

SEND Information Report for Thurlton Primary School 2017-2018

Welcome to our SEND Information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. All school governing bodies have a legal duty to publish information on their website about the policy for SEND and must be updated annually. At Thurlton Primary school we are committed to working together with all members of our school community.

We monitor progress of all learners, and staff continually assess ensuring learning is taking place.

Our whole school system for monitoring progress includes regular pupil progress meetings.

There are many different reasons why a pupil might fall behind with their learning: Absence from school, health issues or worries about different things that could distract them from learning.

At Thurlton Primary we are committed to ensuring that all learners have equal access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

Learners can require SEN support in a range of areas. The categories are as follows:

- SEN linked to Cognition and Learning
- SEN linked to Communication and Interaction
- SEN linked to Physical and Sensory difficulties
- SEN linked to Social, Mental and Emotional Health

Loddon Cluster of Schools work together to provide a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are as inclusive as possible.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS or DISABILITIES IN THIS SCHOOL

<i>People</i>	<i>Summary of responsibilities</i>
<p><i>People who support your child in school</i></p> <p>Class Teacher</p> <p>Mrs Hambley (SENDCo)</p> <p>1:1 TA (if appropriate)</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet children's needs (also known as differentiation). • Baseline assessments when the children arrive in school are undertaken and this information is used to identify areas of need. Ensure that individual children are assessed to identify any emerging specific learning needs. • Regular assessment of your child's progress, adapting support as necessary • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work and resources. • Ensuring that the school's SEN practice is followed in their classroom and for all the pupils they teach with any SEN.

<p>Mrs Hambley SENDCo Special Educational Needs Co-ordinator</p>	<p>She is responsible for and will use her best endeavour to:</p> <ul style="list-style-type: none"> • Coordinate all the support for children with special educational needs (SEN) and developing the school's SEN practice to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing. • Ensure you are part of planning ahead for them. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc. • Update the school's SEN register, (a system for ensuring all the SEN needs of pupils in this school are known and understood) and checking / maintaining your child's records of progress and needs. • Provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress. • Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Liaise with cluster SENCOS to ensure consistency of approach and practice. • Track progress of SEN students. • Liaise and ensure smooth transition between different educational phases. • Co-ordinate SEN interventions.
<p>Mrs Sally Hitchcock PSA Parent Support Advisor</p>	<p>She is responsible for and will do her best endeavour to:</p> <ul style="list-style-type: none"> • Support children who may have social and/or emotional barriers to learning, or whose attendance at school is causing a concern; working closely with the children and their families. Coordinate projects offering support to children and families. • Try to empower children and their families to cope with the challenges they face. • Liaise with school staff and outside agencies and professionals, monitor and track progress of children working with the other projects and professionals commissioned to support these children. <p><i>Mrs Hitchcock can be contacted via Glebelands School 01502 677354</i></p>
<p>Mrs Hambley Headteacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • Entrusting the daily responsibility for SEN to the SENCO and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN. • Oversee the effectiveness of provision for children with SEN. • Develop the school's SEN practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children. <p><i>Mrs Hambley can be contacted by the school office for an appointment.</i></p>
<p>To be confirmed SEN Governor</p>	<p>He or she is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Offer. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure all SEN children child achieves his/her potential in school.

HOW DO WE IDENTIFY AND ASSESS SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significant greater difficulty in learning than the majority of others of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

The Equality act of 2010 definition of disability is:

A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SRN and disability legislation. If a learner is identified as having SEND, we will provide provision that is *additional to or different from* the normal differentiated curriculum, intended to overcome the barrier to their learning.

The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the identified barrier to learning. It is important to us that each child has access to a broad and balanced curriculum. This support is reviewed half termly at Pupil Progress meetings and discussions as to appropriate and effective support may take place at School Support Team Meetings.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Professionals who visit from outside agencies such as the Speech and Language Therapy Service, Educational Psychologists, Dyslexia Outreach.

SEN Need	Possible assessment and types of Support	What would this mean for your child?
	<p>All children in school have access to those strategies that best meet their needs.</p> <p>Class teachers, TA's, MSAs, Parents/Carers and the child themselves will be the first to notice a difficulty with learning.</p> <p>Initial discussion between class teacher and parent (possibly with your child). SENCo informed.</p> <p>An appropriate assessment based on observations made in class or a more formal assessment administered by either ourselves or by an appropriate external professional.</p>	<p>The class teacher and SENCo will use a variety of assessment tools to identify the barriers to learning.</p> <p>Your child will have an initial assessment followed by a personalised intervention provided for them which they will either complete as an individual activity or as part of a small group. There may then be a further assessment to establish progress.</p>

SEN Need	Possible Assessment and types of Support	What would this mean for your child?
<p>Communication and interaction</p> <p>Cognition and learning</p> <p>Social, mental and emotional health</p> <p>Sensory/physical</p>	<p>External agencies contacted ie. school nurse, Speech and Language Therapist (SaLT). The Loddon Cluster currently employs a Speech & Language Therapist for one day per week.</p> <p>External agencies contacted ie Educational Psychologist</p> <p>External agencies contacted ie. school nurse, Parent Support Advisor (PSA)</p> <p>External agencies contacted ie school nurse, PSA, SaLT, Occupational Therapist, Access through Technology, Physiotherapist.</p>	<p>In class support provided by the class teacher, and when appropriate the TA who will have the highest possible expectations for your child and all pupils in their class. They might undertake a programme as advised by a therapist with your child after consultation with Parents/Carers.</p> <p>Possible assessment and therapy by an external professional. Strategies put in to place to support your child in school. As above.</p> <p>Staff will put into place different ways of teaching so that your child has full access to learning. This may involve using adapted resources or specialist equipment.</p> <p>Staff will have appropriate training to ensure your child full access to the curriculum.</p>
Additional types of Support which may happen in school		
<p>Specific small group work which may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher (or most often a TA who has had training to run these groups) <p>Individual support</p> <p>Some children may require an Education, Health and Care plan (EHCP), this replaces a <i>Statement</i></p>	<p>Your child's teacher or the SENCO will have monitored your child's progress and will have thought that specific group work could be offered to help close the gap between your child's achievement and that of his or her peers.</p> <p>A TA /teacher will run these small group sessions using the teacher's targets or a recommended programme.</p> <p>Each child's progress is evaluated regularly before and after the period of intervention.</p> <p>These are generally called <i>Intervention groups</i> by schools.</p> <p>Sometimes a child may need specialist support from a professional from an outside agency. This may be delivered in or out of school.</p> <p>After a request to the Local Authority (LA) has been made (by yourself or the school) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you, and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate.</p> <p>After all reports have been received, the LA will decide if your child's needs are severe, complex and lifelong requiring additional support in school to make good progress - an EHC Plan. This will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p>	

MEASURING PROGRESS AND INFORMING PARENTS/ CARERS

At Thurlton Primary School we assess children half termly. When a child starts school in Reception he/she is given a baseline assessment - Early Excellence. Once the base-line has been established, all subsequent progress is summarised at the end of each half term and we use the information we have gathered to set new targets via our pupil progress meetings.

Your child's progress is continually monitored by his/her class teacher. Attendance, engagement in learning and behaviour are also monitored. We will share this information with you at Parent Carer Evenings (x4 yearly) and through short written reports each half term and a full written report at the end of the Summer Term. Teachers may also create with your child a Target Book which they will share with you both.

At the end of each key stage (end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

At the end of Year 1, a formal phonics assessment 'Phonics Screening' is carried out. If children are exempt from this due to working below the level of the assessment, they will be assessed at the end of Year 2 instead.

In addition to the above the school may also use the following to keep you informed:

- Home School book
- Letters/Certificates sent home
- Additional meetings as required
- Come Look and Share sessions

If a child has an EHCP you will also have an Annual Review meeting to which parents and those professionals involved in your child's education are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with Parents/Carers to set targets for the coming year. If requested, by either the class teacher or the Parent/Carer, additional meetings will be arranged to discuss your child's progress. This benefits both parties to develop the understanding of your child's specific needs.

ADDITIONAL INFORMATION

How will we support your child with identified special needs before starting at school?	<ul style="list-style-type: none">• We would like you to visit our school with your child to have a look around and speak to staff.• If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/ other provisions, to support the transition.• We may visit your child if they are attending another provision.
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none">• If you have concerns about your child's progress you should speak to your child's class teacher.• You can also speak to the SENCO.• The Head Teacher can be contacted if you have concerns about how your child's SEN is being managed.
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none">• Where there are concerns about your child's progress or learning, the teacher may raise this with the SENCO as relevant.• The school also has termly pupil progress meetings to endeavour to ensure all children are making good progress.• The school will continue to monitor this further, or set up an intervention group and inform you as appropriate. <p>If there are further concerns about your child's learning, the school will discuss this with you:</p> <ul style="list-style-type: none">• Any concerns you may have• To plan any additional support your child may receive• To discuss with you any referrals to outside professionals to support your child's learning

<p>How are the adults in school helped to work with children with an SEN and what training do they have?</p>	<p>Part of the SENCO's job is to support class teachers in planning for children with SEN. Currently in school we have 3 teachers that have either a Masters in SEN or are qualified to teach in Special Educational Needs School. Training needs for ALL staff (often including MSA's and Office Staff) to improve the teaching and learning of children including those with SEN is identified and attended by ALL staff (often including MSA's and Office Staff). Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class .</p>
<p>How will the teaching be adapted for my child with learning needs (SEN / Disabilities)?</p>	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable the children to access their learning as independently as possible. Support staff can implement the teacher's modified/adapted planning to support the needs of the children. Specific resources and strategies will be used to support your child individually and in groups.</p>
<p>What support do we have for you as a Parent/Carer of a child with SEN?</p>	<p>We have an open door policy at Thurlton Primary and encourage dialogue between Parents/Carers and school.</p> <ul style="list-style-type: none"> • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All Information from outside professional agencies may be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Target Books are reviewed on a half termly basis. • EHC plans are reviewed each year; ideally with your involvement. • Homework may be adjusted to your child's individual needs • A home/school contact book may be used to support communication with you. • If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Caseworker. He /she will ensure that you fully understand the process.
<p>How have we made this school physically accessible to children with SEN?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disabilities via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities.

TRANSITION

<p>How will we support your child when they are making significant transitions?</p>	<p>Being a small community school throughout the year we have a lot of whole school activities where staff and pupils regularly work with pupils not in their class. This is a huge support to transition. In addition, during the last term of each academic year transition planning meetings will take place for all children changing class. For children with an additional need, meetings may begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. Staff will share ways that those additional needs are being met, including what has worked well and what has not been so successful.</p> <p>Where your child will be starting a new school, the SENCo and teacher(s) will meet with the SENCo and teacher(s) at their new school.</p> <p>Records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support that has been provided for your child will be shared. Where your child will be starting a new school, the SENCo and teacher(s) will meet with the SENCo and teacher(s) at their new school.</p> <p>We have excellent links with the Pre-School in the village and every half term the children from Pre-School come for an activities morning with our Reception Class and once a term they also stay for lunch. These visits allow the children to become familiar with the school whilst having the support of staff they feel comfortable with. Additionally, your child will</p>
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	<p>be invited to attend some sessions in school without the Pre-School staff. This will provide an opportunity to meet their new classmates and teachers, and to find out about things that are important to them.</p> <p>In addition, new parents are invited into school to see the setting in action as well as to talk to the staff in the Reception classroom.</p> <p>Children changing schools at phase transfer within the cluster or to an adjacent high school are likely to be invited to make a series of visits to their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate dependent on the needs and wishes of your child. Some children may need more visits than others. It may also be appropriate for your child's new teachers / TAs to visit them in their current school. This is important to ensure an effective transition.</p>
<p>How will we support your child when they join our school part- way through the year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible. If your child is planning on moving to our school:</p> <ul style="list-style-type: none"> • We invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts • Why possible the SENDCo and/or class teacher will visit your child in their current setting before transferring to Thurlton Primary School. <p>If your child has moved to our school without a transition:</p> <ul style="list-style-type: none"> • We will contact the previous school to arrange for transfer of information as soon as is possible • Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals. • The class teacher will endeavour to assess your child's levels of attainment in numeracy and literacy as soon as possible of them arriving at our school and will plan accordingly, with SENCO input, as relevant.

THE LODDON CLUSTER

All schools in the Loddon Cluster have an agreed *Loddon Cluster SEND Policy* as well as *Loddon Cluster SEND Funding Application protocol*. The Cluster are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Cluster please contact our Cluster SENCo clustersenco@loddoninfant.norfolk.sch.uk

The Cluster has *bought in* to the Educational Psychologist Service. It has purchased the Silver enhanced offer which provides us with support from a Specialist Teacher as well as an Educational Psychologist.

The Cluster currently has a Speech and Language Therapist which is in addition to speech and language support through the Health authority.

The Loddon Cluster also pays for support from a Parent Support Advisor (Sally Hitchcock available on 01502 677354)

USEFUL LINKS

www.norfolk.gov.uk/SEND

www.parentpartnership.org.uk

www.dfe.gov.uk