

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

(Updated January 2026)

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.

Our Multi-Academy Trust, LearnAt, also has a local offer page which can be accessed at – Support Services:

<http://www.learnatpolicies.uk/sites/default/files/Documents/Support%20Services%20v2.pdf>

Support Groups:

<http://www.learnatpolicies.uk/sites/default/files/Documents/Support%20Groups%20and%20Clubs%20v2.pdf>

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 (SENDIASS)

Telephone [0116 305 5614](tel:01163055614) Email: info@sendiassleicestershire.org.uk(link sends email)

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: Mr Andrew Tremarco
- The Special Educational Needs and Disability Coordinator is Miss Alison Oatey
- The school address is: Hoby Road, Thrussington, Leicestershire. LE7 4TH
- The school telephone number is: 01664 424421
- E-mail address: office@tps.learnat.uk
- Web-site address is: www.thrussington.leics.sch.uk
- Age range: 4 – 11

- Date of last Ofsted Inspection: December 2023. Graded 'Good' overall and 'Outstanding in Personal Development'
- 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, Mr Andrew Tremarco, has overall responsibility for all children in the school.

The Special Educational Needs and Disabilities Coordinator (S.E.N.D.Co.) is Miss Oatey. The S.E.N.D.Co. has the responsibility for coordinating the provision for children with S.E.N.D.

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. If more support is required, targeted interventions will take place and will be appropriately timetabled. Intervention strategies which are currently in place include: social, communication groups, Knex/Lego therapy, speech and language therapy; sensory/occupational therapy interventions, emotional development, fine motor skills, phonics, maths, reading, writing and spelling. 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 may also provide support. 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. We work with the NHS Speech and Language service, the Hearing Support Service, Educational Psychologists and the Learning Support Service which includes the Autism Outreach Team. We also work with other professionals named within a child's IEP or Education, Health and Care Plan. 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 which is likely to include targets, resources and information. A typical example would be a visit by the Speech and Language therapist working with the child and would include the class teacher and other relevant 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 which is a service that they buy into annually based on likelihood of need. This time may be used to support further assessment of need when progress continues to be slower than expected or to assist with the diagnosis of need. The Educational Psychologist will offer suggestions to implement in school. The identification of and support with the management of autism or social and behavioural and communication difficulties, as well as cognition and learning needs, typifies the range of assistance sought.

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 as children are assessed and monitored following daily lessons as well as with our termly assessments. Close tracking by the SENDCo and regular appraisal by the Headteacher ensures that teachers are closely monitoring pupils' progress, making amendments to teaching and to the support that children receive. Our behaviour policy also supports assessments of need, particularly in the area of social, emotional and mental health 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.D.Co.. You are always welcome to contact the school 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 (I.E.P) in conjunction with the child, the child's parents and any other relevant body. 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 makes best endeavours to meet those targets and, if appropriate, new targets can be agreed and set.

Where needed, group and individual intervention programmes are provided by skilled support staff. The programmes reflect specialist advice, including high quality teaching approaches and are delivered at a time and in a manner which is most appropriate for a child. For example, where the level of support requires speech 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. SEN Support
2. Education, Health and Care Plan (E.H.C.P)

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

Educational Psychologist

Speech and Language Therapist through the N.H.S.

Learning Support Service – a Local Authority department which has specialists in areas of cognition and learning including dyslexia and dyscalculia.

Autism Outreach Service

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.D.Co. is Miss Alison Oatey who holds the National Award for SEN Coordination. She attends local S.E.N.D meetings each term both with other SENDCos within LearnAt as well as on a county level. This ensures that she is appraised of current information and good practice.

Training in the last three years has included: autism awareness, sensory processing and sensory circuits, social communication groups, Lego therapy, speech and language, dyslexia, dyscalculia, ADHD, social, emotional and mental health development and behaviour including functions of behaviour.

All teachers and teaching assistants have different experiences of working with children with S.E.N.D. Information is regularly shared and fortnightly meetings are held with teaching assistants to discuss SEND matter and provide further support and training.

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 teachers means that all pupils enjoy learning activities at a level that matches their abilities. Teaching assistants provide skilled support for 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, particular programs on an I Pad, wobble cushions, sensory breaks or pencil grips. 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 and all reasonable adjustments are made to ensure that all pupils are included in all activities on offer. 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. 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 is 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, which all children can offer to be voted onto, consisting of class representatives for any issues or viewpoints to be raised.

Children discuss their progress and contribute to their IEP targets with their class teacher. 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.

The class teacher has overall responsibility for the pastoral, medical and 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 S.E.N.D.Co for further advice and support. Mrs Bennett is our ELSA (Emotional Literacy Support Assistant) and further supports the emotional development of children and young people in our school. 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. A child's progress in relation to speech and language needs is monitored through the speech and language therapy plans (and cross references to IEPs). We also use the B Levels assessment for a few pupils who are working well below the level expected for their chronological age and for which a more detailed assessment system, with smaller steps, is needed. This helps us to continually show the progress that children are meeting, even if this is small steps of progress or a spiky profile.

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 school works closely with educational and health professionals who can provide guidance to parents / carers on a range of avenues of support.

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. We have a full accessible school hall which has a small room within it which has been developed as a sensory room to accommodate the growing number of children with sensory needs within our school. Access has been greatly improved to allow for non-step entrances and exits to the new 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. We have two disabled toilets within the school, one in the main school and one in our hall.

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 term in reading, writing and mathematics. This progress is monitored by class teachers, the Headteacher and the S.E.N.D.Co. Pupil Progress meetings take place with the headteacher once a term to review the individual progress of each child in school. The class teacher and the S.E.N.D.Co 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 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. Year 6 teachers attend transition meetings to ensure that children are well received at their respective secondary school. Where a child has an E.H.C.P, the secondary school SENDCo will be invited to attend the transition annual review early in the Autumn term of Year 6. The S.E.N.D.Co will also ensure that liaison is conducted with the school that a child is transferring to in order to ensure that the child received the best possible provision for their needs. The school maintains links to enquire about children's progress at their new schools.

We are a small school and one big family so we know each child well. Despite this, however, when a child moves to a new class, a meeting is held between the current class teacher and the receiving class teacher. This gives an opportunity to discuss the needs and provision for each child in more detail and ensure a smooth transition and the correct support continues for the child.

There are very strong links with pre-school providers. Staff visit children 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.

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 that need to be discussed then you can arrange an appointment with Miss Oatey or Mr Tremarco 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.