

THWAITES SCHOOL

Special Educational Needs Information Report

2023/2024

<i>At the time of publishing the following roles were held:</i>	
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Approved by	
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Position:	Chair of governors
Signed:	To be approved
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Introduction

We ensure all pupils achieve their potential - personally, socially, emotionally and academically, in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

The purpose of this SEND Information report is to inform you, as parents/carers, how we support all of our children, including those with SEND to achieve their full potential.

What forms of Special Educational Needs do we provide for at our school?

At our school we provide for a range of special educational needs. These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

As a team, with the SENCO's assistance and supervision, we identify what issues or additional needs may be affecting a child with SEND. We strive to never merely categorise the child. Instead, the team seek to create an overview of a child which will include their strengths and difficulties so that a global picture of the child can be formed.

Appropriate intervention will be put in place for a specific period of time (usually termly) and a child's progress will be measured and assessed at the end of such intervention. If a child continues to make limited progress, despite specific support within school, it may be necessary for the SENCO to make a referral to an outside professional such as an Educational Psychologist, Speech and Language Therapist or Specialist Advisory Teacher to seek further advice and support.

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. At Thwaites Primary School we strive to be happy, be caring and always do our best. Our inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum

What shall I do if my child may have special educational needs?

If you think your child may require further support you need to make an appointment to discuss this with their class teacher. The class teacher will discuss this further with the Special Educational Needs Co-ordinator (SENCO), Headteacher, or other teachers with specialist experience. All staff are knowledgeable of expected development at different ages and have experience of identifying additional/special educational needs. You can contact both the class teacher and the SENCO, Mrs Sarah Morton, or the Headteacher, via the school email admin@thwaites.cumbria.sch.uk or by telephone: 01229 772554

How will my child's needs be identified?

All the children who join our school are treated individually and assessed through the EYS Framework initially. They are then assessed accordingly through the KS1 and KS2 curriculum. Alongside these assessments, teachers may identify children who are having a significant difficulty in learning in the classroom, and in making relevant progress.

Who will be involved in supporting my child?

The class teacher will be responsible for planning and sometimes delivering intervention programmes to support your child in school. This may take the form of 1:1 specific support, with either a class teacher or a teaching assistant, or it may take the form of supported work in class. The SENDCO may also be involved at this point and may take the lead in further assessments. You, as a parent will be fully involved in the process.

The governing body has identified a governor to have specific oversight of the school's provision of special educational needs. The SENDCO and Headteacher ensure that all those who teach pupils identified as having special educational needs are aware of the nature of the child's needs. Information is shared regularly and updates provided as and when appropriate.

How will the school ensure the curriculum will be matched to my child's needs?

All children have entitlement to a broad and balanced curriculum which is adapted to enable all children to:

- Understand the relevance and purpose of learning
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

At Thwaites Primary School we believe that all children should receive high quality daily teaching in the classroom. Teachers use a range of strategies to meet individual needs within the classroom setting. Lessons have clear objectives, work is adapted appropriately either by task, outcome or resource.

Learning is organised in different ways, sometimes children will work independently and sometimes collaboratively, depending on their needs or the purpose of the task. Teaching Assistant support is used either on a 1:1 basis or small group, again depending on the needs of the pupils. Appropriate assessment is used to inform next steps for learning.

How is the decision made about the support my child will receive and how will I hear about my child's progress?

If we feel that your child may have a barrier to learning, the class teacher will offer interventions that are different from or additional to those provided as part of the school's daily learning in class. Following a thorough analysis of your child's needs through gathering evidence, consideration of prior attainment and progress and their responses to high quality teaching targeted at their area of difficulty or need, a decision will be made in consultation with you and your child as to what extra provision will most effectively help your child. Together we will create a Pupil Profile which will clearly paint a picture of the individual child, informing those staff who are working with them of the strengths and needs, as well as identifying outcomes. As a school, we will regularly update the Pupil Profiles and review your child's progress with both you and your child.

Thwaites Primary School has an “open door” policy, in addition to the school’s routine reporting systems, to enable more informal and regular conversations with you both. At school we fully recognise the importance of parental and child involvement in the whole process. The process will follow a graduated approach following a cycle of assessment, planning, actions and reviewing.

How will I know how I can support my child?

School will invite you to attend Parents’ Evenings and provide an annual report to you on your child’s progress. In addition to this, children identified with SEND and their parents will regularly meet with class teachers to review progress, set outcomes and discuss the learning activities, styles and support that will enable them to achieve and to identify ways that parents can support the process. There will also be contact with the school SENDCO. School will also endeavour to inform parents of any relevant training, courses, or learning support that may be available for them.

What access will my child have to staff with specialist training?

At school we have a number of staff who have undertaken training and are able to teach specialist intervention programmes. These include: Reading Intervention, ELSA, Autism Awareness Training, Attachment Training to name but a few. As a school we are continuously developing our staff CPD to be able to offer the most appropriate support for our children.

If a pupil continues to make less than expected progress, despite targeted interventions and support offered in school, it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SENDCO and parents will be kept fully informed of any involvement of other agencies.

These may include: School Nursing Services, Educational Psychologist, Specialist Teachers (Autism, Speech and Language, Behaviour Support), CAMHS, Therapists (speech and language, occupational therapists, physiotherapists) Barnadoes, Family Action.

What support will there be for my child’s overall well-being?

In order to support all areas of your child’s development, including their emotional wellbeing, school is able to provide those pupils who have been identified as experiencing social or emotional difficulties with a wide range of support. School has identified key workers who will work with individuals and groups of children to help them develop self-esteem and emotional resilience. We are also developing a Personal Development programme to encourage positive self-image and positive emotional wellbeing. We have invested in sensory packs for our pupils who need time and resources to help them to be calm, and to learn strategies to be able to understand and control their emotions.

The School Environment

We strive to enable access and inclusion for all children and will happily discuss modifications to regular routines if this is beneficial to you or your child.

Transition to a new school

At Thwaites School, we work closely with your child’s new or previous school and will ensure that all relevant paperwork is in place to ensure that there is a full picture of your child’s learning needs. If your child is transferring in to the next key stage, we will arrange for extra visits and meetings to ensure a smooth

transition to the new learning environment. Class teachers share information and discuss individual needs of SEND children at the end of every academic year. We also work closely with Family Action who run a successful transition programme for those pupils who need an enhanced transition in Year 6.

What will happen if my child makes no further progress despite relevant and timely action being taken?

If, despite the school taking timely and purposeful action to identify, assess and meet the SEND of your child, your child continues to make less than expected progress, school and parents may consider requesting a statutory assessment to request an Educational Health Care Plan (EHCP) to access additional funding and enable provision to meet any needs which cannot be reasonably be provided from the resources available in school.

Where do I find information on the local authorities SEN local offer?

Cumberland SEND Website

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

Glossary of terms:

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEND – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages