

Thurlton Primary School

***Special Educational Needs
and Disability
Information Report
2021 - 2022***



Signature *Alexis Howley*

Headteacher

Date: *26.9.22*

Signature

[Signature]

Chair of Governors

Date: *26.9.22*

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) INFORMATION REPORT THE LOCAL OFFER

This report forms part of the Norfolk Local Offer for SEND. The Local Offer is an authority's publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

More information on the local offer can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

HOW IS THE SEND INFORMATION REPORT DIFFERENT TO THE SEND POLICY?

The ***SEND Policy*** outlines our vision for SEND .

The ***SEND INFORMATION REPORT*** provides information and details about how we have implemented this policy.

All schools have a legal duty to publish information on their website about how they implement their ***SEND Policy***.

Our ***SEND Policy*** is written and published separately to this document and it can be found on our website.

INFORMATION REPORT CONSULTATION & REVIEW

Our ***SEND INFORMATION REPORT*** is reviewed and updated annually. However, any changes to information that occur during the school year we aim to update as soon as possible.

At Thurlton Primary School we are committed to working together with all members of our school community.

THE SENDCO

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Ali Hambley.

Contact details: head@thurlton.org.uk Tel 01508 548318

Mrs Hambley has a degree in Special Educational Needs

THE ROLE OF THE DESIGNATED TEACHER FOR LAC

Mrs Hambley is also our Designated Teacher for Looked After Children (LAC). This means that she has the lead responsibility for ensuring that everyone in our school supports the achievement of looked after and previously looked after children.

We see each looked after child as an individual. Their personal education plan (PEP), which forms part of their wider care plan, is carefully developed and implemented.

We always ensure that the child's views are central to this process and PEP's are reviewed termly. If a child who is LAC also has an EHC Plan we coordinate these meetings to ensure that there is consistency in the approach of all individuals involved in the child's care.

THE KINDS OF SEN THAT ARE PROVIDED FOR

At Thurlton Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, providing support across the four areas of need as defined in the SEN Code of Practice 2015:

Communication and Interaction

Speech and language issues

Social, emotional and mental health difficulties

Behaviour issues

Recognising and reading emotions of others and themselves

Cognition and learning

Dyslexia, Dyscalculia

Learning difficulties

Sensory and or physical needs

Visual impairment

Hearing issues

Fine and gross motor skills.

IDENTIFICATION OF SEND

A pupil is identified as having SEN if they need provision that is additional to or different from that which is offered, in order to overcome the barrier to their learning.

1. Potential SEN is identified by the teacher, Parents/Carer or an external agency. Informal discussions with the SENDCO. Steps are taken by the teacher to gather information about their rate of progress and they will receive appropriately differentiated work to support their progress
2. If progress remains a concern, the pupil is discussed at Pupil Progress meetings with the SENDCO, an outline of future provision discussed and implemented, sometimes involving targeted programmes to address areas posing specific difficulty. Parent/Carers are informed
3. Review – Pupils needs are met, progress is appropriate. Pupil may continue to require some in class support but there is identified SEN need
3. Review – Concerns remain. Observations, relevant assessments and pupil voice is used to further identify needs. Recommendations for additional support discussed with SENDCO – Parents/Carers informed
4. Pupil is no longer a concern for SEN but is monitored and progress reviewed at Pupil Progress meetings
4. SENDCO shares findings from assessments with Teacher and Parents/Carers. SENDCO decides whether pupil needs to be placed on SEN Register and at what level of need Parents/Carers informed
5. In discussion with Parents/Carers and Teacher additional assessments may be made possibly by external agencies. Interventions regularly reviewed, regular information sharing with Parents/Carers



6. EHCP applied for

ADAPTING OUR CURRICULUM/PROVIDING FOR PUPILS WITH SEN

We adapt our curriculum and learning environments so that they are accessible to children with SEN. This is to ensure that children with SEN can access learning alongside their peers wherever possible. All teachers will differentiate appropriately through Quality First Teaching in addition to this SEN children may



- have additional adult support in the classroom
- be taught in small group or individually
- participate in time limited, targeted interventions and programmes
- be provided with specialised equipment or resources
- receive regular sessions on individual programmes advised by relevant professionals such as speech therapists
- be given time to do extra consolidation activities in certain subjects
- have instructions given in small chunks with visual cues.
- quiet areas for working and use of visual timers.
- movement breaks.

We will work with outside agencies and gather professional advice on the provisions and adaptations that will support inclusion for SEN pupils in their learning. Additional strategies that could be used are:

- visual timetables
- visual prompt cards
- in class support to access teaching and tasks
- access to different aids such as technology, differentiated materials and equipment (pencil grips, scissors)
- seating arrangements
- use of coloured overlays
- have furniture arranged/adapted to enable children with sensory or physical needs to access learning within the classroom
- use of whiteboards for note taking to support short term memory.



SAT'S ARRANGEMENTS FOR PUPILS WITH SEND

We follow to guidance published by the Department for Education (DfE) on access arrangements for Standard Assessment Tests (SATs).

Pupils who have an EHCP or use modified large print (MLP) or braille will automatically qualify for additional time.

Additional time may also be beneficial for pupils who require additional time under test conditions to properly demonstrate their knowledge and understanding or those who use the standard or enlarged print versions of the test, for scribes or readers to support them achieving their full potential. .

For more information please see here:

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

MONITORING THE IMPACT OF PROVISION: ASSESS & REVIEW

Records of interventions and progress (including pupil attitude) made over each half term are kept by each staff member leading the intervention and are shared with Teachers, SENDCo, pupils and Parents/Carers at the Pupil Progress meetings and/or via reports/Parent/Carer Interviews (term dependent).

Each term/half term (dependent on subject) progress of all pupils is reviewed/assessed by the class teacher and entered onto the school tracking system. Pupil Progress meetings take place each half term, where the impact of interventions discussed with the SENDCo/Headteacher

The progress of all pupils is reported to Governors at each full Governors Meeting, with a focus on the progress of SEND pupils.

The progress of pupils receiving funding via the Virtual School is assessed on a termly basis via the PEP's and on an annual basis at the annual review.

SCHOOL ACCESS TO OUTSIDE AGENCY EXPERTS

The school actively seeks support from outside agencies to support pupils with SEN and their families. These include (but are not limited to):

- Sensory support advice is available from the county
- Advice and assessments sought from Speech and language, paediatricians, occupational therapists if Parents/Carers are happy for this to happen or any other medical professional
- CAMHS (Children and Adolescent Mental Health Services) including Point one
- Advice and support from the Healthy Child Programme
- Family matters
- Voluntary agencies and charities

