

Thoresby Primary School SEND Information Report



At Thoresby 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. This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

School Information:

SENDCO: **Elise Sirel**

Telephone: **01482 342972** Email: **admin.thoresby@hcat.org.uk**

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), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), 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 direct 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.

Identifying pupils with and assessing their needs.

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 the HCAT **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.

Consultation

Arrangements for consulting with parents of children with SEND and involving them in their child's education

- Informal consultation with the class teacher can be arranged at any time by appointment.
- 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).
- Informal coffee mornings with a SEND theme.

Arrangements to consult with young people with SEND and how we involve them in their education

The role of 'pupil voice' is highly valued at Thoresby and all pupils are actively encouraged to be 'drivers' in their own education.

Pupils are able to discuss any aspect of their progress and provision in a number of ways:-

- Informally with their class teacher and/or support staff.
- At termly parents consultation meetings.
- Contribution to a SEND Passport (sometimes known as 'All About Me') on an annual basis as part of the review process. This includes those pupils who have an EHCP.

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.

Assessing and reviewing children's progress towards outcomes is:

How do we work with parents in doing this?

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 planned and evaluated.

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.

Where a child is identified as having SEND, Thoresby takes action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle known as the Graduated Response:

- Assess
- Plan
- Do
- Review

The HCAT Graduated Response document is used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEND reviews which are carried out termly. Together the class teacher and SENDCO will conduct an analysis of the child's needs. This will draw from:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents
- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

Arrangements for supporting children and young people in moving between phases of education

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 as well as support from outside agencies where these are involved.

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.

The school's approach to teaching children and young people with SEND

High quality teaching (Quality First Teaching or QFT), 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.

Where pupils require additional specialised support this might include:

- Small group work outside the classroom for a range of needs
- 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

Adaptations made to the curriculum and the learning environment of children and young people with SEND

Including additional support for learning and equipment and facilities to support children

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.

Adaptations might include:

- Access to a quiet area outside the classroom;
- Provision of specialist resources and equipment.

For pupils with the most severe difficulties this might also include:

- A bespoke curriculum designed specifically around the needs of the individual.

Expertise of staff

Including the expertise and training of staff to support pupils with SEN and how expertise will be secured

Our SENDCO has 20 years experience in this role. Thoresby has a policy of continuous professional development for all staff, including teachers and achievement support assistants. This includes training on special educational needs. Staff receive training 'in house' and from outside agencies where appropriate.

Where pupils require specialist expertise, this is secured by referral to the relevant outside agencies and/or by school staff accessing specialist training.

Staff training for SEND during the past year has included:

- Supporting pupils with working memory difficulties
- Use of the 5 point scale for managing emotions
- Intensive interaction

Evaluating the effectiveness of SEN provision

The effectiveness of the provision for pupils with SEND is evaluated using a range of data.

- At parent consultation meetings, the views of both parents and pupils are sought on the effectiveness of the provision in enabling pupils to achieve their planned outcomes.
- RAG rating of progress against short term outcomes and 'small steps'
- Termly SEND reviews with the SENDCO for all pupils with identified SEND and those who are presenting as a cause for concern.
- Internal school data is used to monitor the progress and attainment of all pupils with SEND.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

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.

Support for improving emotional and social development.

(include pastoral support arrangements and listening to the views of parents and carers.)

- 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 has been 'Thrive' trained.

- 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 actions. (For more information about Restorative Practices at Thoresby, see the relevant page on the school website.)
- We have rapid access to external support should this be required through the relevant HCAT Support Services including the SEND, Behaviour and Family Support Teams

See also: Anti-Bullying Policy; Behaviour Policy; Single Equalities Policy.

Working with other agencies

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.

This includes:

- 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

During the last year we have worked with:

- Social Care and Early Help
- Northcott ASD Outreach Service
- Tweendykes/Ganton SLD Outreach Service
- Applied Psychologies (Educational Psychologists)
- City Psychological Service (Hull City Council)
- NHS Speech and Language Therapy Service
- Bridge Speech and Language Therapy

- SENDIASS
- HCAT SEND Support Team
- HCAT Behaviour Support Team
- HCAT Family Support Team
- NHS Physiotherapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- HeadStart Hull
- Early Years Inclusion Team
- The Language Unit

In addition our SENDCO is on the steering committee for SENDIASS and the HCAT SEND Support Team.

Contact details for Support Services for Parents and Carers

Hull Special Educational Needs and Disability Information Advice and Support Service (SENDIASS): 01482 467541

Early Help West Locality Hub: 01482 305770

See also Local Authority Offer below.

The local authority offer

For more information about what support is available for pupils with SEND and their families in the local area, please click the hyperlink below to visit the Hull Local Offer website.

[Hull Local Offer](#)

Complaints about SEN provision

Complaints about SEND provision within the school are first dealt with by the SENDCO who can be contacted on:

01482 342972

or via email: **admin.thoresby@hcat.org.uk**

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 should be contacted.

Review Date: October 2022