Thorndon CE Primary School

SEND Information Report

Approved by:	Governors
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1. Aims

At Thorndon Primary School we recognise each pupil as an individual. We seek to equip each pupil with the knowledge, skills and understanding necessary to reach their full potential and to become responsible, caring citizens in the future.

The majority of pupils will progress within the normal planned arrangements for a balanced curriculum, but when a pupil is identified as having SEND, we as a school will ensure special educational provision is put into place to support their learning.

In accordance with the Special Educational Needs and Disability Code of Practice 2014

We aim to:

- Address the requirements of those pupils with Special Educational Needs using the graduated approach of the 4 part cycle, assess, plan, do, review.
- Provide a safe, happy and caring learning environment that meets the needs of each pupil
- Ensure all staff have high expectations of all pupils and teach in a way that makes learning enjoyable and challenging and allows all pupils to experience success.
- Help the pupils to respect and value themselves and others.
- Meet each pupils individual needs and ensure all pupils have access to a broad and balanced National Curriculum.
- Involve all parents, staff and pupils in the decision and learning process, acknowledging and drawing upon parent knowledge and expertise in relation to their child.
- Ensure all staff are aware of their roles and responsibilities in identifying and meeting the needs of SEND pupils and have accessed suitable training

In the Special Educational Needs and Disability Code of Practice 2014 the four categories are as stated:

  - Communication and Interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

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, SEND co-ordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND 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 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 SENDCo

The SENDCo is Mrs Lorraine Bell-Tye (contact: 01379 678392)

They will:

- Work with the Head of School/Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with Special Educational Needs receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School/Executive Headteacher and governing board 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND 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 Head of School/Executive Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the Head of School, SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in 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 learning support 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

5. SEND information report

5.1 The kinds of Special Educational Needs 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 and speech and language difficulties
- Cognition and learning, for example, dyslexia and DCD.
- Social, Emotional and Mental Health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), and anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

"The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. " (DfES SEND Code of Practice 2014 – section 6.14)

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 may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having a Special Educational Need.

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. We will use this to 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.

At Thorndon Primary School we have a clear approach to gathering evidence and identifying and responding to SEND. In identifying and assessing pupils with SEND the school has regard for the Code of Practice and employs strategies, which include:

- liaison with any feeder schools/playgroups
- listening to the concerns from parents/carers
- listening to the concerns from the pupils themselves
- teacher assessments
- advice received from external agencies

When a pupil has been identified as having a special educational need they are placed on the school's Register of SEND which is maintained by the SENDCo and copied to the Local Authority upon request. The class teacher and/or SENDCo will regularly meet with the parents/carers to discuss and explain the school's concerns.

The triggers for SEND Support will be underpinned by evidence that the pupil, despite receiving differentiated learning opportunities makes little or no progress even when high quality teaching approaches are specifically targeted to the pupil's area of weakness.

Where a pupil with Special Educational Needs continues to demonstrate significant cause for concern, despite the school meeting the needs of the pupil and providing relevant and purposeful support, the school or parents can consider requesting and Education, Health and Care Plan. The local authority decides whether it is necessary for a pupil to have an EHC plan.

The EHC plan will detail the pupil's educational needs and the provision that the school will need to make in order to meet those needs. Key objectives will outline long term targets. The EHC plan will detail appropriate facilities and resources. The SENDCo has responsibility for pupils with EHC plans and will oversee the provision for these pupils within school and organise the Annual Review meeting.

When a pupil is receiving SEND support or has an Education and Health Care Plan, we as a school will meet with parents regularly to set targets and outcomes and review progress towards them. We will look at the activities and interventions that will help achieve the outcomes and provide opportunities for parents to share any concerns. The views of the pupils will also be gathered and discussed as part of the meeting.

These meetings will be vital in ensuring that everyone works together and agrees their aspirations for the pupil. A record of the information will be stored on a one-page pupil profile and within pupil passports and will be shared with appropriate school staff.

5.3 Consulting and involving pupils and parents

Parents/carers will be involved throughout and their early involvement is of paramount importance. They will always be informed if the school identifies their child as having a special educational need.

When working with parents/carers we will focus on a pupil's strengths as well as needs and draw on parental expertise and knowledge of their child. We adopt a positive attitude towards parents/carers, providing information to them in a user-friendly format. We recognise that some parents/carers themselves may have differing needs and take account of these in a sensitive manner. The class teacher will work closely with parents at all stages and should be the first port of call in case of difficulty. They can then be referred onto the SENDCo or Head of School/Executive Headteacher if necessary.

We will have an early discussion with the pupil (if deemed appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 SENDCo 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 and 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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.

When a child with SEND is transitioning to secondary school, the school will liaise closely with the receiving school to prepare the child for transition. For example, all pupils will spend time in their new school, meet the SENDCo and have an induction timetable.

5.6 Our approach to teaching pupils with SEN

All teachers are teachers of pupils with SEND and adapt the curriculum to meet their need. Class teachers will identify pupils with any possible special educational need and bring these to the attention of the SENDCo/ Head of School/Executive Headteacher.

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a range of interventions depending on the needs of the pupils.

5.7 Adaptations to the curriculum and learning environment

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

- adapting our curriculum to ensure 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, dyslexia friendly font, etc.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Throughout school there are learning support assistant, who is trained to deliver interventions.

Learning support assistants will support pupils in small groups and/or on a 1:1 basis, if such support is required.

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

- SES (specialist educational services)
- Education Psychologist
- Speech Therapist (NHS and Private)
- Occupational Therapist
- School Nurse
- SENDAT
- Alternative Providers

5.9 Expertise and training of staff

Mrs Lorraine Bell-Tye is a fully qualified SENCO.

She has time allocated during the school week to manage SEND provision.

All staff complete regular SEN specific training sessions and staff meetings.

5.10 Securing equipment and facilities

The school will provide equipment to support pupils with SEND, depending on the need. Alternative and/or additional funding may be required for certain items.

The school receives money through the overall budget, the Executive Headteacher, SENDCo and governing body will then decide how to allocate the resources to support the progress of pupils with SEND. Where a pupil's provision exceeds that of the nationally prescribed threshold, additional funding (High Needs Funding) from the Local Authority can be applied for by the school.

If a child receives an EHC plan a parent has the right to request a personal budget from the Local Authority. A personal budget is an amount of money identified by the local authority to deliver provision set out in the EHC plan.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a set number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding Annual Reviews for pupils with EHC plans

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

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 go on our residential trip(s) in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, and trips.

All pupils in KS2 go swimming weekly and additional needs are catered for.

UKS2 pupils learn to play a musical instrument and additional needs are catered for.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 SEND are encouraged to be part of the school community.
- Pupils with SEND may be part of intervention groups to promote teamwork/building friendships etc.
- Children are all encouraged to work together and socialize with all children.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

5.15 Complaints about SEND provision

Wherever possible staff will work with parents/carers to make sure that any disagreements or complaints are resolved without recourse to the formal complaints procedure. When an issue of complaint or disagreement does arise, parents should make their complaint known to the SENDCo in the first instance and if needed, seek further information detailed in the Complaints Procedure.

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 for raising concerns

If parents/carers have concerns about their child then they should contact the SENDCo at the school. Email Sendco@thorndonprimary.org.uk or ring 01379678392

5.17 The local authority local offer

Our contribution to the local offer is available on the school website: www.thorndonprimarysuffolk.org.uk

Our local authority's local offer is published on the school website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and governing body **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