

SEND Information Report – Thornhill Primary School

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Our school's approach to supporting pupils with SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the Headteacher who also works as the SENCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Catering for different kinds of SEND

Cognition and learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Social, emotional and mental health

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will work to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory and/or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Key staff and expertise

We have a team of highly experienced staff, trained in a range of areas who support SEND provision across school. We also use specialist staff for a range of needs and we use skilled and experience staff from within the Trust. We also provide regular updates and training to all staff around SEND.

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Jen Temple	Mental health, well-being; 1-1 support	Kidscape Online safety
Julia Harrison	Emotional Literacy Support Draw and Talk	ELSA Qualified
Sandra Gallacher	Reading interventions	Level 3
Deborah Byrne	Reading Intervention, language support SALT	Reading Intervention trained Speech and Language trained

The SENCO

Our SENCo has a wealth of experience, working in a range of settings.

Name of SENCO	Email address	Phone number
Lindsey Martin	martinl@changinglives.education	01946 820402

Equipment and facilities

All our children on our SEND Register will be allocated some individual or group time with a Teaching Assistant in school to work on their specific targets. This will be overseen by the SENCO. This time will be determined by the need of the child and will be arranged together with the Class Teacher and other relevant staff. Where necessary, and appropriate, extra resources may be purchased by school to support your child.

For some of our pupils extra financial support is received and this will be used to support the child in a variety of ways to best meet their needs. Decisions about how this is used will be made together with parents and will be reviewed on a regular basis.

Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the Headteacher, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

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Consulting with pupils and parents

Parents

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils and meet with or discuss with their parents, during the year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Pupils

Pupils are encouraged to contribute towards an IEP and share their views and opinions. This is critical and informs discussions between school staff, parents and external agencies. The IEP states how support is provided.

Involving key stakeholders

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities.

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will identify additional support through an Early Help Assessment and request support from external agencies when needed.

Progressing towards outcomes

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction.
- Cognition and learning.

- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

Transition support

The school ensures children with SEND have appropriate transition arrangements in place prior to starting at secondary school. Parents and the child are involved in Team Around the Child meetings involving primary and secondary staff. The child's needs are assessed and a plan for transition is made specific to the child's needs. This may involve additional visit days where the child is supported by a member of our staff, access to summer school at the secondary school.

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

Teaching approach

Teachers are responsible and accountable for the progress and development of all 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 more specialist interventions as needed and appropriate. These may include:

- Providing support for children who need help with communication, language and literacy – in class support or access to a reading intervention teacher.
- Providing in-class small and group and 1:1 support (as appropriate) to support learning needs in all areas of the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities – differentiated activities and in-class support.
- Providing behaviour support and management to ensure pupils are in a place where they are able to access the full curriculum.
- Helping individuals to manage their emotions, particularly trauma or stress, through the use of intervention packages and programs, 1:1 support and group support.

Adaptations to the curriculum and learning environment

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

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lessons etc.

Adapting our resources and staffing.

Using recommended aids such as iPads, laptops, visual timetables, larger font etc.

Differentiating our teaching, for example, providing longer processing time, pre-teaching, reading instructions aloud etc.

Inclusivity in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential visit.

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

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

Thornhill Primary School is fully accessible for pupils and staff. We are fully committed to making sure that wherever possible the school is accessible to all pupils whether their needs are short or long term. Parents and carers are welcome to visit the school.

Supporting emotional and social development

Some of our children in school have particular difficulties in this area. We work closely with pupils and families to support them, providing clear boundaries and expectations and also focussing on the reasons behind the behaviours. We have experienced staff who are able to work with and support individuals and we also have good links with external agencies such as Family Action, the Local Pupil Referral unit and support from the Local Authority. Staff in school are trained in a range of different interventions to help support these needs, such as Emotional Literacy Support.

Handling complaints

Concerns around SEND provision in our school should be raised in the first instance with the class teacher. If necessary this will then be passed to the SENCo who will also review as the Headteacher.

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 child. 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.

Local Offer

Details of our Local Offer can be found on the Local Authorities Local Offer page. A link to this can be found on the SEND page of our school website. <https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=HgWcZATYnv8>