

Thurgoland

Church of England Primary School



SEND Information Report

Our School Offer



Introduction

Welcome to Thurgoland School's Special Educational Needs and Disability (SEND) information pages. The purpose of this report is to share with you the variety of ways in which we are able to support your child to reach his or her full potential.

We are an inclusive school and believe that all children should be valued and treated with respect. We aim to deliver the highest possible standard of provision for all, while continuously striving to improve our practice. We are deeply committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

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

The Head teacher is Mrs Suzanne Brown
The appointed SENCO is Mrs Claire Peace
The SEND Governor is Karen Thomas

The 'Local Offer'

We are part of the Barnsley Local Authority and therefore work as part of 'Barnsley's SEND Local Offer' to pupils and parents with Special Educational Needs. Please follow the link below to read information about the Local Authority SEND offer:

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>

Alternatively, you can visit www.barnsley.gov.uk and look through all of the services available.

What is a special educational need?

'A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

(Clause 20 Children and Families Act 2014)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; mental conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

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

If you feel that your child may have an SEND then you should 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 educational needs and at the meeting we may feel that we need to put in place some strategies and interventions to try and remove your child's barriers to learning.

In accordance with the SEND code of practice, the school uses a graduated approach when meeting the needs of children with an SEND (See SEND Policy for more information on how we use this approach).

Up to 20% of children and young people have special educational needs at some stage in their school life, only 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 make good progress with their learning. 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.

The school will monitor your child and you will be kept informed of their progress through regular meetings. At the meetings the school will share with you how they plan to personalise learning for your child. The school may decide to draw up an individualised education program (IEP) as part of their support plan. This will record the additional more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. 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 has 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 another 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, the SENCO or the head teacher in school may talk to you about holding an Early Help Assessment (EHA) meeting. Once established, the Early Help Assessment will help the school to organise Team Around the Child (TAC) meetings where everyone involved (including yourself) can sit down together and discuss the best way forward to help the school

help your child to make progress. 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 your child's needs and that staff have the relevant skills. 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 we 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 in place and with your permission send it off to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. 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 with the SEND Code of Practice. The SENCO or Head teacher will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice.

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

- **Quality First Teaching for All**

'Quality First Teaching' is an entitlement for all children and we are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. In addition, the school staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism which enhance their daily teaching practice in order to make the classroom environment and delivery of the curriculum more accessible for children with needs. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

- **Additional Interventions / Small Group Work**

Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills or knowledge where they may need additional practice or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully. The school currently has the following group interventions available for children, but if a child was considered to need something different then this would be considered.

- **Additional Highly Personalised Interventions / 1:1 Interventions**

Some children may require interventions of a one to one nature where appropriate. Again these are overseen by the class teacher and progress is carefully monitored.

How will my children'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 basis to ensure that the opportunities presented to children are appropriate to meet 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 child with special educational needs in order to provide additional information to determine their strengths and areas for development. The 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 would be contacted to discuss this.

The school sets aspirational targets for all its pupils including those with special educational needs. Individual targets are shared with children and parents 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 involved in the discussions relating to how much progress they feel they have made. Parents are invited to the reviews of support plans and their contribution to the setting of new targets is welcomed. Once a new targets have been written the school will carefully monitor the progress being made.

How effective is the school's provision for children with special education al needs?

The school has a robust policy for special educational needs. 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 and Head teacher meets with the SEND Governor on a regular basis, enabling up to date general information on the progress of children with SEND 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 monitoring supports us in our aim to minimise the gaps in our provision for children with SEND and to secure good outcomes for all our pupils.

Where parents have a concern about the SEND provision for their child, they are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

What are the arrangements, in terms of admissions, for a child with a known SEN or disability?

- Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.
- Where children have attended Nursery or Pre - School prior to starting school, there will be close liaison between the Head teacher and the Nursery Teacher to ensure continuity of provision.
- There is one reception class; children identified, prior to joining our school, as having SEND will be closely monitored to ensure a balance of both provision and opportunity.
- Admission to reception can be on a flexible basis until the term in which they reach their fifth birthday.
- Prior to starting school, parents/carers of children with an EHCP or SEND or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

For more information about SEND services please visit www.barnsley.gov.uk/sen or contact Mrs Brown (Head teacher) on 0114 2883300.

Here is a list of the most useful SEND terms.

ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hyperactivity Disorder
BESD - Behavioural, Emotional, Social Difficulties
CAMHS - Child and Adolescent Mental Health Services
DFE - Department for Education
EBD - Emotional and Behavioural Difficulties
EHA - Early Help Assessment
EHCP – Education, Health and Care Plan
EWO - Educational Welfare Officer
HI - Hearing Impaired
ICT - Information and Communication Technology
IEP - Individual Education Plan
LA - Local Authority
LD - Learning Difficulty
MLD - Moderate Learning Difficulties
MSI - Multi-Sensory Impairment
OT - Occupational Therapist
PD - Physical Disability
PMLD - Profound Multiple Learning Difficulties
SALT - Speech and Language Therapist
SEN - Special Educational Needs
SENCO Special Educational Needs coordinator
SEND Special Educational Needs and Disabilities
SLD - Severe Learning Difficulties
TAC - Team Around the Child
VI - Visual Impairment