner has explicit guidelines, providing teachers with differentiation techniques.
- All teachers have the duty to adapt their lessons so that your child can access the work. Teachers are regularly observed by the Senior Leadership Team to make sure that good practice is in place. High quality inclusive teaching is the primary method of supporting the learning of all pupils, especially those with SEND.
- Personal Information Plans will also include any recommendations or adaptations to the classroom environment to enable your child to participate in lessons including, for example, advice over where to sit the pupil within the classroom and a reduction in external stimuli.
- A team of Learning Support Assistants is deployed in the curriculum to help pupils with SEND, especially for pupils with an EHCP. When there are a number of pupils requiring help in the same class, the LSAs help each pupil in turn.
- LSAs will support, where needed, in all lessons across the curriculum to ensure that pupils have an opportunity to take part in all activities that their peers do.
- The SEND department offers a range of intervention programmes to address the varied needs of pupils. These include, for example, reading and spelling programmes, numeracy programmes, Group work for self-esteem, nurture groups, social skills groups and anger and anxiety management. Pupils are selected for these programmes according to their needs.
- All pupils on SEND register are tracked in all their subjects by the SENCO at least three times a year. If they are not on track the SENCO will meet with pupils, set targets with them and if necessary will contact home to discuss matters with parents.
- A homework club runs Monday to Thursday from 3 to 4pm. A team of LSAs help pupils organising and completing their homework.
- Before the year 10 mock exams, pupils are tested to see whether they can get help with their exams. Some pupils receive access to a reader or extra time for example.
- Word processors including laptops are available to help students as per our word processing policy, which can be found within our examinations policy.
- Other equipment that may be needed for pupils with SEND can be purchased by the SEND department or sourced through the external agencies which work with our pupils.
- If you have concerns that your child with SEND has additional needs which are not being met please contact Mrs Hill to discuss so that she can, if needed, arrange for additional support to be put in place.
- The medical room officers keep medicines in locked cupboard, including insulin, epipens and inhalers. Pupils can come to the medical room when necessary to take medicines. When pupils are too unwell to stay in school, parents are contacted to arrange picking up.

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| | <ul style="list-style-type: none"> • Our school site remains open throughout the day. The school site is maintained in order to make sure it is safe for our visually impaired pupils. There are steps to go in and out of the buildings and some lessons are on the first floor of the building. We have disabled parking bays as well as disabled toilet and changing room. Arrangements and adjustments can be made if a pupil requires use of a wheel chair. • Trips and clubs are open to all pupils. At Toynbee School, we always endeavour to be as inclusive as we possibly can. For trips, if necessary, individual risk assessments are put in place and extra one to one support provided. Health and safety of all pupils on trips is taken into account before a final decision is taken. • The Toynbee School has one governor responsible for SEND. The SEND policy is drafted and approved by governors. They keep aware of SEND matters by visiting the school. The SEND policy can be found on the School website at www.toynbee.hants.sch.uk. • The SENCO produces a yearly report to the governors about the progress of SEND pupils. • The SENCO regularly evaluates the effectiveness of provision for SEND pupils. |
| My child is struggling but has never been diagnosed: | <ul style="list-style-type: none"> • If you have any worries about your child, you can raise your concerns by contacting Mrs Hill on 02380 269026 or email e.hill@toynbee.hants.sch.uk • If staff have concerns around potential SEND needs of a pupil they will contact Mrs Hill to discuss and contact will be made with home. • We can investigate the needs of pupils and have a range of tests available as well as access to external agencies. There is a waiting list for such testing. In order to proceed with testing, we request your approval first and contact you for a meeting upon results. • For a formal diagnosis, you will be advised to either contact a private organisation, or go through NHS. Mrs Hill can help put referrals to these agencies together. |
| My child is very anxious and/or I am concerned about their mental health: | <ul style="list-style-type: none"> • Your first point of contact should be your child's Guidance Manager. • If necessary, pupils can have a visual timetable to help them walk around school. • To help them cope with difficult situations, they can have a social story to help them understand in simple words and pictures what is going to happen at the start of the school year or on a trip for example. • Pupils can spend break time and lunch time in learning support. This is a social opportunity for pupils to make new friends. They can also visit at the start and end of the day. • When pupils find it difficult to queue for food at the canteen, they can get a lunch pass to jump the queue. |
| What external agency support is available to my child? | <ul style="list-style-type: none"> • The school has links with a number of external agencies, the most frequently used are listed below. • Specialist Teacher Advisory Service will work with pupils with EHCPs regularly and can at the request of the SENCO advise around other pupils • Education Psychology services will work with pupils at the guidance of the SENCO. • CAMHS will work with pupils after referral to them is made. • Eastleigh Youth Counselling will work with pupils after a referral is made • Occupational and Speech Therapy will work with pupils after referral to them is made. • Other services are available depending on the needs of the pupil, please speak to the SENCO for more information about external support for your child. |

Parental Involvement

| My Child | Toynbee School |
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| My child has SEND. How can I help? | <ul style="list-style-type: none"> As a parent, you know your child best. If your child is new to Toynbee School, please contact the school on 02380 269026 or email e.hill@toynbee.hants.sch.uk to discuss your child's needs. If your child ever worries about school, a subject or is struggling at school, please speak to your child's Guidance Manager, Progress Director or Mrs Hill (SENCO). You can also email the school. admin@toynbee.hants.sch.uk You can help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines. You can help with organisation by making sure your child has the correct equipment and uniform before getting to school. You can help with Reading and Maths by regularly encouraging reading books as well as playing number games or revisiting times tables at home. |
| My child has SEND. How will I get involved in school? | <ul style="list-style-type: none"> If your child has an EHCP, a member of Toynbee staff should be invited to your child's last Annual Review in year 6. This will be our first meeting. Before the start of year 7, you will be invited to complete a personal information plan at Toynbee School. If your child has an EHCP you will be invited to come for the personal information plan review and for an Annual Review as well. One parents' evening a year will give you the opportunity to discuss your child's needs with individual teachers. In year 7, a tutor evening will give you the opportunity to meet your child tutor and the SENCO. In addition to the above, you may be invited to discuss your child with the SENCO at school or via email or telephone. |
| My child has SEND. How do I voice my concerns? | <ul style="list-style-type: none"> Should you have any concerns, please contact the school on Winchester.sen@hants.gov.uk or email at e.hill@toynbee.hants.sch.uk Should you have a formal complaint, please look at the school website for the link or alternatively ask for a form at the school reception. |
| I am the carer/guardian of a looked after pupil with SEND. How can I help? | <ul style="list-style-type: none"> The child will have a designated person responsible for co-ordinating their support. This person will carry out their PEP reviews. If you or the child are ever worried about school the designated teacher is the first point of contact. You can help with homework by making sure they understand what they have to do and checking that they keep to deadlines. You can help with organisation by making sure your child has the correct equipment and uniform before getting to school. You can help with Reading and Maths by regularly encouraging reading books as well as playing number games or revisiting times tables at home. |
| I would like to contact county or an external agency about my child | <ul style="list-style-type: none"> Winchester SEN team: Winchester.sen@hants.gov.uk SENDIASS: info@hampshiresendiass.co.uk Specialist Teacher Advisory Service will work with pupils with EHCPs regularly and can at the request of the SENCO advise around other pupils Education Psychology services will work with pupils at the guidance of the SENCO. CAMHS will work with pupils after referral to them is made. Eastleigh Youth Counselling will work with pupils after a referral is made Occupational and Speech Therapy will work with pupils after referral to them is made. |

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| | <ul style="list-style-type: none"> Other services are available depending on the needs of the pupil, please speak to the SENCO for more information about external support for your child. |
| What facilities do you provide to help disabled pupils to access the school | <ul style="list-style-type: none"> We ensure that disabled pupils can fully participate in the school's curriculum Where appropriate the physical environment of the school is adapted for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school Please refer to the Accessibility Policy on the school website. |

Resource Provision for Visually Impaired Pupils

| My Child | Toynbee School |
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| My child has an EHCP for a visual impairment as their primary need: | <ul style="list-style-type: none"> Toynbee has a specialist Resourced Provision for visually impaired pupils. Mrs Gail Taylor is the manager of the provision with QTVI status. Mrs Amanda Lloyd is the deputy manager. Currently the team comprises of LSAs, specifically trained in visual impairment, including a specialist technician and a HLTA. 6 LSAs are qualified braillists. We strongly advise you to come and visit our resourced provision from Year 2 onwards, as you will need to specify which secondary school you want by the Year 5 Annual Review. |
| My child has an EHCP for a visual impairment as their primary need and I would like to know more about the provision and find out whether they are meeting the County Council criteria for admission: | <ul style="list-style-type: none"> You are invited to contact Mrs Taylor on 02380 274 266. Further information can be gained from visiting the link to the resourced provision on the Toynbee School website at www.toynbee.hants.sch.uk |

Glossary

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| Annual Review | A meeting held once a year for pupils with an EHCP to discuss their needs, progress and targets. Parents, pupils and all adults working with the child outside of school are invited to contribute to this meeting |
| Primary Behaviour Support Team | A service available to pupils with challenging behaviour at Primary school |
| CAMHS | Child and Adult Mental Health Services- an NHS service |
| EHCP | An official document listing the pupil's needs and targets. Only pupils with severe needs have an EHCP. Most SEND pupils' needs are met without the need for an EHCP. |
| Educational Psychology Service | A team of trained psychologists who come to school for advice and training purposes |
| Induction Day | A school day when year 6 pupils come to Toynbee School as part of their transition. |
| Intervention programme | Sessions within school offered to pupils when their needs are beyond those of others. Programmes vary from reading, spelling, social skills, speech and language, anger management and counselling. These are delivered by trained teachers and trained LSAs |
| LSA | A member of staff assigned to support and work with SEND pupils |

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| Occupational and Speech therapy | A service offered by the local authority for pupils with physical or language needs |
| Outside agencies | Terms referring to any service outside school, which pupils have access to, for example a specialist teacher adviser for the Visually Impaired (STAVI) or an educational psychologist |
| Personal Information Plan (PiPS) | A document about your child's needs and support |
| QTVI | Qualified teacher of the visually impaired |
| SENCO | Special educational needs coordinator- person responsible for pupils on SEND register |
| SEND | Special Educational Needs and Disability - a term referring to pupils with greater needs than others and requires for special educational provision to be made |
| SEND register | Special educational needs difficulties register- an up to date list of all pupils whose needs are greater than others and who require extra help in school |
| Specialist teacher advisory service | A service offered by the local authority for pupils who are deaf or hearing impaired, have a visual impairment, have a physical disability or who have speech, language and communication needs. |