

School SEND Information Report



Special Educational Needs and Disabilities (SEND)

Local Offer

Identification of needs

How does the school/college identify children with special educational needs?

How do we involve parents in planning for those needs?

Thorntree Primary School is committed to early identification of Special Educational Need and /or Disability. A range of evidence is collected through the usual assessment and monitoring arrangements: if this evidence suggests that a child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary.

Typically, a child with Special Educational Needs and /or disabilities will have an IEP (Individual Education Plan) which sets out targets that are currently being worked on and what additional provision is put in place for each individual child. The content of the IEP is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parent/carers attend our Parent, Pupil teacher meetings each term.

Support

Who in the school/college will support my child and how will this be monitored and evaluated?

How are the decisions made about the type and amount of provision a young person will need?

How will the curriculum be matched to the needs of the young person?

Every half term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed and the most appropriate support put in place. The school offers many different forms of additional provision. This can include additional in-class or out-of-class support, one to one

support, flexible groupings; access to specific resources; mentoring, counselling and access to a wide range of outside agencies.

Additional provision is overseen by the school's fully qualified SENCO and is designed and implemented by class teachers and teaching assistants. It is important to note that this additional provision very much depends on the need of the child.

Interventions that we currently provide include:

Literacy	Numeracy
RWI One to one tutoring	Numicon
Write Away Together	Numbers Count
Fischer Family Trust Wave 3	
Reciprocal reading	
BLAST	
RWI Fresh Start	

Class teachers plan lessons according to the specific needs of all groups of children in their classes; and will ensure that learning tasks are adjusted to enable your child to access learning as independently as possible.

Specially trained support staff can implement the teachers modified/ adapted planning to meet the needs of your child where necessary. 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.

Accessibility

How accessible is the school/college environment?

Our building is fully wheelchair accessible. We have disabled toilets in both Key stage 1 and Key Stage 2 as well as shower facilities. We also have a hearing loop throughout the building.

Parental Involvement

How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

Your child's progress is continually monitored by their class teacher. Half termly progress meetings take place with Senior Leaders to discuss attainment and additional factors impacting on that child's progress such as attendance, engagement in learning, behaviour etc. PIVATS levels are recorded to show smaller but significant steps in progress. Our termly Parent, Pupil Teacher meetings are an opportunity to share your child's Individual

Education Plan and discuss their progress. If your child has been identified as needing more specialist support, referrals will be made; with parents' consent, to outside agencies to advise and support the school in enabling your child to make progress. This will help both school and yourself to understand your child's particular needs better.

Overall Well Being

What support will there be for the young person's well-being?

The 'workshop' in school is run by a trained HLTA with a background in supporting children with social, emotional and behavioural issues. This provides a valuable opportunity for many children to access 1:1 support for social and emotional behaviour difficulties. In addition, children have the opportunity to work alongside a learning mentor where appropriate for additional support with learning and/or their social and emotional well-being.

Specialist Services

What specialist services and expertise are available at or are accessed by the school/college?

There are many specialist services available to children at Thorntree Primary School including; Child and Adolescent Mental Health, Educational Psychology, and Speech and Language Therapy. We also have support from a member of the Learning and Language Support Team providing excellent support for children identified with dyslexia and our school nurse, through whom we can make any necessary referrals to services such as Occupational Therapy, Physiotherapy etc.

Staff Training

What training are the staff supporting children and young people with SEND had or are having?

Our SENCO and her deputy have achieved the Masters Level National Accredited SENCO Award and take part in a number of Local Authority run training events for SENCOs throughout the year. All staff receive regular training and updates. This academic year, staff have received training from a member of the Learning and Language team highlighting dyslexia and appropriate teaching strategies and also training on Autism awareness and strategies from the Deputy Head of our local specialist school for children and young people with Autistic Spectrum Disorders. Teaching assistants are currently undertaking 'Better Reading' training.

Staff also received annual Epi-pen training in school.

Activities outside of school

How will the young person be included in activities outside of the classroom including school/college trips?

We make every effort to include all pupils in school trips. If an individual risk assessment is required we will complete this in order to ensure that everyone is fully included.

Transition

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

We recognise that 'moving on' can be difficult for a child with SEN and /or Disabilities 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 schools SENCO where necessary and ensure that they know about any special arrangements that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school;

- Information will be passed on to the new class teacher in advance and if necessary a planning meeting held with your child's new class teacher.
- All targets will be shared with the new teacher.

- If any specific arrangements need to be made for example, extra opportunities to meet their new teacher prior to transition then this will be made available.

In year 6;

- The SENCO and /or class teachers will meet with staff from the receiving secondary schools to discuss the needs of each individual child.
- We will make sure that all records about your child are passed on as soon as possible.
- Children will have access to a number of transition days at their secondary school in the second half of the summer term. In some cases, staff from the secondary schools may visit children here in school.

We will first invite you to visit the school with your child to have a look around and speak to staff. Our Parent Support Advisor will visit you at home to ensure that we are fully aware of your child's needs and ensure provision is put in place before your child starts.

SEND Resources

How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?

Schools receive funding for all children including those with Special Educational Needs and /or Disabilities and their individual needs are provided for through this funding; including resources, support staff etc. We have the opportunity to apply for 'Higher Needs Funding' if we feel that a child's individual needs cannot be met effectively through the usual allocated budget.

Further information

Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them?

If you have concerns about your child's progress you should speak to your child's class teacher initially. You could also arrange to speak to the SENCO, Mrs McDonagh, via your child's class teacher or by making an appointment at the school office.