

Thorn Primary School

SEN Information Report



Introduction

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

Thorn Primary School is committed to meeting the needs of pupils with Special -Educational Needs and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We strive to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

What is the LA local offer?

The Children and Families Bill 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' and will be available on the school website.

The Local Offer

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about Sandwell's local Offer can be found at www.facebook.com/LancashireLocalOffer/

What is the school SEND information report?

This utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

What do we do at Thorn Primary School to make sure that all children feel welcome, feel included and achieve their potential?

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEND Policy.

The Head Teachers and the SENCO have overall responsibility for SEND and Inclusion.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This is through our monitoring cycle and consists of learning walks, teaching observations, planning and book scrutiny, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and termly reviews as well as observations by leaders to support staff. The SENCO reviews provision and teachers set Individual Learning targets for pupils with Individual Pupil Plans (IPPs).

We fully involve our Governors when the SEND policy is reviewed and revised.

What kinds of SEND do we provide for?

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- **Communication and Interaction:**
We utilise a total communication environment approach – visual timetables, now and next boards, Structured Teaching programme etc. Some of our staff are trained in the use of MAKATON, Assisted Language Displays, PECs and Communication Books. All staff have been trained in working with ASC children and key teaching staff have received 'Making Sense of Autism – Raising awareness' and 'Good Autism Practice' Training from the Autism Education Trust. Within the Early Years we offer a range of communication interventions. We also have our own Speech Therapist Sarah Ellison from Profluence to work with children on a 1 to 1 basis or provide programmes for school staff to follow.
- **Cognition and Learning:**
We are able to offer a range of intervention work designed to help children achieve their maximum potential e.g., Dyslexia, IDL, Precision teaching, On Track Maths.
- **Social, Emotional and Mental Health:**
We offer a range of healthy minds therapies – Lego Therapy, Wellbeing Groups. We offer 1:1 counselling from our School Counsellor and also group therapy sessions and play therapy.
- **Sensory and/or Physical Needs:**
We are able to support sensory needs through a range of activities following advice from the Occupational Health Therapy Team and specialist teacher support from Acorn Psychology Services.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Special Educational Needs Coordinator – SENCO - Mrs R Boulton

The SENCO manages the day to day provision for our children with SEND.
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Specialist teachers etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Monitoring the writing of Individual Pupil Plans (IPP), discussing these with class teachers and reviewing these with parents termly in order to plan for the next term.
- Attending termly SENCO forums to keep up to date with any legislative changes in SEND

Class/subject teacher

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like adapted lessons, targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head teacher – Mrs A Edgar

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.

- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor – Mrs J Bartrum

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND

How does the school identify children with Special Educational Needs and Disabilities?

On starting school we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. During initial meetings we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the student's needs.

We follow the Local Authority's guidance for the identification of pupils with Special Educational Needs and Disabilities.

What are the different types of support available for children with SEND in Thorn Primary School (including those in Looked After Care)?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or visual supports or extra adult input to support learning.
- Specific strategies (which may be suggested by curriculum leaders, the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice:

School Support (SEN Support) means they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For your child this would mean:

- He/ She will engage in group/individual sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant will run these small group/individual sessions using the teacher's plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Involvement of outside agencies with SEN Support

This means a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Specialist Teacher support bought in by the school from ACORN
- Speech & language Therapy bought in and by school from Profluency
- Outside agencies such as the NHS Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.
- Mental Health and Well Being Professionals.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input **instead of or in addition to** quality first teaching and intervention groups.
- You will be invited to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. the Educational Psychologist or Specialist teacher. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, appropriate differentiation and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP).

This means your child will have been identified by the class teacher/SENCO or Lancashire SEND team as needing a particularly high level of individualised or small group teaching), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Specialist Teacher support bought in by the school from ACORN
- Speech & language Therapy bought in and by school from Profluency
- Outside agencies such as the NHS Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.
- Mental Health and Well Being Professionals.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child within an **Education and Health Care Plan (EHC Plan)**.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- This will usually mean your child will have extra support. This could be from an additional adult to help them with whole class learning, individual programmes or run small groups including your child. This support is allocated based on particular need and the strategies/provision outline within the EHC plan.

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Mrs R Boulton –SENCO. You can contact the school office: by phone on 01706 874027 or email admin@thorn.lancs.sch.uk and an appointment can be made to discuss your child's needs.
- If you are still not happy you can speak to the Head teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Annual reports and termly parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties
- Pupils views are obtained when appropriate

If your child is identified as not making progress the school will discuss this with you in more detail to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Lancashire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the children will receive. The School Provision Map (flowchart) shows the range of interventions in place in our school, which are used when we identify a need for additional support.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- Qualified and experienced Teachers
- Experienced and skilled Teaching Assistants
- Higher level Teaching Assistants
- Staff trained in MAKATON, PECS, Communication Books
- Staff trained in good Autism Practice
- Staff trained in communication interventions
- School Counsellor
- Specialist Teacher in SEND
- Safeguarding and Attendance Officer
- Enhanced speech and language therapist

Paid for centrally by the Local Authority but delivered in school:

- Inclusion Support Service - Learning Support Advisor and Advisory teacher for Social, Emotional and Mental Health
- Primary Preventative Exclusion team
- Educational Psychologist
- Sensory Service for children with visual or hearing needs
- Complex Communication and Autism Team

Provided and paid for by the Health Service (NHS Trust) working with schools to provide services:

- School Nurse and Health Visitors
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- The Child and Adolescent Mental Health Services (CAMHS)

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCO supports the class teacher in planning and providing for children with SEND.
- Curriculum leads may provide support and advice in how to differentiate appropriately for less able children.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, Dyslexia, Behaviour and Speech and language difficulties.
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress
 - Individual Pupil Plans (IPPs) and Intervention recommendation overviews will be used alongside planning to ensure children with SEND needs are met, where necessary.
 - All planning is differentiated to meet the needs of the children with a class. Specially trained support staff may adapt the teacher's planning to support the needs of your child where necessary and enable them to access the curriculum. In some instances children may follow individualised planning and teaching.
 - Specific resources and strategies will be used to support your child individually and in groups.
 - Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

- Children will access the National Curriculum at an appropriate developmental level or they may access learning through PIVATS (Pre National Curriculum)
- SEND pupils will have access to the same curricular opportunities as all other children

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term through Pupil Progress Meetings.
- EYFS children are assessed against their progress towards developmental targets outlined within Development Matters and, at the end of The Foundation Stage, against the Early Learning Goals
- If your child is in Year 1 and above, but is not yet at a National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use PIVATS and/or continue to use the EYFS documentation which covers basic skills in Reading, Writing and Maths. This will then lead onto the skills taught within the Yr. 1 curriculum.
- At the end of year 2 and year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- SEND children receiving additional interventions or support are identified on a Provision map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
- Children with an EHC Plan will have an IPP which will be reviewed at least every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support is there for my child's overall well-being?

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum and is also taught explicitly e.g through targeted assemblies and the curriculum.
- We support the social and emotional needs of our children who have been identified through the Boxall Profile assessment tool and an action plan is put in place
- Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs
- Children have access to the School Counsellor, therapies and well-being groups
- Our behaviour policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff

- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary
- Pupils views are sought throughout the school and it's various committees

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Thorn Primary School accessible to children with SEND?

The Local Authority is responsible for the control of admissions to Thorn Primary School this includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following Lancashire's admissions criteria. Please find further info at www.lancashire.gov.uk/schooladmissions

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability via ramps. There is a specially equipped disabled toilet on the ground floor of the school building.
- Staff ratios and appropriately trained staff available as required.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.
- Fire evacuation procedures include children with SEND

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - If necessary we can arrange pre-visits with the child and support staff
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPP's will be shared with the new teacher.
 - If necessary your child will be helped by a transition booklet to support them in understanding moving on.
- In Year 6:
 - The SENCo/Year 6 teacher will discuss the specific needs of your child with the SENCO of their secondary school, as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
 - Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as IPPs, outside agency reports and EHCPs.

How can I be involved in supporting my child?

- Attending parent's evenings
- Ensuring your child has regular eyesight and hearing checks
- Helping them to complete their homework
- Ensuring your child gets to school on time and with all the appropriate equipment
- Talking to the class teacher when you have any concerns
- Providing lots of opportunities to have conversations with your child
- Read with your child regularly at home
- Practice number skills

Teachers are more than happy to share any ideas of how you can support your child's learning at home.

How can I access support for myself and my family?

By looking at the Local Authority's website and their Local Offer

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Support is also provided by SENDIASS <https://lancssendias.org.uk/about-us/what-we-do-at-lancashire-send-ias/>

Who can I contact for further information or if I have a complaint about the SEN provision in this school?

Mrs R Boulton – SENCO; by appointment

Mrs A Edgar– Head teacher; by appointment

Mrs J Bartrum – SEND Governor; by appointment

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your authority's Information, advice and support service for help and look at your authority's Local Offer (see section in this guide, The Local Offer).

This plan is written in association with and should be read in conjunction with other relevant documents including:

- Accessibility Plan
- SEND Policy
- Equal Opportunities Policy
- School Evaluation and Development Plans
- Health & Safety Policy
- Fire Evacuation Procedures
- Transition Policy