

School SEN detailed information

Reference number: 142-8571-4495 (submitted)

Basic Details

The school

School name*:

Tower View Primary School, DE15 0EZ (124046) ▼

Please contact us if your school does not appear in the list.

Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name*:

Jill

Last name*:

Chapman

Role in school*:

SENCo

Email address*:

jchapman@towerview.net

Required to access this form after saving.

Phone number*:

01283 247455

How we identify and assess needs

How will you know if my child or young person needs extra help?*

Ensure that you include:

- How do you identify children or young people with SEND?*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

• How do you identify children or young people with SEND?

At Tower View, all staff members have every child's best interest at heart. The class teacher is responsible for knowing their class: specifically the individual child's strengths, weakness and needs. Every child's attainment and progress is assessed on a half-termly basis ensuring swift intervention. Thus, a child will usually be identified as having special educational needs by the class teacher, and through a variety of ways:

- Liaison with previous setting (e.g. nursery/pre-school, previous school)
- Baseline assessment when starting school – including use of Wellcomm speech and language toolkit
- Attainment below age-expected levels/progress slower than expected (as judged through assessments or class work)
- Concerns raised by parent(s)

- GL assessment dyslexia and learning needs screeners
- Concerns regarding self-esteem, social, behavioural or emotional changes
- Advice taken from supporting agencies/ Liaison with health and social care professionals (Early Years Forum, Community Paediatrics, for example)

After identification, what would your setting's first steps be?

Your child's class teacher is responsible for planning learning which matches your child's abilities, needs and interests; and making reasonable adjustments to aid curricular access. They, along with your child's Teaching Assistant, will set targets and write an Individual Education Plan (IEP). They will organise specific support tailored to your child's needs. The school follows the graduated response approach, whereby your child will be assessed, targets planned, support implemented and, in time, reviewed. Individual Education Plans are written. these are reviewed each term - in February, May and October.

- Does the school have any programmes for early intervention/help?

Teachers and Teaching Assistants are trained to deliver a range of interventions designed to aid children's development in all aspects of learning.

When children enter school, in Reception, baseline assessments are done. This includes using the Wellcomm Speech and Language Toolkit. This identifies and gives supporting activities. It helps us to identify children who will need specialist intervention from our independent speech & language therapist (employed one day per week) or referral to NHS speech and language services. We have a number of TAs trained in speech sound assessment and programmes to develop these.

Makaton and PECs is used in early years, where needed.

The whole school uses the Word Aware approach to vocabulary development and the Educational Psychology Service accelerated reading programme.

Numicon used used school-wide for maths support, as well as precision teaching and a dyscalculia resource book.

A number of TAs are trained in emotion coaching, positive play and Lego Therapy, so that children's social, emotional and behaviour needs are well catered for. At Tower View, we recognise that the best learning happens when children feel safe and happy.

Dyslexia screening is available. this does not give a diagnosis, but does give an overview of strengths and weaknesses. We have Mrs Hakes, a specialist dyslexia teacher, with us 2 days every week. She works with groups of children using a multi-sensory approach to reading and spelling.

Wordshark (an online reading programme) is used across the key stages.

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

If you think your child may have a special educational need or disability please talk to one of the members of staff mentioned below regarding your concerns.

Your child's class teacher (in person or via Tapestry/Seesaw/telephone).

Alternatively, by contacting one of the following staff members:

Our SENCo: Mrs Chapman jchapman@towerview.net

Our Assistant SENCo: Mrs Khanom rkhanom@towerview.net

Where can I find the setting/school's SEND policy and other related documents?*

Our SEND policy can be found on the Tower View Primary School website.

<https://www.towerview.staffs.sch.uk/>

If you would prefer printed copies then please contact our school office:

Jane Hancox 01283 247455

Also, please follow links to the following, which may be of interest to you:

- Accessibility plan,
- Assessment Policy
- Admission arrangements
- Children with health needs who cannot attend school:
- Supporting pupils with medical conditions
- Behaviour in schools
- Health and safety
- Equal Opportunities
- Curriculum Policy

SEND Policy and other related documents

Please provide links to your SEND Policy and any related documents in the area provided below.*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy

[Children with health needs who cannot attend school:](#)

[Ofsted report November 2021](#)

[School aims, vision and intent.](#)

[Behaviour policy and statement of ethos](#)

[SEND policy.](#)

[Tower View Primary School Accessibility Plan 2018-22](#)

[Phonics policy](#)

[Supporting pupils with medical conditions:](#)

[School website homepage](#)

[Attendance policy 2021](#)

[Equal Opportunities Policy](#)

[Health and Safety Policy](#)

[Admission arrangements](#)

[Curriculum Policy](#)

[Assessment Policy](#)

Teaching, learning and support

How will you teach and support my child or young person with SEND?*

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education?*. Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?*
- How will teaching approaches be modified to meet my child or young person's needs?*

• How will you support children and young people with SEND with or without an EHC plan?

Our aims are that the children will develop as independent learners, fulfil their potential and be involved with all aspects of school life. To those ends, we have high expectations of all children within a safe, nurturing environment. Our whole approach is child-centred – around quality first teaching, which caters for all learning needs within our classes. Thus, children will spend the majority of their time within class with their teacher and a teaching assistant. They will access group

and 1:1 support as appropriate and also be withdrawn for specific interventions for short bursts across the week.

In November 2021, Ofsted recognised and reported that: Staff include pupils fully in lessons, and they match work and support to pupils' needs. Staff plan lessons to ensure that all pupils at the school, including those with SEND, become well-rounded learners.

- How does the school plan the support?

During assessing, planning and preparation times, teachers will plan the content of lessons and make adjustments depending upon children's abilities. Assessment is done via ongoing observation of children in lessons, marking of work, half-termly assessments and specific screening to find gaps in skills. Learning will provide challenge and support – as well as differentiation. Children's IEP targets will be taken into account, too. Teachers and teaching assistants will liaise to discuss support for SEN children.

- How and when will I be involved in planning my child or young person's education?

IEPs are sent home three times a year – with a review of your child's progress and new targets. Suggestions of support at home will be shown on the IEP. There will be opportunities to discuss these formally at Parents' Evenings, TAFs and transition meetings. There is also lots of communication via Tapestry and Seesaw. Parents are welcome to chat with staff when collecting children at the end of the day.

- What additional learning support is available?

As a school, we focus very much on the children's speech and language development. Our NELI and Wellcomm programmes are used for early assessment and intervention. Our Teaching Assistants are also highly trained in various learning intervention techniques and programmes. In addition, we employ a specialist dyslexia teacher 2 days per week. We are able to seek specialist advice and training from Fountains Special School as well as a range of outside agencies.

- How will the school modify teaching approaches to meet my child or young person's needs?

Your child's IEP will list the reasonable adjustments made for your child. This may be something as simple as sitting your child at the front of the classroom or involve learning aids. Assistive technology, through the use of iPads, is available as well as precision teaching, sensory breaks, visual timetables etc.

How will the curriculum and learning environment be matched to my child or young person's needs?*

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning?*(This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

Whilst wanting to have high standards and expectations, we recognise that some children may struggle to reach certain learning objectives. Hence, we adapt learning accordingly by providing scaffold for those children who need it. Such scaffold may take the form of a task board to show the steps to take, a bank of words to help with spelling, concrete materials to help with maths work, speech to text augmentation or an easier text to use.

We can adapt the learning environment to meet physical needs such as mobility, hearing and visual impairment. Advice is always sought from relevant agencies. It very much depends upon each

child's specific needs. We have pencil grips, adapted scissors, weighted pads, sensory cushions, distraction screens, coloured gels and exercise books to ease eye strain, dyslexia friendly colours and fonts on whiteboards etc. The list goes on!

- What provision do you offer to facilitate access to the curriculum and to develop independent learning?

As mentioned earlier, a task board and visual timetable may be helpful to a child with working memory or attention weaknesses; a child may also need differentiated work or access to technology to help them access their learning. Our weekly 'outdoor' day for each year group is superb, giving many children an active, problem-solving focus to learning through Forest School, active learning and P.E lessons.

- What additional learning support is available?

Every class has a teaching assistant who is there to support independence and learning. Speech and language targets are supported and dyslexia-friendly strategies employed. Advice is sought from Fountains Special School, educational psychologist, Autism Outreach Team, hearing and visual impairment support services, too.

- Who will oversee and plan the education programme?

Every class teacher is responsible for the special educational needs of the children in their class. The school's SENCo and Assistant SENCo oversee target setting & reviewing through the IEPs. The school has a SEN link governor who liaises with SENCo to cast a critical but friendly eye over provision for our SEND pupils. All staff are members of the National College and take responsibility for self-led continuing professional development. All staff have done online Autism Education Trust training. many have done Emotion Coaching Training.

- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

Reasonable adjustments are arranged by teachers and teaching assistants – sometimes from the observations they make, sometimes from advice from SENCO/outside agencies. Some children qualify for extra time in tests. Some children also require brain breaks during tests. Class teachers organise this as needed and liaise with SENCO too.

How resources are allocated to meet children or young people's needs?*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

- How is your budget for SEND allocated and managed?

The school's headteacher and senior leadership team allocate budget – this includes management time for SENCo and employment costs for Teaching Assistants, independent speech and language therapy services, Educational Psychology Services & specialist dyslexia teacher. The SENCo uses an annual budget to cover online subscriptions and physical resources.

- How would you secure additional funding for a pupil? The SENCO is experienced in applying for Additional Education Needs funding, where children meet the criteria. She also attends the SEN District Inclusion Panel and is able to request targeted intervention funding for specific pupils with particular needs.

- How does your setting further meet need?

There are times when children need specialist support beyond what we can offer as a school. The SENCo attends the SEN District Inclusion Panel. This gives access to further services (such as sensory assessments, enhanced provision and advice from observations) and provision for children with additional needs. The SENCo also refers families to East Staffordshire Support Services, where appropriate, and liaises with our Mental Health First Aiders in order to refer children to the Mental Health in Schools Team. The SENCo also works closely with professionals from Community Paediatrics and the Educational Psychology Service. Referrals can be made to CAMHS and CYPAS when ADHD or autism is being considered.

How is the decision made about what type and how much support my child or young person will receive?*

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?*
- Who else will be involved?
- How will the parent/carer be involved?*

• The decision-making process.

Half-termly assessments give one picture of how a child is doing. The school also carries out specific screening for particular needs. When a child is identified as struggling in any area, the first step is usually extra support via intervention groups. The decision as to who is part of these groups is made by the class teacher. These will be monitored via a provision map. A graduated response means that children move through stages of support, if and when not enough progress is made. Data, outcome of screening and teacher observations of the child inform decisions.

• Who else will be involved?

The SENCo and SLT (senior leadership team) oversee monitoring of assessments and IEPs.

• How will I be involved as a parent and carer?

Parents are invited to meetings and are kept informed via Tapestry and Seesaw. IEPs are reviewed, updated and sent home termly.

How will equipment and facilities to support children and young people with SEND be secured?*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

• What resources are available? What is the process to secure these resources?

Class teachers, phase leaders and SENCo liaise closely to agree provision. The Senior Leadership Team, which is made up of the head, deputy, and SENCo also discuss strategic decisions. This includes applying for Additional Educational Needs funding for children whose needs are more complex or severe, and deciding upon allocation of our SEN resources.

The SENCo attends local and area meetings and CPD which helps in keeping abreast of available resources. SENCo also liaises with specialist support services such as Autism Outreach, Hearing & Vision Impairment, Speech & Language and Occupational Therapy and acts upon advice given in procuring specific resources.

The school has a well-stocked SEN room, which has concrete resources for supporting learning, emotional and physical needs. SENCo is given an annual amount which is used for the purchase of resources.

How will you and I know how my child or young person is doing?*

Ensure that you include:

- How will you assess my child's progress?*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

On a termly basis, you will be invited to an extended teacher/parent consultation meeting. Your child's teacher will discuss how your child is getting on and will value feedback from you. The teacher and TA will have reviewed your child's Individual Education Plan (IEP) and drafted new targets. These can then be discussed and agreed. Please let us know if you need things enlarging or translating (this would be by using Google Translate).

We work closely with parents to obtain views and help shape provision for your child/ren. We operate an 'open door' policy whereby we want to be available to parents, establishing and maintaining positive relationships. At any time, you can contact your child's teacher in person at the end of the day or via Seesaw/Tapestry or talk to one of our office staff: Mrs Hancox and Mrs Evans, who will make an appointment for you to talk to class teacher or SENCo. Tel: 01283 247455

Regular chats at the beginning or end of the day, as well as home/school logs can be arranged. We value communication and partnership.

Transition meetings are run, towards the end of the academic year, to ensure smooth movement to the next year group for children with particular needs. The school also works closely with the local high schools to support SEND pupils in their transition to secondary school.

Annual reports to parents are sent out at the end of the summer term, which show the current attainment levels your child is working at and their future targets.

For children with EHCPs and/or input from outside agencies, you will be invited to review meetings throughout the year and receive copies of any reports sent to school by professionals – including records of their visits.

How will you help me to support their learning?*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

How I can help support my child's learning at home?

Your child's IEP will give suggestions of how learning can be supported at home. By connecting with Tapestry or Seesaw you will see what your child is doing at school and can communicate privately with your child's teacher. On this platform, tips are often sent home by the teachers – including activities and useful websites/apps.

Parent training has lapsed due to Covid restrictions. However, we have been able to signpost parents to useful websites and sent individualised videos home from our speech and language therapist. Our aim is to instigate more parent support throughout the coming academic year. In the past we have provided training in story-sharing, reading and phonics. We recognise that many parents are unsure of current maths teaching methods, so that is something we need to consider, too.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?*

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?*

All children at Tower View are given regular praise, encouragement and feedback. Positivity is the foundation for all we do – with rewards systems in place in every classroom. Our marking policy ensures timely feedback in written and verbal forms – so that every child knows how they are doing and what the next steps are. When children work on their targets, these are discussed and every success celebrated.

For children with EHCPs, they are encouraged to give their views for annual reviews and invited to the meeting (where deemed appropriate – as discussed with parents, child, SENCo and class teacher).

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

• How does the school measure outcomes and the impact of the support provided to children or young people with SEND?

Baseline assessments are made at the beginning of intervention programmes, then assessments made when those programmes are completed. We are very aware that numerical data does not always give the full picture of just what a child has achieved, so it is great that we have Seesaw and Tapestry to capture the children's work and comments too. Often, there are valuable improvements to be seen in confidence, attitude towards work and self-esteem too.

• How will you involve parents and carers in this process?

Feedback will be given to parents formally at Parents Evenings and IEP reviews. However, there is lots of informal communication happening on a daily basis. Parents know their child best of all and can give vital information to help in planning support.

• How will you involve children and young people in this process?

All staff are very aware that a child's self-esteem has a huge impact on learning. Therefore praise, encouragement and feedback are given all of the time – a totally child-centred ethos. We really are a nurturing school (something which is often commented upon by visiting professionals).

• Does the school use feedback mechanisms or surveys?

Parents are invited to give feedback on IEPs and are encouraged to complete surveys when changes are being considered to school routines, etc.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?*

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

• What handover arrangements are offered at the start and end of the school day?

At the beginning and end of the day, as well as staff from each class, there is a member of SLT on each gate. Specific 'meet & greet' or end-of-day handovers can be put in place if needed. No child is allowed to go until their collecting adult has been seen by a staff member. If a parent or carer gets unavoidably delayed, then the child is placed in after-school club until an adult arrives to collect them.

• What support is offered during breaks and lunchtimes?

This differs depending upon a child's needs. We have some children wearing hi-vis vests, with a key adult responsible for watching out for them; we have buddy systems – and quiet spaces for those that find the dinner hall too busy or struggle on the playground. We are flexible in putting in to place support to meet a child's needs.

• How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons,

moving between buildings and on school trips) Forest School is a big part of life at Tower View. Through this, children learn about being responsible for safety and making right choices. Children are made aware of expectations – and reminded of them regularly. We encourage them to be proud of our school – showing manners and responsible behaviour as they move around the school and showing care for others in P.E. lessons etc. Of course, reasonable adjustments are made for children who struggle with self-regulation. This might be by having a peer buddy or adult support.

• What are the school's arrangements for undertaking risk assessments?

Before any school trip, a risk assessment is completed by the lead teacher and reviewed by the headteacher.

Specific risk assessments for children with particular needs are carried out by the Assistant SENCo and SENCo, usually with guidance from appropriate professionals (e.g School Nurse, Occupational Therapist). These always link into policies, care plans and pastoral support plans.

• We are committed to making reasonable adjustments in our resourcing and working practices, based upon risk assessments considered for outside and off-site activities. We want every child to have as full an experience as possible and will make adaptations to accommodate the needs of our children. Residential trips are open to all pupils and subsidised by the school, enabling as many pupils as possible to take part.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?*

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?
- How do you help children and young people to make friends?
- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?
- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

• What pastoral arrangements are in place to listen to pupils/students with SEND? How do you help children and young people to make friends?

Ours is an inclusive school and we believe that children need to have their physical and emotional needs met in order to learn well. There is so much happening at Tower View that contributes to this, from ensuring all children are encouraged to participate in school life by giving them responsibilities and providing clubs, to giving extra support when needed. Mrs Holford is our Mental Health First Aider, and Miss Davies our PHSE lead. There is a lot of cross-over with SEND and sharing of resources. We have many TAs trained in emotion coaching (Miss Kelly is our expert), Positive Play and Lego therapy. Children can access these as well as 'Forest Schools' and many more!

• What measures are in place to prevent bullying?

Through the PHSE curriculum, assemblies, circle times and special events (such as Anti-Bullying Week), the school consistently promotes positive behaviour and helps the children to develop skills in how to keep themselves safe, be kind to others and recognise bullying.

• Where can I find details of policies on bullying? Please refer to the school's Anti-Bullying Policy <https://view.officeapps.live.com/op/view.aspxsrc=https%3A%2F%2Fwww.towerview.staffs.sch.uk%2F>

• How do you encourage and measure the development of good self-esteem and confidence? Using a variety of resources, children engage in Forest Schools, Well-being Wednesdays and Feelgood Fridays. These aim to give the children a toolbox of strategies to keep themselves calm and well. Our PHSE lead, SENCo and Mental Health First Aiders have a wealth of resources available to teachers. Boxall profiles are used to identify children's strengths and weaknesses where a social and emotional need is identified.

• Do you offer sibling support?

School will work with siblings where necessary. Family support in the form of Malachi and Bereavement Services are available.

- Does the school offer a counselling service or a learning mentor?

A number of our Teaching Assistants are trained in Emotion Coaching, Positive Play, HOPE and Lego Therapy.

How will you manage my child or young person's medicine or personal care needs?*

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- How does the school manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?

In line with the Government Document 'Supporting Pupils With Medical Conditions (2014)', the school will seek permission from parents to administer medicine and make a record of medicine administered. Toileting and personal care will be administered in line with a child's care plan.

- What would the school do in the case of a medical emergency?

Following guidance given through whole-staff anaphylaxis and asthma training, one member of staff would stay with the child to administer first aid, another would contact parents whilst a third would be dialling the emergency services (if required).

- How does the school support young people who have to take time off for medical appointments?

Such absences would be recorded as authorised and help to catch up with learning offered.

- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Our teaching assistant with responsibility for care plans (Miss March) will arrange a meeting with herself, parents, class teacher and relevant professional (if available). Lunchtime assistants will be informed, too. All staff will be made aware and care plans will be kept in accessible places which will be clearly marked and in compliance with GDPR

What support is there for behaviour, avoiding exclusions and increasing attendance?*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.* (add links using the link options at the bottom of the page)

Being such an inclusive school with a positive ethos, we will do all that we can to avoid exclusions. We work with the child and parents to find solutions and help the child with self or co-regulation. As a staff, we recognise that all behaviour is communication and we do our utmost to find the cause of behaviour issues then support the child accordingly. We have a plethora of nurture interventions and strategies available to us. Where necessary, advice is sought from the Local Authority's Behaviour Support Service and, in some cases, alternative provision sought via the SEN District Inclusion Panel. This could include referral to Malachi (East Staffordshire Support Service), Saplings, Key Learning Centre or Cornerpost for specialist outreach.

Please refer to our behaviour policy

Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

How do you support children who are looked after by the local authority and have SEND?*

Please have a look at our policy:

[https://view.officeapps.live.com/op/view.aspx?](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.towerview.staffs.sch.uk%2Fattachments%2Fdownload.asp%3Ffile%3D7)

[src=https%3A%2F%2Fwww.towerview.staffs.sch.uk%2Fattachments%2Fdownload.asp%3Ffile%3D7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.towerview.staffs.sch.uk%2Fattachments%2Fdownload.asp%3Ffile%3D7)

Mr Lobb, our headteacher, is our designated lead for Looked after Children. He will organise and attend PEP (Personal Education Plan) meetings and involve SENCo, where necessary. Class teacher is involved in these, too.

Working together

Who is involved in my child's education?*

Ensure that you include:

- Who will be working with my child/young person – include contact details*
- What is the role of my child's class teacher(s)?

• Who will be working with my child? What is the role of my child's class teacher/s?

Your child's class teacher is responsible for your child's needs. In each class there is a teaching assistant who also supports learning, by working with individual children and small groups, as directed by the teacher. Your child may have some time with our specialist dyslexia teacher and visits from professionals linked to outside agencies.

Your child's class teacher is responsible for planning learning which matches your child's abilities, needs and interests; and making reasonable adjustments to aid curricular access. They, along with your child's Teaching Assistant, will set targets and write an Individual Education Plan (IEP). They will organise specific support tailored to your child's needs. They will liaise with professionals, seek any useful training and information and encourage your child in all aspects of their development. You can contact your child's teacher on Seesaw, on the school yard or through the office.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?*

there are lots of opportunities for information sharing. The SENCo makes sure that teachers see all relevant reports etc. Confidentiality is respected and information shared on a 'need-to-know' basis. All staff use WhatsApp messaging for immediacy (for instance, if you need a message to get to your child's teacher before the start of the school day) – but email for specific messages regarding learning, training etc.

There is a weekly staff briefing and training.

SENCO communicates with staff regularly and coordinates meetings with professionals, ensuring that class teachers attend.

Meetings are arranged with teachers to pass on information regarding reports from professionals etc.

Sometimes, teachers are called upon to fill in questionnaires or write reports for professionals involved with children in their class.

What expertise do you have in relation to SEND?*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

The SENCo has completed the National Award for SENCos (also through Birmingham University). The course gave an overview of the types of learning, behavioural, emotional and physical needs experienced by children, how to support these needs and how to access support from specialist services. Mrs Khanom has recently completed the National SENCo Award. We have two Mental Health First Aiders, too.

Through West Midlands Independent Speech and Language, a number of staff have completed WellComm (the complete speech and language toolkit, from screening to intervention), speech sound and cued articulation training. Mrs Mafham (TA) has completed NELI (Nuffield Early Language Intervention) training.

• Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?

Mrs Hakes is our specialist dyslexia teacher who leads on multi-sensory methods in teaching reading and spelling, Wordshark & Precision Teaching.

• What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?

All staff members are subscribed to the National College and take their Continuing Professional Development very seriously. Staff attend webinars on a variety of subjects. Senior Leaders subscribe to The Key (A national information service for school leaders). This helps leaders to access current trends and good practice. SENCO attends local and area SEN networks in which relevant training and good practice is shared.

Our Educational Psychology Service also provides training (recently Emotional Literacy and access to SEN Assessment Tools/expert guidance). Training days and staff meetings throughout the year provide opportunities for training, too.

Staff have completed AET autism awareness training.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

• How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? E.g. health, social services, local authority support services, voluntary organisations.

School has good working relationships with: Local Support Team (Social Services), Education Welfare Officer, East Staffordshire Support Service (Malachi), Community Paediatrics, NHS Paediatric Speech & Language, Educational Psychology Service, 0-19 Health & Wellbeing Hub (School Nurse), Diabetic Nurse Service (train specific staff in supporting children in school who have diabetes), CAMHS

• Which health or therapy services can children/young people access on the school?

Who would be my first point of contact if I want to discuss something?*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

Your child's class teacher or teaching assistant should be your first port of call. Contact them via Seesaw or Tapestry, speak to them when dropping off or collecting your child, or pop into the school office at a time to suit you.

The office telephone number is 01283 247455. Your child's teacher or teaching assistant may not be able to come to the phone straight away, but Mrs Hancox and Mrs Evans can get a message to them for you.

Mrs Chapman (SENCo) can be contacted on the school office number or by email:
jchapman@towerview.net

Who is the SEN Coordinator and how can I contact them?*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

Mrs Chapman (SENCo) can be contacted on the school office number or by email:
jchapman@towerview.net

I will be in school on Wednesdays and Thursdays, as a rule but can be contacted by email throughout the week or an appointment made at the office.

What roles do your governors have and what does the SEN governor do?*

Note: must include information around looked after children

We look upon our Governing Board as 'critical friends' who have a deep concern for the children and the running of the school. The Governors are very proud of Tower View Primary School and work hard to promote the welfare and ethos of the school as a whole.

Mrs Laura Adcock is the SEN link governor. She and SENCo meet termly and do learning walks around the school, to celebrate the good work going on and strategically plan improvements.

How will my child or young person be supported to have a voice in the setting?*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?
- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

We are a listening ear to all children in our care. We build trust by being there for the children and letting them know that school is a safe place for them. Sometimes, there are surveys used to glean pupil views, and children get opportunities during circle time and work feedback. Our children usually have good relationships with their teachers and teaching assistants. All children are encouraged to join our varied clubs and get fully involved in school life.

It is important to us that the children feel valued and have opportunities to contribute their views. Lots of encouragement, praise and empowerment. Sometimes creative ways are needed to allow children to find their voice (the use of puppets or technology, for instance). We will find a way!

Before the pandemic, a Tower View Task Force came together. This was a group of children who had been have some varying personal difficulties in and out of school. With Mrs Chapman at the helm, they enjoyed discussing issues they were facing, how they could help themselves and how they could look out for others, too. Sadly, this came to an end during lockdowns and the year 5 & 6 pupils who made up this group have moved on.

It is time for Tower View task forces to be get going again. There will be groups to suit lots of interests, each with a specific focus (eco-warriors, mental health, music, gardening gang etc).

What opportunities are there for parents to become involved in the setting and/or to become governors?*

To be a governor is a vital and rewarding role. If you would like to find out more or are interested in joining us when there is a vacancy, please get in touch.

Chair of Governors: Mrs M. Barraclough

Vice Chair: Mrs L. Hollinshead

<https://www.towerview.staffs.sch.uk/page/?title=Governing+Board&pid=18>

The school has a vibrant PFTA which is always looking for new members.

What help and support is available for my family through the setting?*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

The SENCo, Assistant SENCo and Headteacher are always willing to give advice to and support families. In the past year, many families have found the Education Welfare Officer's attendance clinics at Parents' Evenings very helpful.

This might be by signposting to other services or help with form filling/supporting applications (such as PIP, family support, EHCNA etc).

Please feel free to ask for help.

Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?

- How do you involve parent carers in planning activities and trips?

• What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?

Since Covid easing, a number of extra-curricular clubs have restarted, which are open open to all children/specific year groups. Look out for news of these on our weekly newsletters. If your child has a specific need, then we can look to cater for that. For instance, staff trained to support diabetic children often stay around when such a child is going to a club after school and give necessary care. Mrs Foster (deputy head) gives Tower View a very musical vibe. Children can join Tower View Entertainers, wind band, steel band- and more! Staffordshire's music service provides string and brass lessons - at a small charge. One year group per year usually learns flutes, too - it was year 4, this year.

Miss Dawes gets lots of teams together for all sorts of sporting events, too.

• Do you offer holiday and/or before and after school/college provision?

During the summer holidays Ms Dunne & Mrs Foster (TAs) run a play scheme for the first 2 weeks. On weekdays, in term time, there is the Out of School Club which provides child care.

Burton Albion Community Trust also runs holiday clubs at school throughout the summer holiday

• What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?

Details of clubs will be sent out on the weekly newsletter as and when they re-start. Most activities are free. However, After-school Forest School Club costs £1/week. We are hoping to get Burton Youth for Christ back into school. Their animation club was very popular. There was a charge of £1 per week for this, too.

• How do you make sure clubs, activities and residential trips are inclusive?

Staff are often willing to support children with physical disabilities and activities are planned with access to all in mind. Where specific difficulties are encountered, staff would discuss ways of helping the child with parents.

• How do you involve parent carers in planning activities and trips? Meetings are held in preparation for residential trips. Dedicated time can then be given to parents of children with special needs. Where health is an issue, advice from School Nurse would be obtained. Where physical or behavioural difficulties could cause barriers, advice from relevant professionals would be sought (e.g. outwood-bound activity leaders)

Provide details of the physical accessibility of the setting?*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

The Keys Stage 1 building is on one level. All areas are accessible and there is a large disabled toilet. We have one dedicated disabled parking space.

The Key Stage 2 building is on a number of levels. There are steps to the hall, upper floor and children's toilets. However, a ramp has recently been completed from the hall to the playground and there is a very large disabled toilet, with shower on the ground floor. Children with movement difficulties can be accommodated on the ground floor. For wheelchair access to the main hall, it would mean going around the building, on the path to the right, to the playground in order to access the ramp. The dining room, office, library and some classrooms are on the ground floor, along with the disabled toilet.

The disabled toilets in each key stage are large enough for changing. There is a shower in the KS2 toilet and wheelchair access.

How accessible is the setting's environment?*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

Tower View Primary School has a calm, working atmosphere. Children move around the school quietly.

Reasonable adjustments are made, depending on a child's sensory needs. Some children eat separately, because dinner hall noise is too much for them; others have limited time on the playground and a buddy with them. Some children sit just outside the hall doors for assembly, as they find a busy hall too much - ear defenders are occasionally used. Teachers are aware of a sensory diet and allow children sensory breaks.

Students are supported by staff to access these facilities. Training from relevant agencies is sought, where needed. Teachers and teaching assistants assist children to access facilities, with specific training where needed.

Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Tower View Primary School Accessibility Plan 2018-22](#)

What forms of communication does the setting use to ensure inclusivity?*

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

At times, we have used Google Translate with parents and children who have no or little English. This has varying levels of success.

Mrs Khanom is our EAL lead. You can see our policy at:

[Tower View Primary School - Policies](#)

Our Tapestry and Seesaw platforms are brilliant. Parents can contact teachers at any time and can see what their children have been doing in school. every teacher and teaching assistant has an iPad and is linked to their class's platform.

In year 6, every child has their own iPad in school. There is a class set shared by years 3 -5 and another for reception to year 2.

Joining and moving on

Who should I contact about my child or young person joining your setting?*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

We encourage all parents and children to visit the school prior to completing any move to ensure it is the best move in the circumstances. Admissions will be subject to age group numbers and the needs of the child in some cases. Please contact the school office on 01283 247455

As a Staffordshire School we do not deal directly with admissions, but are very happy to meet with parents and children wishing to be admitted to Tower View Primary School.

If you are wanting your child to enter the school into Reception then you need to visit the Staffordshire website and complete the admission form.

If your child is currently at another school and you wish them to be admitted to Tower View Primary School then you need to complete a mid-year transition form which should be available at your child's current school, from Staffordshire County Council or Tower View Primary School.

Please use the links to access more information or use our contact details on this website.

Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

[INCLUSION & SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT](#)

[Admissions](#)

[Staffordshire County Council Admissions](#)

How can parents arrange a visit to your setting?*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

We encourage all parents and children to visit the school prior to completing any move to ensure it is the best move in the circumstances. Admissions will be subject to age group numbers and the needs of the child in some cases. Families can arrange a visit and tour of the school at any time, by contacting Mrs Hancox in the School Office on 01283 247455

There are open days for September Early Years new starters in July, as well as home visits by EYFS staff.

Meet-the-Teacher days are planned in the summer term, once new class lists have been published.

Social stories can be provided for children moving from another school and opportunities to attend move-up days.

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?

- How will you support independent living and participating in society?
- Do you use job coaches or careers advisors?

• What preparation will there be before my child or young person joins you?

There will be opportunities for you and your child to visit, tour the school and meet staff. A meeting with SENCo, to discuss needs, can also be arranged. If your child is starting here at the beginning of a new school year, they can come along to Move-up day and meet their class. Social stories can be prepared, too, where needed. If your child will be starting in reception, then our staff will also arrange a home visit.

• Will you liaise with the child or young person’s previous education setting to share information?

Definitely – usually by telephone.

• How will he or she be prepared to move onto the next stage?

For some children, pre-visits to their new environment will be arranged and social stories sent home, so that parents can remind children of forthcoming changes. Transition meetings and interventions take place, to support children and families through the changes

• What information will be provided to his or her new setting, school, or college? Children’s attainment, IEPs, school reports and reports from professionals will be passed on. Transition meetings with all concerned are often arranged. For children moving to high-school, extra transition is organised for children with certain needs.

• How will you support the new setting, school, or college to prepare for my child or young person? Communication is the key! The more the new setting knows about your child, the better! Transition meetings are invaluable.

Additional information

What other support services are there who might help me and my family?*

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

• Who can I contact for further information and how?

Staffordshire’s Parent Partnership, now known as SENDIASS can be contacted on 01782 234701

Links to other support

Please provide links to relevant websites which contain additional support information.

[SEND IASS](#)
[Staffordshire Local Offer](#)

When was the above information updated, and when will it be reviewed?*

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

This information was updated on 11th August 2022

It will be reviewed in August 2023

What can I do if I am not happy with a decision or what is happening?*

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?*

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the curriculum or more general issues. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the head teacher. Complaints from members of the public should be made directly to the head teacher. The head teacher will offer a meeting with the parent or other complainant, as far as possible at a mutually convenient time. At that meeting, and through discussion, the head teacher will seek an acceptable outcome, to the satisfaction of all parties involved. If the head teacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the head teacher or the complainant can refer it to the chair of governors.

Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Complaints policy](#)

Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

[Tower View Primary School
Ofsted report November 2021](#)

Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information