

Thoresby Primary School

SEND Information Report Updated January 2019



At Thoresby Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

School information:

SENDCO: Ms Elise Sirel
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Thoresby Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and autism spectrum disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), specific learning difficulties (SpLD) including dyslexia, and profound and multiple learning difficulties (PMLD).
3. Social, mental and emotional health, including attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI) ,visual impairment (VI) and Multi-Sensory Impairment (MSI) .

The school has experience of supporting children with all the above, with the exception of PMLD and MSI.

The aims of our SEND policy and practice are:

- To provide a framework which will enable the school to meet the needs of pupils with special educational needs and disabilities (SEND).
- To recognise the importance of early identification of SEND in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child with SEND develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEND have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEND at the centre of the planning process to ensure the best possible outcomes for all pupils.

What are the school's policies for the identification and assessment of pupils/learners with special educational needs and disabilities?

Concerns about progress may be raised at any time by class teachers and/or parents.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND.

Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.

Further information about the ways we do this can be found in our **Special Educational Needs and Disability (SEND) Policy** which can be found on the school website. Paper copies are also available on request from the school office.

<p>What arrangements are made for consulting parents of children with SEN and involving them in their child's education?</p>	<ul style="list-style-type: none"> • Informal consultation with the class teacher. • Termly parent consultation evenings. • For pupils with an EHC Plan/Statement of SEN, there will be an annual review of progress and provision. • Consultation with the SENDCO. • Multi-agency meetings (where appropriate).
<p>What arrangements are made for consulting young people with SEND and involving them in their education?</p>	<p>The role of 'pupil voice' is highly valued at Thoresby and all pupils are actively encouraged to be 'drivers' in their own education.</p> <p>Pupils are able to discuss any aspect of their provision in a number of ways:-</p> <ul style="list-style-type: none"> • Informally with their class teacher and/or support staff. • At termly parents consultation meetings. • In some instances, pupils might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.
<p>What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>The progress of all pupils, including those with SEND, is tracked and closely monitored by class teachers and senior leaders. Regular pupil progress meetings are held between class teachers and school leaders, at which individuals' progress and potential barriers are discussed and intervention is evaluated and planned.</p> <p>In addition, for pupils with SEND, termly review meetings are held between the class teacher and SENDCO. These are timed to coincide with parent consultation meetings through which parents and pupils are able to contribute to the review. These meetings are an opportunity to evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress, outcomes and wider development. The views of outside agencies and support staff are also taken into consideration.</p>

<p>What are the arrangements for supporting children in moving between phases of education?</p>	<ul style="list-style-type: none"> • Transition to secondary school for vulnerable pupils is planned carefully with staff from the receiving school. Ideally this begins as soon as pupils are allocated their secondary school place in the spring term of Y6. It typically involves additional visits, and might also include the use of social stories, transition books and communication passports. • Vulnerable pupils are also supported through transition between classes and key stages at Thoresby. Support typically involves visits to the new classroom and teacher, and might also include the use of social stories, transition books and communication passports.
<p>What is the school's approach to teaching children with SEND?</p>	<p>High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have SEND. All pupils will do most of their learning in their classroom with their peers.</p> <p>Where pupils require additional specialised support this might include:</p> <ul style="list-style-type: none"> • Small group work outside the classroom • In-class support from an achievement support assistant • Social skills groups • Nurture groups for more vulnerable pupils • Pastoral support from the emotional well-being team
<p>How are adaptations made to the curriculum and the learning environment of children with SEND?</p>	<p>The majority of pupils with SEND will follow the National Curriculum in full with work being differentiated by their teacher to meet their individual needs. For some pupils with more complex needs it might be necessary to adapt the curriculum and environment further in order for them to access learning.</p> <p>Adaptations might include:</p> <ul style="list-style-type: none"> • Access to a quiet area outside the classroom;

	<ul style="list-style-type: none"> • Provision of specialist resources and equipment. <p>For pupils with the most severe difficulties this might also include:</p> <ul style="list-style-type: none"> • A bespoke curriculum designed specifically around the needs of the individual.
What training is available to staff to support children and young people with SEND? How is specialist expertise secured?	<p>Thoresby has a policy of continuous professional development for all staff, including teachers and achievement support assistants. This includes training on special educational needs.</p> <p>Staff receive training 'in house' and from outside agencies where appropriate.</p> <p>Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.</p>
How is the effectiveness of provision for pupils with SEND evaluated?	<p>The effectiveness of the provision for pupils with SEND is evaluated using a range of data.</p> <ul style="list-style-type: none"> • At parent consultation meetings, the views of both parents and pupils are sought on how effective the provision has been in enabling pupils to achieve their planned outcomes. • School data is used to compare the progress and attainment of pupils with SEND with national data.
How are children with SEND enabled to engage in activities with children who do not have SEND?	<p>Thoresby is an inclusive school. All curriculum areas and activities offered to pupils at Thoresby are available to pupils with SEND, including clubs and trips. Where necessary additional resources are made available to ensure the safe and successful participation of pupils with SEND.</p>
What support is available for improving emotional and social development?	<ul style="list-style-type: none"> • For those pupils who require additional support for improving social and emotional development we employ an experienced emotional well-being team and provide a dedicated well-being room. • Our SENDCO is a licensed 'Thrive' practitioner. • We are a restorative organisation and giving pupils a voice is central to the way that we work. An emphasis is placed on pupils recognising both their rights and responsibilities, and being accountable for their own

	<p>actions. (For more information about Restorative Practices at Thoresby, see the relevant page on the school website.)</p> <p>See also: Anti-Bullying Policy; Behaviour Policy; Single Equalities Policy.</p>
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	<p>The school actively liaises with a wide range of outside agencies in order to meet the needs of pupils with SEND and broker support for parents and families.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Arranging meetings with parents and other professionals • Signposting parents to relevant agencies • Providing documentation, including letters of support, and advice to assist parents with applications, referrals, appeals and tribunals. • Joint hosting of information and training sessions with outside agencies <p>During the last year we have worked with:</p> <ul style="list-style-type: none"> • Social Care and Early Help • Northcott ASD Outreach Service • Applied Psychologies (Educational Psychologists) • Integrated Physical and Sensory Service (IPASS) • NHS Speech and Language Therapy Service • Bridge Speech and Language Therapy

	<ul style="list-style-type: none"> • KIDS Parent Partnership Service • NHS Physiotherapy Service • Child and Adolescent Mental Health Service (CAMHS) • Barnardos Young Carers/Sibling Support Services
<p>What are the school's arrangements for handling complaints from parents of children with SEND?</p>	<p>Complaints about SEND provision within the school are first dealt with by the SENDCO who can be contacted on:</p> <p>01482 342972</p> <p>or via email: admin@thoresby.hull.sch.uk</p> <p>Where a satisfactory conclusion cannot be reached, an appointment can be made to see the Head of School. If a satisfactory conclusion still cannot be reached then the governing body must become involved.</p>
<p>Review</p>	<p>Review January 2020</p>