

2014

**Thurlstone Primary School's
SEND (Special Educational
Needs and Disability)
Information Report**

Andrew Mynett

(Special Educational Needs Coordinator)



Thurlstone Primary School SEND Information Report (School Offer)

Hello there and welcome to our Special Educational Needs and Disability (SEND) information pages; here you will find a range of information relating to SEND. We hope that you find this information useful and enjoy reading about the variety of ways in which we are able to support your child to reach his/her full potential in order to ensure a successful transition into adult life.

For your information:

Our Special Educational Needs Co-ordinator (SENCO): Andrew Mynett

Our Special Educational Needs Governor: John Crowther

Our Head teacher: Charlotte Gibbins

At Thurlstone Primary, we are a friendly, inclusive school and believe that all children should be valued and treated with respect. Our school uses its best endeavours to ensure that the provision for all of our pupils is to the highest possible standard, whilst acknowledging that we are continuously striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

We want all of our children to treasure their primary school experience and to leave us at the end of Year 6 having fulfilled their maximum potential.

The school works with due regard to the SEN Code of Practice (2014) and the Equality Act (2010).

Below you will find the links to the various sections of our SEND Information Report. If you have any trouble navigating them or wish to ask any further questions, please do not hesitate to contact the school directly on **01226 762018**. Alternatively you can contact our SENCO directly via email: a.mynett@barnsley.org.

What is a special educational need?

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

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

- has a 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 or mainstream post-16 institutions*

For children aged two or more, special educational 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.”

Taken from the June 2014 ‘Code of Practice’.

What is a disability?

*“Many children and young people who have SEN may have a disability **under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’**. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and 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 a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. xx. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they **must** publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

School governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

Here, and throughout this Code the term ‘parent’ includes all those with parental responsibility, including parents and those who care for the child.”

Taken from the June 2014 ‘Code of Practice’.

What should I do if I think my child has special needs or a disability?

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be happy to make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO attend the meeting also. The school closely monitors all of its children with special needs and at the meeting we may feel that we do need to put in place some strategies and interventions to try and remove your child's barriers to learning.

Following the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEN. Up to 20% of children and young people are reported to have some form of special educational needs at some stage in their time in school; although only around 2% have special educational needs which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In school we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support, the school will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated. You may be asked by school to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practice new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home. The important thing is to try and make the learning fun and to give lots of praise and encouragement.

The school will monitor your child at this stage for a period of time. You will be kept informed of their progress through regular meetings. At the meeting the school will share with you how they plan to personalise learning for your child. Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some

children, this may not be enough and the school, with your agreement, will make the decision to increase the level of support provided. This simply means that the school have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational/Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping the school to meet your child's needs, your child's class teacher, Charlotte Gibbins (Head teacher) or Andrew Mynett (the SENCO) may talk to you about completing a Common Assessment Framework (CAF) and consequently hold a 'Team Around Child' (TAC) meeting. TAC Meetings are where everyone involved (including yourself) can sit down together and discuss the best way to enable progress at school. The School may decide to draw up a personalised learning plan. This will record the additional more specialist strategies and interventions that will be required to help manage the barriers to your child's learning. In addition, some staff or the whole school may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet a child's needs and that staff have the relevant skills. Again, you will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

Again, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, then the School, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place. With your permission, this will then be sent to the Local Authority for their consideration at a panel meeting and a decision will be made as to whether or not your child's needs warrant further intervention or support. Whilst this is taking place, the School will continue to meet your child's needs with the support that is already in place.

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice. If the decision is made to go ahead with a statutory assessment then

the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Parent Partnership Service.

What can I expect the school to do in order to meet my child's special educational need(s)?

At Thurlstone Primary School, we work hard as a team to ensure that we are doing everything we can to support children with SEND. Here are the curriculum and learning environment adaptations we make for children with SEND:

- Quality first teaching
- Curriculum is differentiated to meet needs. This includes: setting for KS2 maths and KS1 phonics, flexibility within class/cohort groupings
- Access to small group and/or 1:1 support with appropriately trained adults (including both teachers and Teaching Assistants)
- A range of interventions to support learning and progress. These include: Number Box, Catch Up Literacy/Maths, SMART (Precision) Teaching and Read Write Inc.
- Reasonable adjustments are made to support children with a range of needs. These include: physical needs, dyslexia, ASD (Autistic Spectrum Disorder), social needs and communication & interaction needs.

We also have additional learning support available for children with SEND:

- Children have access to small group rooms and/or 1:1 support where appropriate
- All classes have a Teaching Assistant for at least ½ of the week
- Teaching Assistants are deployed according to the level of need and class sizes.

How is extra support allocated to children?

- The school budget, received from Barnsley LA, includes money for supporting children who have received an Education Health and Care Plan (formally a Statement).
- The Head Teacher and the SENCO work together to allocate money from the budget for the purpose of Special Educational Needs and Disabilities. This will be presented to the governing for approval, who will make their decision based on the needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

- deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

How will my child's learning needs be assessed and their progress monitored?

The School has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate to meet needs and aid their learning and development.

The same systems and procedures are in place for children with special educational needs.

In some instances, additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development. The School has access to the following additional assessment tools if they are deemed necessary to identify learning needs:

- SALFORD Reading test
- B Squared
- WRAT Test
- PhAB Test

The SENCO/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, if it is felt that something more specialised is required then the relevant service(s) could be contacted to discuss this.

The School sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs who have a personalised plan are aware of their learning targets and are engaged in the discussions relating to how much progress they feel they have made. Parents are invited to the reviews of personalised plans and their contribution to the setting of new targets is welcomed.

Once a new personalised plan has been written the School will carefully monitor the progress being made. If it is felt that the targets are inappropriate for any reason then the School will discuss more appropriate targets with parents at the earliest opportunity rather than waiting for an inappropriate personalised plan to run its full course.

How effective is the school's provision for children with SEND?

The School has a robust policy for special educational needs (see our SEND policy). The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENCO meets with the SEN Governor on a regular basis, enabling up to date general information on the progress of children with SEN and the provision made for them to be shared with the whole governing body. Information from parental questionnaires and children's comments are reported to the Governing Body in relation to the support provided or feedback on the effectiveness of new resources. This will also help us to ensure that we make the necessary developments to ensure we have used our best endeavours to minimise the gaps in our provision for children with SEND.

How will my child access available facilities?

Our facilities are accessible for children with ADHD (Attention Deficit Hyperactivity Disorder), Aspergers, BESD (Behaviour, Emotional and Social Development needs), SLCN (Speech Language and Communication Needs) and children who require the use of a wheelchair.

There are clear signs in our school so that children know what/where things are. We also provide 'buddies' for new starters to help them to become more familiar with where things are. Where appropriate, the assistance of a buddy can be withdrawn early/extended further from the time given to most of our children. If deemed appropriate by the SENCO and Head teacher, your child may have 1:1 support from a member of staff who can also help them with getting around our school.

What arrangements are there for consulting young people with SEND and involving them in their education?

At Thurlstone Primary School, we regularly gather opinions from all of our pupils through the use of 'Self-Assessment Slips' and other forms of Formative Assessment during our lessons. Children evaluate their own learning by reflecting on the objectives that have been set for them during lessons, as well as giving children the opportunity to review their ongoing targets. With children who have an additional need, and with who we feel it is relevant to, we give an IEP (Individual Educational Plan); we consult with parents and children termly to help children to understand areas that they need to focus on in more detail, helping children to understand the aspects of their education that they need to focus on.

The 'Parent Questionnaire' gives parents/guardians the opportunity to speak on behalf of their child(ren) whether it be something positive or something that we can do to improve as a school. Similarly, we have a regular 'Pupil Questionnaire' which lets our children speak directly to our staff about what they are happy about but also, what they would like to see change. Furthermore, we use a range of PSHE strategies in all classrooms (appropriately differentiated) so that children can voice their feelings, opinions or concerns and encourage children to talk to their Student Council Representative, should there be an issue they want resolving. At the end of a school year, we encourage our children to comment on their end of year report to identify the positives from their academic year.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- 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 professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted, as appropriate, to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What links does the school have with outside support agencies?

Thurlstone Primary School has the following external support available:

- Speech and Language Therapists
- Educational Psychologists
- Inclusion Services
- Occupational Therapists
- School Nurse.

What are the arrangements for ensuring that members of staff have the relevant training and expertise for supporting children with SEND?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

What are the arrangements for supporting and improving the emotional and social development of children with SEND?

As all of our children will likely agree, Thurlstone Primary School is a happy, caring place where everybody supports and encourages one another in a positive working environment. Where a child may struggle socially or emotionally, we have a range of strategies that we can use to help. Across school we have a strong and well-liked achievement system which rewards for not only good work but good behaviour and social skills; we carry out a weekly 'Special Mention' ceremony which all children can win for a variety of reasons; and individual classes have their own, extra, strategies in place for praising children and raising confidence. Where a child is clearly not benefiting socially and emotionally, we may deploy buddies to help give that child a positive boost, with the view of increasing their confidence. There are also interactive PSHE-related 'feelings' displays in each classroom for children to update if they are in need of support but too shy to get it directly. If none of these strategies prove to be effective for a child, we have several social interventions available which are designed to improve confidence and social skills ('Time to Talk', 'Lego Therapy' and the 'Questions' board game.

What extra-curricular activities are available for children with SEND?

At Thurlstone Primary School we have a wide range of extra-curricular activities available to all of our children: we have many sports clubs running throughout the year (tag-rugby, karate, football, Street Dance, cheerleading etc.); we offer study clubs (booster class and homework club); and we also offer creative clubs (choir, Young Voices and art). For more information on the upcoming extra-curricular activities, please check your 'Shuttle', ask your child(ren)'s class teacher or keep an eye out for relevant letters.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.

- In Year 6:
 - The Penistone Grammar School SENCO and Head of Year 7 will meet with the Year 6 teacher to discuss transition arrangements for all pupils but in particular, children with SEND.
 - All children will take part in a focused session about aspects of transition to support their understanding of the changes ahead. This will be led by the Head of Year 7 and pupils who used to attend Thurlstone Primary School.
 - If appropriate to your child, phased transition sessions to Penistone Grammar School (additional to those available to most children) will be available. Your child will take part in such sessions with other children of their age and who would benefit from additional transition sessions. As part of this, they will take part in several workshops which focus around making friends, becoming more familiar with the school and building confidence.
 - If your child does not go to Penistone Grammar School, secondary school representatives will be in touch with the Year 6 teacher to discuss similar transition arrangements.

Thank you for taking the time to read our SEND offer. If there is anything that you want to ask that you are still unsure about then please do not hesitate to contact our school SENCO, Andrew Mynett: a.mynett@barnsley.org.