

# Thorpedene Primary School



## SEN Information Report

April 2021

### Key members of our Inclusion Team:

Acting Head Teacher: Miss Steph Champney

SENCo: Mrs Kay Harvey

SEN Governor: Mrs Louise Wheeler

Pupil Welfare Officer: Mrs Lorraine Wenn

Learning Mentors: Ms Lisa Dorling

Miss Laura Noakes

Mrs Rebecca Davis

Mrs Sarah Roberts

Views from some of pupils with SEN and their parents:

I find learning tricky but there is always lots of help in my classroom. I can always use equipment to help me learn.

Key Stage 1 child

Staff are very knowledgeable and endeavour to create the best opportunities for my child.

Key Stage 2 parent

I know my child is well looked after here. There is an amazing team that help my child to thrive.

Key Stage 2 parent

There are times when I need help, but I know who to ask when I struggle. Nothing's ever too much trouble and we always find an answer.

Key Stage 2 child

## Definition of SEN

At Thorpedene Primary School, we use the definition of Special Educational Needs 7 Disabilities (SEND) given in the SEN Code of practice (2015):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made to him or her.

A child or young person has a learning difficulty if he or she:

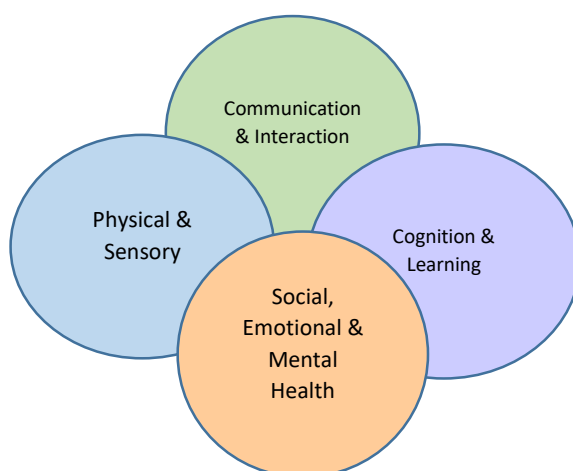
- Has **significantly greater difficulty in learning** than the majority of others of the same age, or
- Has a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special education provision is educational or training provision that is **additional to** or **different** from that made generally for other children or young people of the same age.’

## The four broad areas of SEN

At Thorpedene Primary School we aim to meet the needs of pupils in all of the four broad areas of need identified in the SEN Code of Practice.

We aim to support all children in their development in the most appropriate way possible and celebrate effort as much as achievement, however we recognise that individual children may have needs that interlope two or more of these area and their needs may change over time.



## Identification

### How will the school know if a child needs extra help?

- Early identification is key, we gather as much evidence as possible to give us the bigger picture about a child's needs to enable the school to identify the needs as quickly and as early as possible. This process included gathering information from parents, previous settings and any other relevant agencies involved before the child starts at the school.
- All pupils are monitored by their class teacher who are able to effectively identify any difficulties. Staff will complete a monitoring form and share their concerns with the SENCo and parents to ensure the child receives support.
- The school also have a range of additional 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.*

### What should I do if I think my child needs extra help or has additional needs identified?

If you have a concern you should:

- Share your concern with your child's teacher, who will make any changes they feel they need to best support your child. The impact of these will be reviewed and discussed with you.
- If needed, your child will be placed on an SEN concern form which will be monitored by the teacher and the SENCo.
- If there are still concerns when the changes are reviewed, the teacher will address this with the parent, the child and the SENCo.
- The concern will be further explored by the SENCo and if appropriate other members of staff. If it is agreed your child has special educational needs and requires additional support, the child will be added to the SEN register and an individual support plan (ISP) may be made. The child and parent views will be gathered to support the outcomes.
- There may be occasions when it would be beneficial to gain expertise from outside agencies, this will only be carried out with your permission. You will be kept informed throughout the whole process and will be provided with copies of any reports or recommendations.

## Assessment, Planning & Progress

### How does the school know if pupils are making progress?

- At Thorpedene, the teachers regularly assess the needs of all children. This information is used by staff to build a detailed knowledge of each pupil's strengths and areas for development.
- Progress is carefully tracked and discussed during pupil progress meetings, moderation and book scrutinies, which are held regularly throughout the year by members of SLT.
- Some children with additional needs may need the support of an individual support plan (ISP) with specific, ore targeted outcomes to enable staff to not only support the child, but also to track their progress more closely.
- Target's of ISP's are reviewed regularly by staff involving the child and parent. This is monitored closely by the SENCo who provided additional support where required.

### How are parents/carers informed about how their child is progressing?

- There are parent consultations in the Autumn and Spring terms in which all ISP's are reviewed and new targets are set ready for the new term.
- All ISP's are shared with parents and copies are sent home. The targets are usually able to be worked on at home too, to encourage a partnership between home and school and consistency in the support being offered to the child.
- Parents receive a written report at the end of the school year that inform them of their child's progress and a target for learning.
- Parents can make an appointment at any time to speak to the class teacher or SENCo.
- Parent information sessions are run annually across the school offering ways to support and help your child with engaging in learning.

### How does the school monitor the impact of the extra support?

- Provision is regularly reviewed and adapted by staff, supported by the SENCo & SLT.
- The progress of each child is regularly tracked (See above section). The information gathered is then used to inform future planning of interventions and the support for that child to ensure the school is providing the maximum amount of impact.

## Provision Arrangements

### How do children access the curriculum?

At Thorpedene we aim to give all children, including those with SEN, access to a rich, varied wide ranging curriculum. To help ensure every child is meeting their potential, we adopt a wide range of approaches to support children's learning including:

- Lessons which are carefully planned, differentiated and tailored to suit all children.
- Creating stimulating environments both in and outdoors
- A creative 'mantel of the expert' approach to learning with enrichment activities to provide opportunities for everyone to experience success.
- A variety of visual and sensory resources to support learning.
- Personalised provision for all pupils, including those with SEN and/or disabilities.

### What expertise and training do the staff who support children with SEN?

- We aim to keep all school staff up to date with relevant training and developments in teaching practices in relation to meeting the needs of all children.
- The SENCo attends relevant courses and meetings and signposts relevant SEN focused external training opportunities for staff.
- The SENCo provides relevant training and updates for staff.
- SLT ensures that training opportunities are matched to school development priorities as well as the identified needs of individual children.

### How is support organised for children with identified SEN?

At Thorpedene we support all children to build upon previous successes to reach their potential. Class teachers are responsible for planning work and provision for each child and work closely with support staff to deliver high quality first teaching daily to children. The SENCo and specialists from external agencies when appropriate, provide support with further assessment and/or advice on effective support to ensure we meet all the children's needs.

This may involve:

- Interventions from speech & language, social groups, motor skills as well as additional sessions for English & Maths.
- Additional adult support within the classroom, to reinforce comprehension of learning tasks and aid curriculum access, but also encourage independence.
- Where necessary, some 1:1 adult support
- Individual based provision tailored to a child's specific need.

## How are decisions made about how much support individual children receive?

- Decisions concerning support are discussed with parents, staff and where appropriate external specialists as well as the child themselves.
- For some children with complex needs, the school receives additional funding from the Local Authority through an individual Education Health Care Plan (EHCP). In these cases, the Head teacher & SENCo base the child's additional support on the statutory provision and strategies detailed within the EHCP document.

## What specialist support or services does the school access for children with SEN?

The school have built strong working relationships with many external specialist services. These include:

- The Educational Psychologist (EP) who is in regular contact with the SENCo.
- Early Help Family Support Services (EHFSS)
- Local Authority (LA) advisors and support teachers – including visual impairment team, Hearing advisory team
- Parallel Learning Trust (PLT)
- The Speech & Language Therapy Service
- The NHS: GP's, school nursing, continence team, specialist nurses, occupational and physiotherapy teams including The Lighthouse Centre.
- The NELFT Emotional Wellbeing and Mental Health service (EWMHS)
- Social Care
- Attendance Officer

## How are areas in the school adapted to meet children's individual needs?

- Port building and the ground floor of Starboard building are both fully wheelchair accessible, with ramps provided where needed.
- The school have three disabled toilets, two with mechanical changing beds.
- At Thorpedene, we ensure all classrooms create a positive, welcoming positive environment to enable all children to access the curriculum and resources they require to achieve.
- Where children require a quieter area or tailored resources to support them, they will be used, as necessary.
- The SENCo has an office where children can concentrate on assessments or activities where needed. The team of learning mentors also have dedicated spaces for working with children either individually or as a small group. There are a number of intervention spaces throughout the school which are also used regularly to work with children.

## What arrangements are made to support children with SEN taking part in after school activities or visits and trips?

- At Thorpedene Primary School we encourage all children to take part in whatever extra - curricular activities they wish to.

## How does Thorpedene Primary School support children who have social difficulties?

At Thorpedene, we aim to provide an environment where each child can feel safe, secure and enjoy school in a nurturing environment. All staff work exceptionally hard to raise self-esteem of vulnerable children by giving encouragement and recognising their effort and achievements. When needed, children are given time to talk through situations they find difficult and activities to support emotional and social development. Ongoing support can be provided and, when necessary, referrals for more specialist advice or support will be made.

This may include:

- Learning mentor support
- School counsellor
- Social skills groups
- Early Help
- Educational Psychologist
- EWMHS
- Support from the Parallel Learning Trust (PLT)

The Inclusion team are able to signpost parents to a number of services to support emotional and behavioural difficulties.

All staff work proactively to prevent bullying incidents. Where there are concerns about bullying, these will be recorded and investigated, addressed and monitored by staff where necessary in line with the school's anti – bullying policy.

When a child's needs require the involvement of Social Care, we are committed to working together with all relevant agencies and parents/carers to ensure the child and their family are fully supported.

## How are the Governing Body involved in provision for children with SEN?

There are full governing body meetings each term. The school have a designated Governor for SEN, Louise Smith who liaises with the SENCo regularly and has responsibility to monitor effective implementation of the SEN policy.



## Transitions

### What arrangements does the school make to support children moving between classes and year groups?

Towards the end of each academic year, arrangements are made to ensure all children have a smooth transition into their next school year. This includes:

- Sessions for all children with their new teacher in the summer term
- Where possible, joint activities across year groups
- Dedicated handover sessions for staff to pass on all relevant information to their new teacher
- The SENCo ensures all relevant information about any child is shared with the correct staff members.
- Where necessary, tailored transition work including extra visits or transition books/social stories can occur in small groups or on a one – to – one basis.

Additional transition arrangements are made on an individualised case by case basis for specific children where necessary.

### What arrangements does the school make when a child joins the school?

- Where the school has been informed that a child with additional needs will be joining, all possible steps are made to ensure that all reasonable adjustments are in place to effectively meet the child's needs. This could include meeting the parents, visits to pre-school settings and meeting the child. Where appropriate liaising with external agencies and implementing staff training.
- If a child with identified SEN transfers to Thorpedene from another school, parents are invited to meet with the SENCo to discuss the needs of the child and to find ways to make the transition as successful as possible. Efforts are made to contact the previous setting to obtain all records and information as soon as possible.

### What arrangements does the school make to support children transferring to another school?

- When we have confirmation of the new setting a child is transferring to, contact is made with the setting and all records are passed on in a secure manner.
- A transition plan maybe designed for the child if it is deemed necessary. This may include opportunities for the child and a member of staff to visit the new setting.

## How do Thorpedene prepare children for secondary school and build life skills?

- Once secondary school places have been allocated, contact is made with secondary schools to begin planning.
- All SEN records are passed on and the SENCo ensures the secondary SENCo is informed about children with SEN, their needs and current provision in place to support them. Class teacher meet with a member of secondary school staff in addition to this.
- For children with EHCP's, an annual review is held in the autumn term of year 6. At this meeting, the SENCo from the desired secondary school will be invited as well as parents and any other professionals that are currently working with the child.
- A transition plan maybe designed for the child if it is deemed necessary. This may include opportunities for the child and a member of staff to visit the new setting
- Small group or individual transition sessions maybe arranged to support children, as necessary. These maybe supported by the Inclusion Team or staff from the Parallel Learning Trust (PLT)
- Where possible the curriculum aims to support the learning of key life skills for children to build upon in later adult life. The curriculum focusses on building resilience and independent skills throughout a child's time at Thorpedene. There are a range of activities that involve life skills such as road, safety, cooking, bikeability sessions, social awareness and self-care.

### Other Information

You will find additional information, including an addendum to this document relating to COVID-19 on the school website. This includes of SEN policy and the link to Livewell, Southend's local offer website; [www.livewellsouthend.com](http://www.livewellsouthend.com) This website shows provision and access to all services within the local area, as well as what parents can expect from them.

If you have any further questions regarding our provision for children with SEN, please do not hesitate to contact the school via the methods below:

- Phone, 01702 582225
- Email, [office@thorpedene.southend.sch.uk](mailto:office@thorpedene.southend.sch.uk)
- Arrange a meeting via the office to talk to the SENCo, Mrs Harvey

If you feel you need to make a complaint at any time, please follow the school's complaints procedure as outlined on our website.