



Thorpedene Primary School

SEND Information Report 2019 - 20

Introduction

Schools have a duty to report annually to parents on the provision for pupils with Special Educational Needs and Disabilities, along with the implementation of their disability equality scheme. This report forms part of the local offer for Southend for pupils with Special Educational Needs and Disabilities.

A pupil is considered to have Special Educational Needs if they have significant learning difficulties or disabilities that require **additional** or different support from their peers of the same age in order for them to access learning.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years lies at the heart of our school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of the children. The Code of Practice states that organisations should use a graduated approach that recognises all children learn in different ways and can have different kinds of SEND. SEND support can be put in place to help overcome the difficulties a child may have. If further support is required, the school may request a Statutory Assessment of Special Needs, which may result in an Education Health care Plan (EHCP) being issued to the child.

All staff, pupils, parents and governors at Thorpedene Primary School work together to make our school a happy, caring and inclusive school for all. We are always working to develop and further strengthen the offer, provided to all to ensure we create an environment where pupils and adults can achieve their full potential and develop as confident individuals.

We strive to ensure that we create a welcoming learning environment that enables pupils to make the greatest possible progress and achieve their full potential. Our SEND provision gives pupils the tools and resources to enable them to access the curriculum and all learning opportunities at a level relevant to them to enable them to access a relevant curriculum tailored to their needs, develop life skills and grow self – confidence.



The Thorpedene Inclusion Team:

- Inclusion Manager: Miss Money Penny
- SENCO: Mrs Harvey
- Learning Mentors

If you have any concerns regarding your child, please talk to the class teacher in the first instance (Following the schools 'Who to talk to if you have a concern' flow chart) or alternatively contact the office and request a conversation with Mrs Harvey.

Our school's SEND offer is on our school website. Our school also contributes to the Southend Local Offer, which can be found at:

www.southendinfopoint.org

What Types of special educational needs do we ensure effective provision for?

Our school is a friendly, happy place where every child matters and is included in all parts of school life. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

The SEND Code of Practice identifies four categories of Special Educational Need that all schools must make provision for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Some children need/ young people need increased support to access learning because:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability as defined under the equality act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

Our schools accessibility policy is available on our school website.

How do we identify and assess pupils with SEND?

Class teachers, support staff, parents/carers and the pupils themselves will be the first to notice if there is a difficulty with learning. Class teachers complete a referral form, outlining their concerns in order to seek advice and support from the Inclusion Manager or SEN teacher. Through a range of assessment types, the SEN team are able to support with the identification of barriers to learning and offer advice and support to meet those needs that have been identified.



Additional and different assessment tools maybe required when children are making less than expected progress, where progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

**NB: Whilst limited progress is a concern which must be addressed, this does not always mean that there is a Special Educational Need.*

Progress in areas other than attainment are also considered, e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition into high school. If behaviour is causing a concern, it is always considered whether there is any underlying difficulties; if there are none, staff would communicate with parents to ascertain if there are any known factors that may be affecting the child's emotional wellbeing.

Staff in school gather information about behavioural incidents occurring, noting the time of day, which lessons, pupils and adults involved. These are monitored and discussed with the Inclusion team to consider any underlying needs. An appropriate plan of support may then be devised, via a behaviour plan if necessary and parents will be invited to discuss the needs of their child and agree the support being offered to their child.

Parents are always informed if school staff consider their child has an additional need and parents and children (as appropriate) are involved in the planning to meet their needs.

Should parent have concerns about their child's learning, they are encouraged to discuss their concerns with the class teacher during parent consultation meetings. If a concern is more immediate, an appointment can be made with the class teachers or Mrs Harvey at any time via the school office.

How do we consult with parents of SEND pupils and involve them in the education of their child?

At Thorpedene we believe that parents are the best source of knowledge when it comes to identifying the needs of their child, so it is important to us that they are involved in the process of assess, plan, do, review cycle to support the provision provided for their child.

We are proud of the partnerships we have with parents at our school and there are a number of opportunities throughout the school year for parents to actively engage in the work of our school and the child's learning experiences. Parent's are also invited to review their child's Individual Support Plan (ISP) each term – these plans are



evaluated with parents and recommendations for new targets are evaluated alongside suggestions for supporting their child's learning at home.

Progress and outcomes of assessments conducted by external agencies may also be discussed with parents at consultation meetings (e.g. from the speech & language therapist, educational psychologist or other specialist support teachers). The progress of children with an Education, Health and Care Plan is discussed at their annual review (as well as the termly parent consultations). During Year 5 annual reviews, transition to secondary school is considered and planned for with parents.

What is our approach to teaching pupils with SEND?

The fundamental aim of our school is to ensure all children reach their full potential and demonstrate a love of learning. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, ensuring we create effective learning environments, a safe place to learn, equality of opportunity, use appropriate assessments and set suitable, realistic targets for learning. Quality first teaching takes place in all classrooms with the setting of high expectations for all to achieve. Provision for children with SEND is a whole school responsibility, all teachers are teachers with SEND children. A cycle of planning, teaching and assessing is firmly embedded, which takes into account the wide range of abilities, aptitudes and interests of our children. Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's individual needs in planning and assessment. They provide appropriate support for communication, language and literacy needs and they plan where necessary to develop children's understanding through the use of all available senses and experiences. In our school we aim to identify a child's needs as early as possible through a wide variety of ways including formal assessments, observations and children's work which will enable us to build a well informed picture of the child's needs and can tailor the support to the child. We also acknowledge that gifted children also require additional resources and support to extend and fully develop their potential. Children who speak English as an additional language may also require additional support and differentiated resources and we have a member of staff who supports those children and monitors their progress.

We acknowledge that not all children with disabilities necessarily have a special educational need. However, all teachers ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.

How do we adapt the curriculum and learning environment?

Our creative curriculum provides all learners with a depth and breadth of learning along with a range of experiences and is scaffolded and differentiated to meet the needs of the children. Our inclusive approach means that the majority of children



have their needs met through high quality first teaching and appropriate differentiated lessons.

Some of the personalised learning opportunities for children may occur through:

- Additional adult support provided by LSAs, where appropriate to complement the work of the teacher. This can be in or out of class depending on the pupil's need.
- Small group work, where identified pupils work with an adult, to remove barriers to learning and overcome misconceptions.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.
- Lesson format (e.g. role play, outdoor learning)
- Provision of alternative recording methods.
- Outcomes expected for each child.
- Learning Mentors offer a range of experience and qualifications to support pupils with any social and emotional needs, working both 1:1 and leading focus groups.
- Appropriately trained counsellors for specific, identified pupils. Available for improving the emotional, mental and social development of students.
- Specialist resources or adaptations for individuals.

As a school we will seek advice of specialist agencies where appropriate and act on the advice they provide us with. We evaluate the needs of the children and ensure the effective use of visual timetables, personalised timetables, sequence cards as necessary and provide a range of different sensory resources when required.

SEND Intervention programmes implemented within our school include:

- Smart Moves to support fine and gross motor skills of children with physical needs.
- SALLEY a phonics intervention.
- Words first a programme to develop sight reading skills.
- Maths interventions to enhance and embed number skills.
- Speech & Language intervention delivered by a speech & language therapist.
- Social skills programmes
- Pastoral and emotional support throughout the school day through our learning mentor team.
- Memory skill games
- Precision teaching
- Counselling delivered by an independent counsellor.

What support is available for enhancing the emotional and social development of children with SEND?

We have positive relationships with a range of different external agencies to enhance the emotional and social development of pupils within our school. For example:

- Specialist advice from our Educational Psychologist



- Specialist advice from the Parallel Learning Trust Outreach team.
- Specialist advice from the St Christopher's School outreach advisory teacher.

Within our school, pupils can access a range of support from our learning mentors throughout the school day including break and lunchtimes and can work on a 1:1 basis or in a small group.

What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?

We have a very committed and very experienced Inclusion team. Within school we have three staff that hold the full SENCO qualification. The Inclusion team work closely with class teachers, LSA's and Learning mentors. All LSA's have, between them, extensive experience and training in planning, delivering and assessing interventions to support the needs identified for SEND pupils in small groups or on an individual basis. In addition to this, staff are trained to support the specific needs of the pupils they work with, this can include training from specialist agencies or consultants, as well as from our Inclusion team or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and support staff and is organised in accordance with the needs of the pupils.

Mrs Harvey meets regularly with SEND professionals from other schools and agencies within the Southend borough, as part of the Southend Local Authority SEND borough and cluster meetings to discuss and share expertise and to keep up to date with new SEND theory, statutory regulations and Southend Borough advice.

Mrs Harvey & Miss Money Penny meet regularly to update and collaborate with SLT on SEND matters.

Our Inclusion team liaise with staff, pupils and parents and provide general support and advice as appropriate.

In our large primary school, we have a large number of qualified first aiders and have received specialist training for specific medical needs such as asthma, anaphylaxis, epilepsy and diabetes. Staff also receive training in specific areas of needs as appropriate and disseminate relevant information to the rest of the staff via regular meetings to enhance the provision we provide in our school.

In our inclusion team, we have two learning mentors and two learning mentor assistants to further enhance the provision we are able to offer the children within our school with social, emotional and behavioural needs.

External Agencies

When a child is demonstrating further cause for concern, or their learning needs are more complex than can be met by school interventions already put in place, our school engages with a wide range of external professions. A request for any external



agency is only likely to happen following a discussion or meeting with the parents to ensure we are making a joint, informed decision.

The advice and support of the following agencies have been sought during this academic year:

- **Educational Psychologist**
- **Speech & language Therapist**
- **St Christopher's Advisory Teacher**
- **Parallel Learning Trust Outreach Team**
- **Occupational Therapists**
- **Hearing Advisory Teacher**
- **Visual Impairment Advisory Teacher**
- **School Nursing Team**
- **Local Authority SEND Team**
- **Social Services**

How do we evaluate the effectiveness of provision for children with SEND?

At Thorpedene, we have a variety of different approaches to evaluate the impact of provision for our SEND pupils. We use our own systems for tracking the data of all children which allows teachers to identify the outcomes of pupils and respond appropriately to ensure the correct provision is in place for all pupils. All SEND pupils has an Individual Support Plan (ISP) in place to ensure and measure progress of specific targets relevant to that pupil. Interventions are assessed and reviewed to ensure the effectiveness of the provision is matching the needs of the child.

How do we support pupils moving between phases of their education and through transition to their secondary school?

We are a primary school incorporating Early Years Foundation Stage, key stage 1 and key stage 2. To aid transition and the progression of skills between the key stages, our classes are grouped in phases, each of which is managed by a phase leader:

- EYFS – Miss Collins
- Year 1 & 2– Mrs Seymour
- Year 3 & 4 - Miss Nicholson
- Year 5 & 6 – Mrs Cade.

All staff have good knowledge of the individual needs of the pupils and this is shared across the whole school community.

Transition arrangements for all pupils transferring to secondary school are planned carefully in collaboration between the Year 6 team and the Inclusion Team.

We have excellent relationships with our local secondary schools and with the Special School our pupils transfer to. Arrangements are made for direct liaison with appropriate staff to discuss the needs of each pupil.

Once secondary school placements have been allocated, arrangements are made in Year 6 annual reviews for the secondary school staff to attend annual reviews for EHCP pupils. During this meeting a transition plan will be devised to ensure all staff



are aware of the needs of the child and can make adequate arrangements for them. Our Inclusion Team also will assess the needs of the children carefully and arrange extra support or transition visits as necessary to support the child in the most effective way.

Access Arrangements made and resources used for these children.

Our school is mainly on one level, there are four classrooms on a second level. Storage for wheelchairs and equipment are made as necessary. We ensure that as much of our school is as accessible to all as possible with good lighting levels. Staff have been trained appropriately in the case of children with medical needs and liaise regularly with relevant agencies. Steps are taken to prevent disabled pupils less favourably than other pupils. All pupils have access and opportunities to participate in school activities, including extra – curricular activities, without discrimination and through reasonable adjustments.

The facilities provided to assist access to the school by disabled pupils:

- Main door level with exterior for wheelchair access.
- Good lighting levels.
- Sufficient circulation space for wheelchair access.
- Access to 3 disabled toilets across the school.
- Changing beds available.
- Emergency alarms.

Parents and carers involvement in the provision for pupils with disabilities and/or medical needs

Parents are always welcome to support their children within our school through a range of events throughout the school year.

Parents are given the opportunity at any time to inform the school of any disability their child or themselves any have and adjustments that may be necessary to meet the needs of the child or the adult.

Engagement with education and medical need support

NHS careplans are written and shared with relevant staff members where required. School healthcare plans are written by Mrs Harvey with the involvement of parents. Parents are consulted when decisions on personal care and medical needs are required, and advice is sought from relevant medical professional. Close links with parents are made to ensure the best, most effective care for their child.

How do we handle complaints from parents of children with SEND about provision made at our school?

We hope that complaints about our SEND provision are a very rare occurrence, however, parents are encouraged to speak to the teacher or Mrs Harvey in the first instance. Should there be no satisfactory resolution, the Inclusion Manager, Miss



Money Penny will become actively involved. If the parent feels their concern is not resolved, then the parent will follow the complaints policy and procedure on our school website.



The identification ladder (below) shows the clear progression in how children will be reviewed and assessed for need to ensure support is put in place at the appropriate levels, for children both with and without SEND.

SPECIAL EDUCATIONAL NEEDS (SEN) CODE OF PRACTICE FOR 0-25 YEARS

IDENTIFICATION AND ASSESSMENT IN MAINSTREAM SCHOOLS

Step 1

Regular assessments for ALL pupils

Tracking data



Step 2

If pupils are ***falling behind/making inadequate progress*** then Class Teacher provides extra support targeted at their area of weakness



Step 3

If pupils fail to make *adequate progress* despite high-quality teaching, targeted at their areas of weakness then Class teacher, working with the SENCO, will assess whether

the child has a ***significant learning difficulty***



No SEN

Underachieving
Investigate further

SEN

Plan and provide
SEN support



At all stages of SEND assessment and support, parents/carers are kept fully informed. Thorpedene believes it is vital to have parent input and support to ensure the whole child is supported.