

Thrussington C. of E. Primary (Academy) School Special Educational Needs Information Report.

(Updated 5th. January, 2020)

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.

What is the Local Offer and where can I find it?

From September 2014 Leicestershire LA has published a Local Offer. This is firstly to provide clear, comprehensive and accessible information about the available provision and how to access it and secondly to make provision more responsive to local needs and aspirations by directly involving children with SEND, their parents and educational and health providers in its development and review. Up to date information about Leicestershire's Local Education Authority's Local Offer can be found at the following web address www.leicestershire.gov.uk/local-offer

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

SEND information Advice and Support Service, Abington House, 85 Station Road, Wigston, Leics, LE18 2DP. Telephone 0116 3055614 email: sendiass@leics.gov.uk

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
- 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
- Web-site address is: 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: 2019. Graded "Good" in all areas.

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. 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 and emotional development; speech and language; development of fine motor skills; phonics; Maths.; English. The various types of support are scheduled to be delivered as is appropriate for that child and for a length of time appropriate to the child concerned. 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 expertise 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. A programme of intervention will be created, to include targets, resources and information, for implementation. 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. This time may be 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 an Education, Health and Care Plan have had their progress measured at annual reviews.

3. What policies do we have in place for identifying those children with SEND and assessing their needs?

We pay close attention to our assessment and marking policy on a daily basis as children are assessed and monitored following daily lessons. Close tracking and regular appraisal by the Headteacher ensures that teachers are closely monitoring pupils' progress, making amendments to teaching and the support that children receive. Our behaviour policy also supports assessments of need, particularly in the area of social and emotional development.

4. 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.

5. 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.

6. 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 up to 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 skilled support staff and a qualified teacher. 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 professional 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. may provide extra support. For example, one-to-one adult support, full or part-time, whilst in school.

7. 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 – Sarah Patel and Jo Frederick

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 areas of cognition and learning including dyslexia and dyscalculia.

STEP Education Partnership - provides training for staff.

8. 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. Governor, Mrs Rendall, 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 and behaviour. Where it has been appropriate to do so, the S.E.N.D. Governor has attended briefings to ensure that they can make a contribution to meetings, reviews etc. as part of the monitoring role.

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

9. How will teaching be adapted for your child with S.E.N.D.?

At Thrussington we are dedicated to providing a broad and balanced curriculum for all learners. We plan high quality teaching and learning as well as developing our pupils into positive citizens. Differentiated planning by all teachers means that all pupils enjoy learning activities at a level that matches their abilities. Teaching assistants provide skilled support of individuals and groups of children as directed by the class teacher. Depending on the nature of your child's Special Educational Needs, teaching will be adapted to incorporate resources and techniques recommended by specialists, e.g. coloured overlays or use of coloured paper, concentration

cushions, pencil grips or writing slopes. 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.

10. How will your child be included in activities outside the classroom, including educational visits?

We, at Thrussington, have an inclusive ethos. Pupils with a range of needs are well represented at a variety of activities outside of the classroom. The school offers a wide range of extra-curricular activities and clubs that are open to all pupils, both at lunchtime and after school. Risk assessments are completed by staff prior to any educational visits. Additional support for pupils with a high level of need will be arranged where this necessary to ensure that staffing ratios are appropriate to accommodate a child's needs.

11. How will your child be able to contribute their views?

We have a School Council consisting of class representatives for any issues or viewpoints to be raised. Children discuss and set their IEP targets with their class teacher and are supported to talk about how they getting on with these targets as they work through them. How this is done, is dependent on the age and ability of the child and is, therefore, tailored to their needs. If your child has an EHCP, they will be involved in child centred reviews as part of the annual review process.

12. What support will there be for your child's overall well-being? What is the pastoral, medical and social support available in the school?

We are an inclusive school; we welcome and celebrate diversity. Staff believe that a child having high self-esteem is crucial to that child's well-being and learning. We have a caring, understanding team looking after all our children. As a school we have very high expectations and a positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. For children with persisting emotional, social and mental health difficulties we seek further advice and support from outside professionals e.g. School Nurse team, Family Steps. CAMHS. Attendance of every child is monitored on a daily basis. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies for example, Health and Social Services, Hearing Impaired Service, Visually Impaired Service and Autism Outreach. We use our PSHE materials to underpin all pastoral work with all our children.

13. 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.

14. 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.

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

Thrussington is housed in a refurbished Victorian building which is joined to a new building, with a separate classroom situated in a mobile structure. Access has been greatly improved to allow for non-step entrances and exits to the main building. As a school we are always happy to discuss individual access requirements. The school publishes an Accessibility Plan which sets out how we will increase access for disabled pupils to the curriculum, physical environment and to information.

16. How does the school know how effective its arrangements and provision for children with SEND are?

Your child's progress will be continually monitored by the class teacher. His/her progress will be formally reviewed every half term in reading, writing and mathematics. This progress is monitored by class teachers, the Headteacher and the SENCo. The class teacher, SENCo and Headteacher will check that your child is making progress in any group that your child works in. They will monitor this through intervention records, work scrutiny, lesson observations and pupil interviews. This monitoring will ensure that the needs of all children are being met and that the quality of teaching and learning is high. Ongoing monitoring takes place by pupils' teachers to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Initial identification will occur through concerns raised during the school's normal assessment cycle and termly data tracking. The outcome of assessments will then determine appropriate intervention to support the child's needs.

17. 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 National Teaching School, jointly leading 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 also 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.

18. How will I be able to raise any concerns I may have?

In the first instance, all concerns are to be raised with the pupil's class teacher. If there are more specialised educational concerns or complaints that need to be discussed then you can arrange an appointment with Mrs Moore, the Headteacher, who will be able to offer advice in relation to these. The complaints procedure is clearly laid out in the complaints policy which is available from the school's website.