

# SEN policy and information report

Tollgate Primary School



<b>Approved by:</b>	<b>Hannah Brookman</b>	<b>Date: 24<sup>th</sup> January 22</b>
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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Identify and explain the vision, values and broader aims for pupils with SEND at Tollgate Primary School.
- Explain the involvement of parents of pupils with SEND throughout the process and pupils' time at Tollgate

Our vision, values and broader aims for pupils with SEND at Tollgate Primary School:

### ***Firm Foundations, Broad Horizons; Transforming the Community Together***

*This vision is an integral part of everyday school life. As the primary phase of the All-Through Trust, building the foundations of learning is embedded within our curriculum. A wide range of opportunities are available to the children to allow them to experience new things and enrich their learning. We are proud of our strong relationships with our school community, children, parents, staff and the Trust.*

*Through planning, use of choice and challenge, and differentiation, we enable pupils to make their best progress. We understand that there may be occasions when a pupil requires additional support to achieve their best and we endeavour to tailor the provision available to enable pupils with an additional need to access the curriculum and learning opportunities available so that they are able to achieve what they are truly capable of.*

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association provided by the Unity Schools Partnership.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Miss Devan-Rose Smith.

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow the SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This will include regular assessments in Literacy and Numeracy (at least termly), Phonics Screening in KS1, SATs assessments at the end of KS1 and assessments in KS2. It will also include progress in areas other than academic attainment, for example, social, emotional and sensory needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but will result in additional observations, assessments and screening being completed.

In line with Suffolk's Graduated Response, when deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Through an 'Assess, Plan, Do Review' Cycle we will determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If additional support is required, the pupil will be added to the SEND register and have a Pupil Passport. This will identify targets for the pupil to work towards and strategies and/or additional interventions to enable the pupil to achieve these targets.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents, when identifying whether they need special educational provision. This early discussion will initially be with the class teacher and may form part of an 'Assess, Plan, Do, Review' cycle.

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

If quality first teaching and differentiation within the classroom are not helping to improve a pupil's learning and progress, a further discussion between the pupil, the pupil's parents, the pupil's class teacher and the SENCo will be arranged and will form part of an 'Assess, Plan, Do, Review' cycle.

This discussion will consider:

- › What the barriers to a pupil's learning appear to be.
- › The pupil's, teacher's and parents' views about the pupil.
- › Next steps in terms of in school observations and assessments by the SENCo.
- › A discussion surrounding strategies to try in class and at home to reduce a pupil's barriers to learning

We will formally notify parents when it is decided that a pupil will receive SEN support. Notes of this discussion will be added to the pupil's record and given to their parents.

Class teachers, parents and the SENCo will monitor the child's progress and meet to discuss progress and whether it would be appropriate to add the pupil to the SEND register, based on the information collected and the pupil's progress.

When considering whether a pupil should be added to the SEND register, the class teacher's, SENCo's and parents' opinions will be considered. Assessment data will be shared with parents and, if all are in agreement, the pupil will be added to the SEND Register to receive additional SEND support.

We will formally notify parents when it is decided that a pupil will be added to the SEND Register.

Pupils will receive a Pupil Passport; support plans a risk assessment in required. These documents will be shared with parents and enable specific targets to be set, worked towards and monitored.

Parents can contact the class teacher or SENCo at any time during the academic year and throughout this process, to discuss concerns they have regarding their child. This can be done by phoning the school, visiting reception, emailing, making an appointment for Parents' Evening and/or talking to the class teacher at the end of the day.

There will also be occasions where it is appropriate for a child to be removed from the SEND register. This may be the case if the pupil has:

- › Closed the attainment gap between themselves and their peers.
- › Made accelerated progress.
- › No longer requires additional interventions or support from outside agencies such as SALT.

In this case, the SENCo will liaise with the pupil, parents and class teacher and a discussion will be had to celebrate the child's progress. If it is felt the child no longer needs to be on the SEND register, a letter will be sent to formally record this.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupils being investigated to join the SEND register will go through this assess, plan do and review process at least once, before it being decided whether they should be added to the SEND register. These cycles will be recorded and stored in pupils' SEND records. Parents will be involved in this process and a copy of the completed assess, plan do review cycle will be shared with parents at the end of each cycle, and next steps discussed.

Pupils on the SEND register will have a Pupil Passport. This document enables all teachers and support staff who work with the pupil to be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Teachers will consider the effectiveness of the support and interventions and their impact on the pupil's progress, before deciding on next steps and whether new or additional targets, strategies or interventions are required. Pupil Passports will be shared with parents at least three times a year.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

Transition into school, and at important Key Stage changes, can be a time of anxiety for children with SEND and their parents/carers. It is recognised that all transitions offer the opportunity for parents/carers to discuss the needs of their children, and any concerns with the receiving school staff. It is recognised that parents/carers know their children well, and therefore transition is considered the start, or continuation, of a partnership.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### *Transition from Pre-School to Tollgate Primary School:*

Early Years staff will liaise with pre-school settings to gain an understanding of children's skills, so that strengths can be built upon and any gaps addressed. For very young children, early identification of SEN and timely assessments and interventions are essential, to prevent difficulties escalating and impacting negatively on their self-esteem and long-term attitudes to learning.

### *Transition between classes and Key Stages within Tollgate Primary School:*

Transition support between years will be offered to all pupils who are particularly anxious or who have complex needs. Parents will also be involved in preparing their children for change. Meetings with the receiving teacher will be offered and resources may be specifically prepared, to be shared over the long summer holiday.

At Tollgate Primary School, teachers will meet each other and complete a handover where pupil's Pupil Passports will be shared. Teachers will share examples of pupils' best work, so that expectations will remain high on return to school in the Autumn Term.

### *Transition to another primary school:*

When a pupil transitions to or from another primary school with an SEND, the SENCo will make contact with the previous / next school and share information regarding the pupil's Pupil Passport. The pupil's SEND file will be sent securely to the receiving school.

### *Transition between Tollgate Campus to Middle School Campus':*

The SENCo and Teachers liaise closely with middle schools in the academic year running up to transition to those schools. Children with EHC Plans have early annual reviews in the Autumn Term of Year Four and, where appropriate, the middle school SENCos will be invited to attend. Information is shared prior to any transition visits, to enable middle school staff to be made aware of pupils' needs and strategies used, in preparation for transition experiences.

Pupils will have the opportunity to attend additional transition visits, either on a one to one or small group basis, as well as participating in the main transition event in the Summer Term of Year Four. Once middle school places have been confirmed, pupils' SEND records will be transferred securely to the school they are attending.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

### **Stage 1 - Quality first teaching**

Quality first teaching is part of our universal offer and our first step in responding to pupils who have a special educational need or disability. Through concise planning, scaffolding, in addition tools, learning aids, choice and challenge, we tailor lessons, learning activities and resources to meet the needs of our pupils. However, there are occasions, when some pupils will need additional support to that which is available in the classroom day to day. This may be to support their next steps in learning, or to help them access the curriculum effectively. This provision may be in the classroom or in small groups, led by a teacher or a teaching assistant. It may be for a short or longer period of time, and will be regularly monitored by the class teacher. Parents will be informed about the interventions offered and how their child is making progress.

The class teacher will discuss with parents the progress of their child and plan to provide additional support from themselves or from a teaching assistant within the classroom, to help secure progress and close gaps in learning. Support will be closely monitored. The class teacher will monitor this support, and, if no progress is made, they will discuss next steps with the SENCo. Parents will be informed by the class teacher about any outcomes and next steps.

Examples of this support may include:

- › Use of writing frames.
- › Greater level of differentiation of tasks set.
- › Vocabulary aid on desk.
- › Additional use of concrete resources.
- › Pencil / Pen Gripper.
- › Writing Slope.
- › Check-in from a key adult of the classroom.
- › Use of repeating instructions back.
- › Review and recap sessions within the classroom with additional practice time.
- › Additional reading and quizzing opportunities.
- › Focused handwriting and spelling practice at times within the classroom.

### **Stage 2 – Targeted**

The class teacher, with the SENCo, may plan extra interventions to support learning, if it is felt that a child needs additional support to what is happening within the classroom. This could be in the form of extra support from a teaching assistant or personalised resources, pre-teaching or extra time to develop and practice key literacy, numeracy, learning or social skills. Parents will be informed about this provision, and their child's progress will be monitored by the class teacher and the SENCo.

Examples of this support may include:

- › Progress Group Sessions in Literacy or Numeracy.
- › Additional group phonics intervention.
- › 1-1 Speech and Language input.
- › Social Skills Group Interventions.
- › SEMH Group intervention.
- › SEMH 1-1 support.

### **Stage 3: Specialist**

If a child continues to make little or no progress over a period of time, the SENCo will seek advice from outside agencies. In this case, parents will be consulted in a meeting and asked to give written consent for external agencies to work with their child. The external agencies and school will then work together, to devise the best ways to support the child.

Examples of the agencies involved in school:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- School Nurse
- County Inclusion Support Service (CISS)
- Dyslexia Outreach Team. (DOT)
- Special Educational Needs and Disability Advice Team. (SENDAT)

### **Multi-Agency Assessment Centre Programme**

In a minority of cases, where the child continues to make little or no progress, or are struggling in mainstream school, but there is no clear picture of the cause of their difficulties, then the school can request an assessment at the Multi-Agency Assessment Centre. This is where professionals come together from a variety of agencies to discuss current support and the progress of the child. This may then move towards an assessment for an Education, Health and Care Plan (EHCP).

### **Education, Health and Care Plan**

The Education, Health and Care (EHC) plan is a way of working that puts parents, children, young people and families at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. It is a statutory recognition that a learner needs specific support in their learning. The EHC plan is for children and young people who have special educational needs and disabilities, and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Running progress group sessions in Literacy and Numeracy.
- Using visual resources to support learners, where appropriate.
- Displays and vocabulary boards to support pupils' learning and vocabulary development.
- Where appropriate, adapt physical environments (turn lights off, adapt light bulbs) and provide additional resources (e.g. ear defenders, dark glasses) to accommodate pupils' sensory needs.

## 5.8 Additional support for learning

At Tollgate Primary School, we have a vast array of resources and staff to provide additional support for learning.

### **Teaching Assistants:**

Our Teaching Assistants take direction from our teachers, SENCo and Senior Leadership Team. Their duties involve;

- › Supporting pupils in class,
- › Supervising and leading play activities at breaks and lunchtimes,
- › Leading interventions and carrying out assessment packages they have been trained in,
- › Supporting pupils with their social, emotional, mental health and behavioural needs.

Some of our Teaching Assistants are specially trained to deliver and carry out interventions and assessments such as:

- › British Picture Vocabulary Scale
- › Sandwell Maths Assessment

Some of our Teach Assistants are in the process of completing training for Boxall and ELSA interventions.

The Teaching Assistants' role is to help pupils to develop independent learning skills and manage their own learning. Teaching Assistants may be deployed to deliver high-quality one to one and small group support, through providing pre and post-teaching opportunities and targeted, time-limited, structured interventions.

Teaching Assistants may support teaching staff through making additional resources for individual pupils. Only in very exceptional cases will a Teaching Assistant work with an individual pupil for extended periods during the day. Teaching Assistants will work in partnership with class teachers, enabling all learners access to quality first teaching.

### **SEMH support staff**

Our Behaviour Support Worker is Michelle Bailey and Kelly Winn is SLT and pastoral support. Kathy Korth oversees the implementation of our behaviour policy within her role of Deputy Head. The team has a good knowledge of and relationship with the children and families of Tollgate Primary School. Mrs Bailey supports children to develop positive behaviour strategies and works with pupils to develop their SEMH needs, so as to prevent these areas becoming a sustained barrier to learning. All of the team work closely with pupils, parents and staff to develop a collective approach, to enable the pupil to demonstrate good learning behaviours and achieve in school.

SEMH interventions offered in school include:

- › Wishes and Feelings
- › Time to talk
- › Feelings group
- › Bespoke support plan and risk assessment based on needs
- › Play based interventions

### **Calm rooms**

There are two open rooms in school which are areas that children will come to if they have difficulties surrounding social and emotion issues or behaviour. They may work in here with a member of staff for one to one or small group interventions, to work on issues which are causing barriers to learning. E.g. self-esteem, worries and concerns.

We work with the following agencies to provide support for pupils with SEN:

- › Speech and Language Therapy (SaLT)
- › Occupational Therapy (OT)
- › School Nurse
- › County Inclusion Support Service (CISS)
- › Dyslexia Outreach Team. (DOT)
- › Special Educational Needs and Disability Advice Team. (SENDAT)
- › Psychotherapists

## 5.9 Expertise and training of staff

Miss Devan-Rose Smith was promoted to SENCO in January 2021 and has been a teacher at Tollgate Primary School for 5 years. She is currently completing the National SEN Co-ordination course as well as completing the Senior Mental Health lead course. She has experience teaching across the key stages of primary education. They are allocated 3 days a week to manage SEN provision.

We have a team of 17 teaching assistants, including 5 cover supervisors and some are trained to deliver SEN provision. In the last academic year, all staff have been trained to understand what it means to be a trauma informed school. We have two members of staff are currently undergoing training to be trauma informed and two members of staff are currently undergoing training to be Thrive practitioners. We use specialist staff for feelings group, SEMH support with play-based intervention, time to talk and wishes and feelings.

Staff have access to a SEND information folder, which is updated regularly with articles and information about different SEND and strategies for supporting these children, through quality first teaching in the classroom. We have also created a 'teacher toolkit' to support all children in their class.

## 5.10 Securing equipment and facilities

### Higher Needs Funding (HNF)

On a termly basis, pupils can be referred for High Needs Funding. This process involves completing a provision map with costs relating to the support being received in school. Depending on how much over the £6000 per child allocated this comes to, determines the band of HNF a child can be entered for and the amount they are entitled to receive.

Once a child has been allocated a band, this band will remain with the child. It is the school's responsibility to assess this termly and to inform the Local Authority of any changes in provision which may trigger either a downgrade request, or an upgrade request, with additional evidence to support, as appropriate. The Local Authority will be conducting visits to schools to check the accuracy of bandings, and evidence of the support being received by each child, to ensure that it matches that what has been provided on the provision map document. Notice will be given to each school prior to the visit.

Examples of how funding for pupils with SEND may be spent includes; specific tailored resources, staffing, additional assessments from outside agencies and professionals.

## 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions
- › Using pupil questionnaires
- › Monitoring by the SENCO in the form of overseeing Pupil Profiles, Pupil Data, Lesson and Interventions observations and book looks.

- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Liaising with and taking feedback from parents of children on the SEND Register
- › Working closely with the Unity Schools Partnership SEND Advisor Malcom Reeves and Lucie Calow

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day, school plays and any special workshops organised. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our Accessibility Plan is reviewed regularly and environmental alterations are made to accommodate pupils with physical or sensory needs.

As identified in the Unity Schools Partnership SEND Policy, we endeavour to offer all of pupils' equal opportunities to participate fully in school life, including after-school activities and school trips. Schools in the Trust follow the requirement of the SEN Code of Practice to make '*reasonable adjustments*' to the environment, curriculum and timetable; to address all pupils' needs by alleviating substantial disadvantage and being fully compliant with equalities legislation.

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council and eco council
- › Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- › Pupils with SEN can be provided with alternative lunchtime provision for those who struggle socially, working with them to build social skills and conflict resolution ideas in hopes to integrate back into the larger year group
- › Pupils with SEN are encouraged to take time to talk sessions with our trained teaching assistants if needed when dealing with conflicts to develop social and emotional skills

We have a zero-tolerance approach to bullying.

## **5.14 Working with other agencies**

At Tollgate Primary School, we may need to access support from other agencies to meet the needs of our children and their families with SEND. These agencies will be contacted by an appropriate staff member, usually the SENCo or a member of the safeguarding team. Except in certain specific circumstances, parents will be involved in any discussions about involving external agencies and will be asked to sign to give permission.

We work with the following agencies to provide support for pupils with SEND:

- › Speech and Language Therapy (SaLT)
- › Occupational Therapy (OT)
- › School Nurse
- › County Inclusion Support Service (CISS)
- › Dyslexia Outreach Team. (DOT)
- › Special Educational Needs and Disability Advice Team. (SENDAT)
- › Educational Psychologist

- › Attendance Officer
- › CAF Team
- › Early Help

Advice will be taken from all agencies and medical reports received regarding a child. Information, diagnosis and strategies received will be added to a pupil's Pupil Passport and strategies and guidance implemented.

At all stages, the pupil, their parents, the class teacher and SENCo will work together to ensure that the pupil is participating in and experiencing the full range of activities on offer, with their peers, as part of the school community

## 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If for any reason they are unable to solve the issue, they will direct you to the SENCo who will then be able to inform you of the school's complaints policy if the concern is still not able to be solved.

Unity Schools Partnership expects that, before seeking to use the formal policy, the complainant:

- a) will have raised the matter with a relevant member of staff, if the matter relates to a pupil;
- b) will have made reasonable attempts to seek an informal resolution.

The Chair of Governors shall have a discretion, which will be exercised reasonably, not to allow a complaint to be pursued where this precondition has not been met.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal, if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEN

At Tollgate Primary School, we believe that good communication is vital and appointments can be made to meet with the class teacher, SENCo and our family liaison team, through the main reception.

Parents can also access details of support services from the following websites or by contacting Miss Devan-Rose Smith at Tollgate Primary School:

SENDIASS: <https://www.suffolksendiass.co.uk>

Suffolk Local Offer: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Disability Alliance: <http://disabilityalliance.org/about-us>

## 5.17 Contact details for raising concerns

Concerns regarding your child regarding SEND should be made through their class teacher in the first instance.

Miss Devan-Rose Smith (SENCo) will be happy to assist you further with your concerns if contact with the class teacher has been unable to resolve the concern.

Tel: 01284 752742

Email: [tollgate@buryedu.org](mailto:tollgate@buryedu.org)

## 5.18 The local authority local offer

Our contribution to the local offer is:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=uj4sIQDMQ74>

Our local authority's local offer is published here: <https://www.suffolk.gov.uk/children-families-and-learning/send-andthe-local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo and Senior Leadership team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions