



# Thrussington C of E Primary School

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Headteacher: Mrs Liz Moore C. Ed.,LLB.,NPQH N.L.E



National Teaching School  
designated by  
  
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## Special Educational Needs Information Report.

Welcome to Thrussington C. of E. Primary School's SEN Information Report which is part of the Leicestershire Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools, maintained nurseries and the proprietors of academies have a statutory duty to publish information on their web-site about the implementation of the governing body, or the proprietor's policy for pupils with SEND. The information published must be up-dated annually. The required information is set out in the SEND regulations.

At Thrussington C. of E. Primary School we strive to support all children to enable them to achieve highly. In order to ensure this, many policies and protocols are implemented to support children throughout their time here.

- The Headteacher is: Mrs. Liz Moore.
- The Special Educational Needs and Disability Coordinator is Miss Alison Oatey, supported by the Headteacher, Mrs. Liz Moore.
- The school address is: Hoby Road, Thrussington, Leicestershire. LE7 4 TH
- The school telephone number is: 01664 424 421
- E-mail address: [office@thrussington.leics.sch.uk](mailto:office@thrussington.leics.sch.uk)
- Web-site address is: [www.thrussington.leics.sch.uk](http://www.thrussington.leics.sch.uk)
- Age range: 4 – 11
- Date of last Ofsted Inspection: 2009/2010. Graded "Outstanding" in all areas.
- Date of last S.I.A.M.S. inspection: 2015. Graded "Outstanding" in all areas.



## Current SEND practice and information.

### **Pupil Premium.**

A fund introduced in April, 2011 and allocated to schools for the purposes of supporting children registered for free school meals at any point in the previous six years. Schools in receipt of such funding have a discretion to apply it in the most appropriate way to support the educational achievement of those children.

Schools also receive funding for Looked After Children (have been looked after for a period of at least six, continuous months) and children of Service Personnel.

Thrussington C. of E. Primary School's Contribution to the Local Offer.

### **1. Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs and or Disability (S.E.N.D.)?**

The Headteacher, Mrs. Liz Moore, has overall responsibility for all the children in this school.

The Special Educational Needs Coordinator (S.E.N.Co.) is Miss Oatey and she is supported in the role by the Headteacher, Mrs. Liz Moore.. The S.E.N.Co. has the responsibility for coordinating the provision for children with S.E.N.D. Her role includes liaising with outside agencies such as Educational Psychologists, Speech and Language Therapists and the Specialist Teaching Service.

Your child's class teacher is directly responsible for the progress of each child in their class and will have detailed information about each child.

### **2. What are the different types of support available for children with S.E.N.D. at Thrussington?**

The first type of support will be provided by the class teacher. Following the usual course of assessment of pupils' progress, differentiated work will be an integral part of teaching and learning within the class. It is possible that an Action Plan will be developed to guide and support that differentiation but, if more is required, targeted interventions will take place and will be appropriately timetabled. Class teachers will work with the S.E.N.Co. to provide an intervention map and staff will undertake roles specific to the needs of the children. Intervention strategies which are currently in place include: social development; speech and language; development of fine motor skills (the school works with the Occupational Therapy Department of the N.H.S.); phonics; Maths.; English. The various types of support are scheduled to be delivered almost on a daily basis for up to twenty minutes each session. There is flexibility within the system to vary the provision according to the progress of the children, which is closely monitored.

Outside agencies provide support within the child's plan. Wherever possible, the school seeks to identify a child's need before they begin school to ensure that the provision is in place at the outset. Examples of the support currently in place are: Speech and Language;

Hearing Support Service; Educational Psychologists; the School Nurse, the Learning Support Service and from a local specialist school. The school encourages specialists to work closely with staff to explain programmes of support and to provide coaching in their delivery. Where appropriate, staff will attend clinic sessions to enhance their skills. A programme of intervention will be created, which will include targets, resources and information, to be implemented. A typical example would be a series of visits by the Speech and Language therapist working with the child, the class teacher and other members of staff. Discussions would include the child and the child's parents and a programme for implementation would be drawn up.

The school has access to an Educational Psychologist for six hours per year. In previous years, this time has been used to assist with the diagnosis of need and to provide a programme for implementation by the school. The identification of and support with the management of autism or social and behavioural and communication difficulties typifies the range of assistance sought.

A review process is an integral part of the school's provision and will involve the child, the child's family, the school's staff, outside agencies and, where appropriate, officers from the Local Authority (S.E.N.A.). Hitherto, children with a Statement of Special Educational Needs have had their progress measured at annual reviews. From September, 2014, Statements were replaced by an Education, Health and Care plan.

### **3. How can I let the school know that I am concerned about my child's progress?**

Your first action should be to speak to your child's class teacher. They know the child well and maintain up-to-date records on your child's progress in all aspects. Following this, the class teacher should liaise with the S.E.N.Co., if appropriate. You are always welcome to contact the school, particularly your child's class teacher, to arrange a meeting.

### **4. How will the school let me know if they have any concerns about my child's learning in school?**

Your child's class teacher should contact you as soon as possible if they are concerned about any aspect of your child's progress. This is actively encouraged. Matters are not left until formal Parents' Evenings and, indeed, some matters are not appropriate for discussion at such meetings. The teacher will use the most effective means to contact you, taking into account the sensitivity of the issue. You may receive a telephone call, a letter or as a direct approach whilst at school. The meeting is likely to take the form of a "structured conversation" during which both parties, including the child if appropriate, make a contribution and agree targets for progression.

### **5. How is extra support allocated to children and how do they move between different levels?**

In the event of your child's class teacher deciding that extra support is required, they will draw up an Individual Education Plan in conjunction with the child, the child's parents and any other relevant body (I.E.P.). The Plan will usually include four targets that the child is

adjudged capable of achieving in the short term. Both teachers and parents work together to ensure that the child meets those targets and, if appropriate, new targets can be agreed and set.

Group and individual intervention programmes are provided by class support staff, namely Mrs. Bennett, Mrs. Feasey and Mrs. Smith. The programmes reflect specialist advice, including high quality teaching approaches and are delivered regularly and in a manner which is most appropriate for a child. For example, where the level of support requires sound development, this is best delivered on a one-to-one basis. If the programme requires support for aspects of Maths., it may be appropriate to deliver this to a group of children within the main class. What is offered, by whom, where it is provided and how often, is a matter for considered judgement based on the needs of the child.

There are two levels of need for children with S.E.N.D.:

1. School Special Educational Needs Support
2. Education, Health and Care Plan (E.H.C.)

The E.H.C. often provides extra support. For example, one-to-one adult support, full or part-time, whilst in school.

## **6. Who are the other people providing services to children with S.E.N.D. at Thrussington School?**

Educational Psychologist - Lesley Edwards

Speech and Language Therapist - Lisa Chenery

Outreach support - teachers from special schools lend support to class teachers and teaching assistants as required

Learning Support Service – a Local Authority department which has specialists in such areas as dyslexia, dyscalculia.

STEP Education Partnership - provides training for staff.

## **7. How are the teachers in school helped to work with children with S.E.N.D. and what training do they have?**

The school's S.E.N.Co. is Miss Alison Oatey who holds the National Award for SEN Coordination. She is supported by the Headteacher. Both attend local S.E.N.D meetings each term to ensure that they are appraised of current information and good practice. In addition, the Headteacher attends Local Authority meetings, and, together with the school's S.E.N.D. Associate Governor, Mrs. Brightwell, attends meetings organised by the Local Authority and the Governor Development Service.

Training has included: fine motor skill and gross motor skill development; autism; speech and language; hearing impairment; some health matters with the potential for disability; handwriting; dyslexia; dyscalculia; social development. Where it has been appropriate to

do so, the S.E.N.D. Governor has attended briefings to ensure that she can make a contribution to meetings, reviews etc. as part of her monitoring role.

All teachers and assistants have different experiences of working with children with S.E.N.D. Information is regularly shared.

### **8. How will teaching be adapted for my child with S.E.N.D.?**

Depending on the nature of your child's Special Educational Needs, teaching will be adapted to incorporate resources and techniques recommended by specialists. Teachers will draw up Individual Education Plans in collaboration with parents, children and, where appropriate, outside agencies, to allow for targeted support both at school and at home. Teaching assistants provide skilled support of individuals and groups of children as directed by the class teacher.

### **9. How will we measure the progress of your child in school?**

Pupils' progress is tracked using formative and summative assessment. Early support is targeted at any area of need. The process of planning targeted provision is firmly rooted in a graduated approach. The purpose is to identify the needs of the child and to meet those needs in the most effective and efficient way.

- **What support do we have for you as a parent / carer of a child with S.E.N.D.?**

The school actively encourages parents / carers to raise concerns or issues as soon as possible, preferably with the class teacher in the first instance. The fact that the S.E.N.Co. is supported by the Headteacher means that the range of help available is wide and influential. The school works closely with educational and health professionals who can provide guidance to parents / carers on a range of avenues of support. Pastoral support is offered by the Headteacher, the S.E.N.D. Governor and the vicar, who is also a Governor.

- **How accessible is Thrussington to children with S.E.N.D.?**

Thrussington is housed in a Victorian building, in the main, with a separate classroom situated in a mobile structure. Over recent years, access has been improved to allow for non-step entrances and exits to the main building. Any new building development will improve access still further. A bid to improve access currently lies with the Education Funding Agency.

- **How will we support your child when they leave Thrussington School or when moving into a new class?**

The school has an effective transition programme with a number of secondary schools, including the independent sector. The Headteacher attends transition meetings to ensure that our children are well received at their respective secondary school; teachers in Year 6, or where a transition stage applies, ensure that the children are "secondary school ready" or are ready to make the change to another school, where the latter applies. The Headteacher has developed programmes

which involve our children attending subject classes; clubs at secondary schools and for secondary school staff to teach at Thrussington School. The school maintains links to enquire about children's progress at their new schools.

The fact that Thrussington is a strategic partner with the STEP Educational Partnership ensures that our children meet children from other schools on a regular basis and build friendships, through such programmes as sporting activities; academic activities; singing, dancing and the School Council. There are close ties between S.E.N. staff of the schools within STEP. The fact that Thrussington School is a National Teaching School and a National Support School will consolidate that facility. There are very strong links with pre-school providers. Both staff and governors, with relevant responsibilities, visit children at home; in their pre-school settings and invite staff, from those settings, to come into school to see how those children have settled in. Questionnaires are conducted for the purpose of the school to improve and develop its practice. Transition between classes, within Thrussington School, is carefully managed.