

## Thundersley Primary SEND Information Report



Thundersley Primary is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special educational needs and disabilities in the whole of the local area. Local provision is very similar as no one school has a particular specialism in relation to SEND.

At Thundersley we believe that a creative but broad and balanced curriculum should be available to all its pupils, regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables him/her to become an independent learner, being able to fulfil his/her potential to the highest possible standard.

At Thundersley all children and their achievements are valued equally.

Our school ethos is that every child feels 'RICHER'. This encapsulates the qualities that we wish to encourage in our learners:

Respect

Independence

Confidence/Courage

Honesty

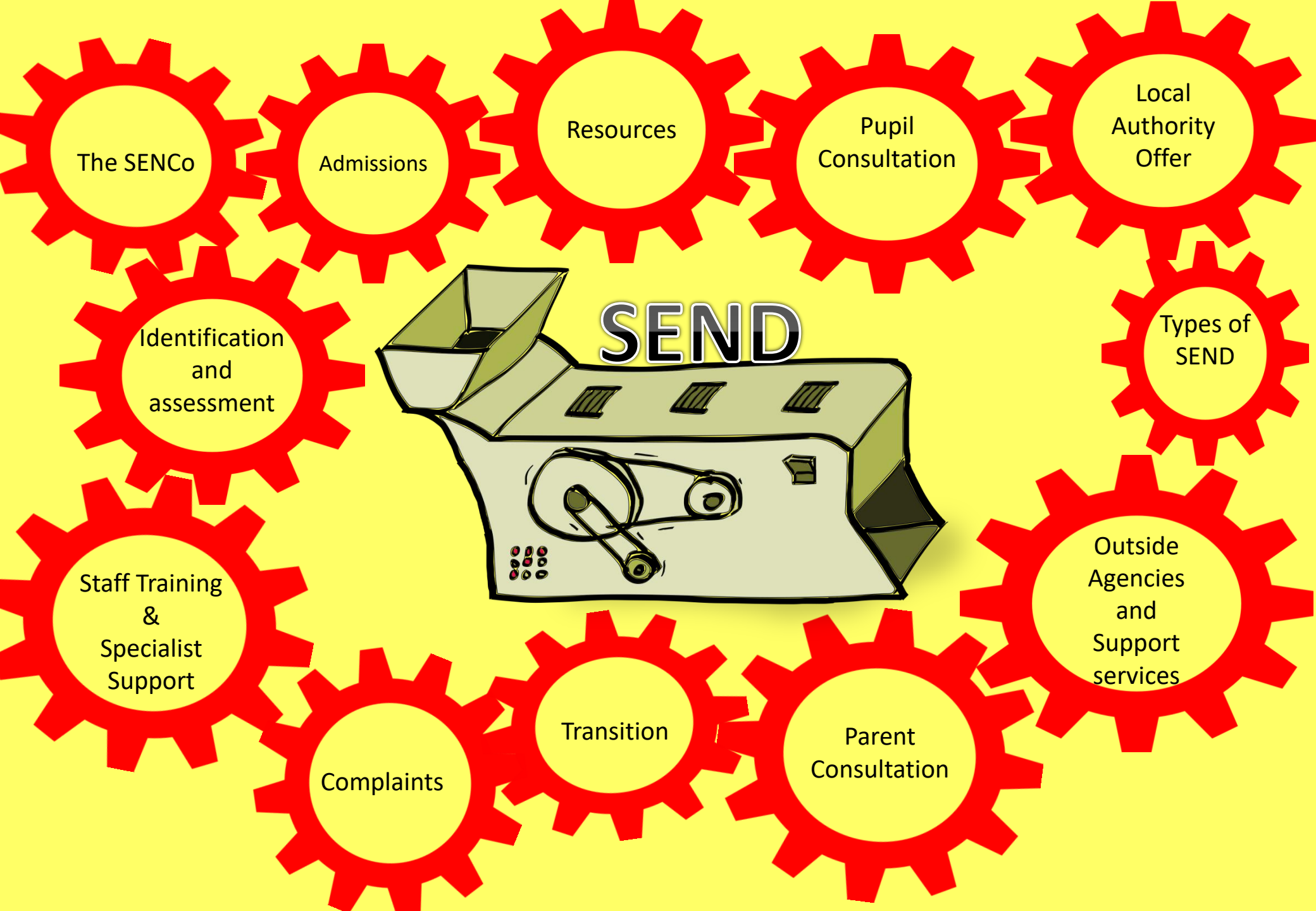
Effort

Responsibility

Our school motto is 'Be the Best You Can Be'.



To the report



# Admissions



Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- ❖ it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- ❖ the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient
- ❖ use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

# Types of SEND



## The Kinds of Special Educational Needs and/or Disability that we provide for:

- Support is provided within a differentiated curriculum, to meet the needs of pupils who require provision that is different from or additional to that of their peers.
- Support is provided in the four categories of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory / Physical

# Pupil Consultation



## How will pupils be involved in decisions regarding provision that can better meet their needs?

This school regularly gathers the children's views on how they are feeling and how they are getting along in school. These are completed by the pupils themselves and help to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

# Staff Training and Specialist Support



## What training do the staff supporting children and young people with SEND undertake?

In the last few years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Attachment difficulties

Enhanced training has been provided to LSAs and the SENCo on:

- Autism
- Local and National issues concerning SEN
- Supervision

Specialist training has been provided to the SENCo on:

- The school has regular visits from SEN specialist teachers who provide advice to staff support the success and progress of individual pupils.
- Speech and Language Therapists visit the school to work with LSAs and teachers to support school staff with assessment and planning

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained a

d may include referral to:

- 1. Local Authority Support Services
- 2. Specialists in other schools e.g. teaching schools, special schools.
- 3. Social Services
- 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

# Local Authority Offer



- The Local Authority local offer is available to view on <http://www.essexlocaloffer.org.uk/>
- The Local Offer has been published as part of the SEND reforms under the Children and Families Act 2014.
- *The Local Offer will:*
  - Give you information about education, health and care services
  - Give you information about leisure activities and support groups
  - Hold all the information in one place
  - Be clear, comprehensive and accessible
  - Make service provision more responsive to local needs and aspirations
  - Be developed and reviewed with the service providers and service users

# Outside Agencies and Support Services



Some children with special educational needs or disabilities require more specialist support from other professionals. These outside agencies or support services can support a child and their families.

Educational support:	Health Care Support:	Family and Social Care Support:
Specialist Teacher Team Educational Psychologists	Paediatricians Occupational Therapists Physiotherapists Speech and Language Therapists Counsellors Health Visitors School Nurses Hospitals Optometrists	Home/School Liaison Family Solutions Families in Focus Batic Counsellors

All may provide specialist assessments or advice on different strategies or materials. In discussion with the class teacher and parent, the SENCo makes a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate.

Thundersley Primary School is part of the Robus Multi-Academy Trust, Benfleet Teaching school alliance and the Benfleet and Thundersley Interschool Cluster.

Thundersley Primary School is able to access support services through these groups.

The SENCOs across these groups meet regularly to access training and development according to the needs identified by the group. It also serves as a support network.

Where it is deemed necessary, the school will invite/request the attendance of colleagues from other agencies to contribute to outcome meetings or annual reviews. Requests for support or guidance may also be made.

# Parent Consultation



- The school has an open door policy. Parents are invited to discuss arrangements with the Class Teacher and/or SENCo at any point throughout the year, by making an appointment at the school office.
- Termly meetings are arranged to update parents on the progress their child is making and the provision their child will receive. At these times a pupil's one-plan or pupil passport may be reviewed.
- For some parents, regular structured conversations are offered to ensure good quality discussion between home and school. An outcomes plan is produced at these meetings.
- The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies
- Parents of children who have an EHC plan are invited to discuss their child's progress at the Annual Review meeting.

# The SENCo



- The SENCo's name is Mrs Armour. Her contact details can be found on the school website. You can contact Mrs Armour by coming into school, telephoning the school, or by sending an email. The telephone number is 01268 793251 and the email address is [admin@thundersley.essex.sch.uk](mailto:admin@thundersley.essex.sch.uk). We welcome a dialogue with parents and are flexible to the ever changing needs of children.
- The SENCo is an experienced, qualified teacher and is part of the senior leadership team. She has gained the National Award for SEN Co-ordination, validated by the University of Cambridge (2013). She strives to keep up to date with new initiatives and best practice by attending training sessions and by reading relevant publications, for example the weekly SEN bulletin. The SENCo attends local cluster and support groups on a regular basis.
- The SENCo supports class teachers and learning support assistants in working with and assessing children who have special education needs. The class teacher is responsible for teaching children with SEN/D. The SENCo also liaises with parents and other professionals in order to secure the best possible outcomes for children.

# Identification and Assessment



Thundersley Primary School has in place a graduated response to identify pupils who are falling behind age related expectations.

Information is collected

- At Pupil Progress meetings (held each half term)
- From parents
- From other agencies
- Through observations
- By using a range of assessments
- By listening to what the children tell us

SEN/D support is implemented when a child is/has

- Making little or no progress despite high quality teaching
- Having difficulty developing literacy/numeracy skills resulting in poor attainment
- Persistent social or emotional difficulties
- Physical or sensory difficulties and is making little or no progress despite specialist equipment

An assessment for an Education, Health and Care Plan will be undertaken if more extensive support is required and to access additional funding.

A child will be included on the SEN/D register, in consultation with parents, if they require additional and extra support to the high quality provision found in the class room. If a child makes progress and reaches levels in line with age expectations and no longer requires additional support they will be removed from the register, again in consultation with parents.

# Resources



- Specialist resources are used to enable learners across the school. Resources may include lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, left handed scissors, writing slopes, theraputty, pencil grips, fiddle objects and worry monsters.
- There are also disabled toilets and striped steps and posts for visually impaired pupils.
- Staff as a resource: the school employ teaching assistants to support the learning of all pupils including those with special educational needs and disabilities.
- Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise, for example, laptops, radio aids, apps or programmes for technology devices, books with large font.

# Complaints



- Our school have an open door policy. We encourage you to come and speak with us about any worries or concerns you may have.
- Should you wish to make a complaint, then refer to the complaints policy which is on our website.

# Transition

## Transition Plan Arrangements for Transfer Pre-school to Primary School

- Meetings will be requested in order to hand over information about provision, programmes and outside agency support in place at Pre-school settings in order to support transition.
- All children visit Thundersley on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

## Transition Plan Arrangements for Transfer From Class to Class

- Class teachers carry out handovers to new class teachers.
- Teachers and their LSAs are advised about the SEND children in the class and provide them with the summer term's IEP and any other medical information. Relevant courses will also be arranged.

## Transition Plan Arrangements for Transfer From The Primary School to Secondary School

- Where children are transferring to Secondary School, the SENCo will meet SENCo's of each secondary school to transfer SEND information. ALL SEND school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.
- Parents of children who have an education, health and care plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review.
- Pupils give their views on any worries they may have regards to secondary school. This is forwarded on to the secondary school.