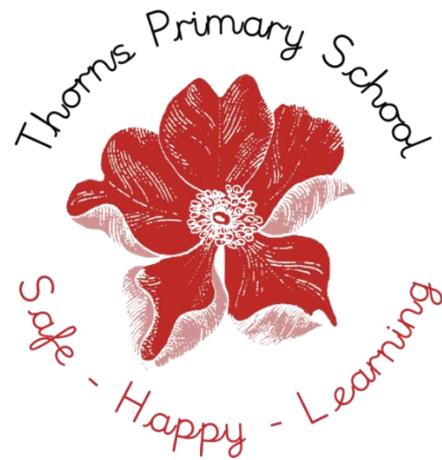


Thorns Primary School

SEND Information Report September 2020



Under the Children and Families Act 2014, Section 69 schools have to publish an SEN information report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually.

	Information Headings from Act	What you can expect from Thorns Primary School
1	The kinds of special educational needs for which provision is made at this school	<p>Thorns is an inclusive mainstream Primary school catering for children from the age of 4 to 11. It welcomes children with and without SEN equally. It supports children with a range of Special Educational Needs and Disabilities including: learning, physical and sensory, speech and language, co-ordination and mental health as well as children with very specific needs such as ADHD, Autism etc.</p> <p>There are no specialist units within Thorns Primary School.</p> <p>The school uses its best endeavours to meet the needs of all children with Special Educational Needs and/or a disability in consultation with parents, the Local Authority, as well as specialist agencies from health, education and social care.</p> <p>However, Thorns acknowledges that a mainstream primary school, with large classes may not always be the most appropriate setting for some children with particular severe and complex needs. For these children the school will work with the Local Authority, parents and the child (where appropriate) to access a full or part time placement within a specialist unit or school, which is better equipped to meet their particular needs.</p>
2	Information about the school's policies for the identification and assessment of pupils with Special Educational Needs.	<p>Children with a Special Educational Need and/or disability are identified to the SENCO (Mrs Parkes) as early as possible. This is usually by the child's teacher but may also be through agencies working with the child and parents for example the Health Visitors, the Specialist Early Years Service or Speech and Language Therapy Service. Reception Induction meetings give parents further opportunities to share information or mention any concerns they may have. In some instances, this leads to a personalised induction programme.</p> <p>For children new to our school, starting mid year or in years 1 to 6, information about a child's SEN is passed on by the previous school or setting, the parents, the child or any of the agencies working with the child and their parents. For children in the care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.</p> <p>In some cases, a child's SEN or Disability may not be obviously apparent until they are a little older. However, as soon as a need is identified, this information is shared immediately between the class teacher, parent and Mrs Parkes. Parents should raise their concerns with their child's class teacher in the first instance.</p>

		<p>Teachers keep parents and Mrs Parkes informed at all times about any concerns they have about a child and any additional support they currently provide.</p> <p>Mrs Parkes and the teacher(s) and parents consider what additional information or assessments need to be undertaken to inform the planned support. Most of this information will come from school based assessments and discussions undertaken in school and with parents. On some occasions further assessments may be requested from Speech and Language Therapy, Occupational Health, Health Visitor, Educational Psychology or Learning Support Service – this will only happen with written permission from parents.</p>
3.	<p>Information about school policies for making provision for pupils with SEN whether or not pupils have EHC plans including;</p> <p>a) How the school evaluates its effectiveness its provision for such pupils</p>	<p>a) The school evaluates the effectiveness of its SEN provision through monitoring:</p> <ol style="list-style-type: none"> 1. The SEN support list <p>Mrs Tilley and Mrs Parkes maintain a list of children with SEN and disabilities and record the level of need presented by each child. The level of need is currently recorded as SEN Support or EHCP. The list indicates where additional support by staff is provided and other agencies involved with the child during the year. Pupil progress is monitored half termly and cohort meetings take place to review the progress made by individual pupils and the next steps required.</p> <ol style="list-style-type: none"> 2. Termly Assessments – using INSIGHT Online Tracking completed by class teachers. 3. The Whole School SEN Provision Map – this details the ‘menu’ of provision we as a school have the capacity to offer and then details year group specific information about what provision is currently being used in each year group to meet the needs of each cohort. The provision map details the time needed for provision, the member of staff delivering the provision and the outline costs involved. During Cohort meetings each provision is discussed, progress is measured and decisions are made about whether a provision will continue. <p>All of the above are discussed during cohort review meetings and reported to the Senior Leadership Team and Strategic Governors on a half termly basis. Mrs Parkes meets with the SEND Governor each term to discuss any matters arising.</p> <p>*Termly assessment data is collected for all pupils including those with SEN and disabilities. This data provides an overview of progress against national benchmarks (SATS Levels and End of Year expectations). Data is broken down into a number of discreet groups and is analysed further. The P-scale document may also be used to assess the progress of individual children with severe and complex needs and EHCPs where appropriate.</p>

	<p>b) The school's approach to teaching pupils with SEN</p>	<p>All children are given annual individual targets to meet. Where children are not meeting targets, Mrs Parkes and Mrs Tilley, in discussion with class teacher and Teaching Assistant, may consider whether this is the result of a special educational need. Part of this discussion will be to consider what additional or different support might be appropriate at this time.</p> <p>Children working on additional interventions including speech and language programmes, maths, phonics and reading booster groups have an SEN Support book to record progress towards the targets set for interventions and teachers/teaching assistants complete an individual Provision Map noting the impact of their sessions with the child.</p> <p>Some children have additional assessments and targets set by outside agencies including speech and language therapists, Learning Support Service and Occupational Therapy. The programme of work is delivered by teachers and teaching assistants in school and sessional records are kept. Progress towards targets is reviewed by the appropriate outside agency to their own protocols and a written report is submitted to school. Parents are invited to attend a review meeting in most cases.</p> <p>Children with severe and complex needs have Individual Learning Plans detailing targets set, strategies to be used and progress made. These are reviewed at least termly. Children with EHCPs also have multi agency review meetings half-way through the year (mid-term review) and at the end of the year (annual review) which is reported to the Local Authority.</p> <p>Parents are invited to attend review meetings and/or parents evening appointments as part of the review process.</p>
	<p>c) The school's approach to teaching pupils with SEN</p>	<p>Thorns Primary School has high expectations for all pupils. Class teachers are expected to plan and resource class work with the developmental needs and specific abilities of all pupils taken into account.</p> <p>Children with SEN are expected to make a rate of progress each year that is in line with their peers progress each year in Reading, Writing and Maths but is of course relative to their starting points. We understand that this is not possible in some cases and that children may need to achieve smaller steps before they can achieve the expected level. Each term parents will be made aware of the 'level' their child is working at during parents evening and how their 'levels' compare with the expectation for a child in that year group.</p>

		<p>Some children may use additional technology to support their learning – for example the use of laptops or notebooks.</p> <p>At Thorns Primary School children are taught in classes of no more than 30 for all subjects. All information regarding individual pupils is discussed at the end of the year and passed onto the new teacher by the current teacher and Mrs Tilley and Mrs Parkes.</p>
	<p>d) How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>At Thorns Primary School we work hard to ensure that the needs of all pupils are met effectively and that all pupils play an active part in school life. It is essential that all pupils are given the opportunity to succeed both academically and personally. All pupils need to be given the tools to succeed through motivation, aspiration and inspiration.</p> <p>All children access a broad and balanced curriculum which includes SATs in years 2 and 6 and Phonic testing in year 1. For a small number of our pupils it is necessary for the curriculum and testing arrangements to be modified to meet their very specific needs. Where modification is necessary, it is discussed with parents and is written into the child’s Individual Learning Plan. On some occasions a child may be disapplied from National Tests if they are working too far below the expected levels and, in consultation with parents, it is decided that it is not in their best interests to sit the test.</p> <p>The school building is fully accessible to parents and children with disabilities and is all on one level. There is a care room with a shower for the disabled and disabled toilet facilities. The school building is fully compliant with the requirements of the Disability Act – please refer to the accessibility policy.</p> <p>There is parking for the disabled in the main school car park.</p> <p>For parents with English as a second language, information may be relayed using dictionaries, translations on ‘google’, other parents (with permission), family members (with permission), appropriately skilled members of staff where possible and/or interpreters. Translated documents written by the local authority on SEN and EHCPs are available.</p>
	<p>e) Additional support for learning that is available to pupils with SEN</p>	<p>Specific details of the type of support, interventions, strategies and resources that may be used to help meet the needs of each child can be found in the school’s SEN policy. Once a child’s needs have been identified and the relevant assessments have been undertaken, the class teacher and/or Mrs Parkes will inform parents about the specific support to be provided and what they can do to help at home.</p> <p>This support may take the form of:</p> <ul style="list-style-type: none"> • Special equipment e.g. pencil grips, writing slopes, coloured overlays • Different reading schemes e.g. PM books

		<ul style="list-style-type: none"> • British Sign Language or Makaton for children with hearing and language difficulties • Additional Teaching Assistant support within the classroom directed at a group of children to work on a specified focus • Targeted individual support within the classroom to work on a specific focus for example language based, support to develop working memory, fine motor skills. • Larger print size/ coloured paper • Specially adapted keyboard or mouse as required • Reading interventions • Social communication support • Gross motor co-ordination e.g. get moving • Speech and language therapy support • Targeted individual or small group support to meet targets set by Learning Support Service
	f) Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum	<p>Children with Special Needs are actively encouraged to access activities before and after school. If necessary additional support is made available if a child has a particular need that could be a barrier to their participation.</p> <p>Additional support is provided for off-site visits when required – this is usually detailed in a child’s support plan and risk assessments.</p> <p>For children with physical or sensory needs additional support is provided when necessary.</p>
	g) Support that is available for improving the emotional and social development of pupils with SEN	<p>Specifically trained support staff can provide 1:1 and group sessions for children who require time to talk or a ‘circle of friends’. Anger Management sessions are also provided to develop individual pupils’ strategies to manage their own emotional behaviour.</p> <p>Sycamore Behaviour Support are used regularly to offer bespoke support to pupils who require it.</p> <p>Barnardos support may be accessed for pupils who meet specific requirements.</p> <p>Training from our Educational Psychologist provides strategies to support children in emotional and social development.</p>
4	The name and contact details of the SENCO	<p>Special needs within school is co-ordinated by Mrs Tilley. The Inclusion Manager is Mrs Katie Parkes as part of her role as Deputy Head.</p> <p>Mrs Parkes can be contacted by phoning 01384 818285 or by emailing info@thorns-p.dudley.sch.uk</p>

5	Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured	<p>Staff training needs are identified by staff during SEN reviews and through appraisal meetings which are also conducted by Mrs Parkes.</p> <p>Training is sometimes delivered by Mrs Parkes and other staff within school and additional training may be delivered by outside agencies such as Educational Psychology, Learning Support Service and Speech and language therapy.</p> <p>Mrs Parkes attends training events relating to SEN practice and shares this information to staff and governors as appropriate.</p> <p>Specific training is delivered to teaching assistants by outside agencies when an individual pupil requires discreet target work.</p> <p>The school maintains excellent links with a range of professionals such as therapists, School Health Advisors and Children and Adolescent Mental Health Service (CAMHS) and is able to access support and advice readily. The support of such professionals in giving informed advice and making referrals to other health departments is invaluable.</p> <p>Thorns Primary also assists parents in accessing support networks and websites, detailing specific information about their child's particular disability or need.</p>
6	Information about how equipment and facilities to support children and young people with SEN will be secured	<p>Children's specific needs are identified through the SEN review process. Where specific equipment is deemed to be necessary to support learning, it is recorded onto reports submitted by outside agencies and included on the child's support plans. Any requirements are discussed with Mrs Parkes and the Head Teacher and resources are purchased accordingly.</p>
7	The arrangements for consulting parents of children with SEN about their child and the involvement of partners in the education of their child	<p>In the first instance, class teachers are responsible for keeping parents informed when they identify that their child may have a special educational need. They will inform parents that they will be informing Mrs Tilley and Mrs Parkes of their concern. All parents are invited to attend parents' evenings 3 times a year; it is an opportunity for parents to gain an overview of their child's progress and a chance to look through their child's books. Parents will be invited to meet with Mrs Tilley and/or Mrs Parkes to discuss any concerns that have been raised.</p> <p>Parents of children with special needs form part of a special support team around their child. When assessment or monitoring by outside agencies is carried out, parents are invited to discuss the reports and a copy is always given to parents.</p>

		<p>Of course parents are always welcome to come into school and discuss any concerns they may have at any time. Parents can drop in to see Mrs Parkes or make an appointment to see their child's class teacher or teaching assistant to share a concern or get an update on their child's progress.</p> <p>If parents wish to seek further impartial support when attending meetings in school they can contact Dudley special educational needs and disability information, advice and support service (SENDIASS) <i>formerly Dudley Parent Partnership Service</i> 01384 236677</p> <p>Further information regarding this service is available on the internet at www.dudley.gov.uk/dudleysendiass</p>
8	The arrangements for consulting young people with SEN and involving them in their education	<p>All children are asked about their friendships and any worries they may have in school. Children are also encouraged to speak to any member of staff they feel comfortable with if they have a concern or are worried about someone or something.</p> <p>Children who have an EHCP play an active role in mid-term and annual review meetings. Pupils are asked to complete a piece of work detailing their feelings about school and how they learn. This is sometimes completed with adult support or independently where appropriate. Pupils are invited to attend part of the mid-term and annual review meetings so that their views are included in the process and successes can be celebrated.</p>
9	Any arrangements made by the governing body relating to the treatment of complaints made from parents of pupils with SEN concerning the provision made at the school	<p>Parents are actively encouraged to come into school as soon as they have a concern, however small. Concerns can usually be rectified quickly and we feel it is important for parents to feel they can come to speak to a member of our Senior Leadership Team at any time.</p> <p>Complaints regarding SEN should be taken to Mrs Parkes in the first instance, please ring 01384 818285 to make an appointment or ask at the main office. If she is not available or if the complaint is about her or if she is unable to resolve the issue please call in to speak to Mrs Jordan, Head Teacher.</p> <p>If parents still have concerns they should write to the Chair of Governors, Mrs Rebecca Dalglish and the formal complaints procedure for Dudley LA will be followed.</p>
10	How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organizations in meeting the needs of pupils with SEN and support the families of such pupils	<p>School purchases the support and advice from the Learning Support Service and Dudley Counselling Service when required. Our Educational Psychology Services are provided by Educational Psychology For Everyone.</p> <p>School can refer to the Physical and Sensory Support Service and Occupational Therapy can be referred to via School Health Advisors.</p> <p>School can refer directly to Speech and Language Therapy.</p>

		<p>Referrals to CAMHS are made by the GP, however school will write to the GP detailing concerns, support provided in school and its impact, in order to support a referral.</p> <p>Mrs Parkes will always discuss any referrals with parents and ask them to sign a consent form before any work commences.</p>
11	The contact details of support services for parents of pupils with SEN including those for arrangements made in accordance with clause 32	<p>There are a range of agencies able to support parents and/or their children in the voluntary sector. School will happily discuss referrals into these agencies and support parents in making referrals should they wish.</p> <p>As stated in section7: If parents wish to seek further impartial support when attending meetings in school they can contact Dudley special educational needs and disability information, advice and support service (SENDIASS) <i>formerly Dudley Parent Partnership Service 01384 236677</i> Further information regarding this service is available on the internet at www.dudley.gov.uk/dudleysendiass</p>
12	The school's arrangements for supporting pupils with special educational needs in transferring between phases of education	<p>Information about individual pupils is passed onto the receiving school as soon as possible. A telephone call is made in the first instance to inform the SENCO, Mrs Tilley, of the important information relating to the child's needs and how they might best be met. If possible Mrs Tilley will invite a member of staff from the receiving school to attend a 'passing on' meeting at Thorns or at the new school. Parents are welcome to attend this meeting to ensure that key messages and reports are passed on. Further planned visits for the child and parent to visit the new school can be arranged where necessary. Photo books, social stories etc. can be made available for children who may struggle to cope with the change in setting. The same process can be reversed for children coming to Thorns.</p> <p>In the early summer term Thorns meets with receiving high schools to ensure key information and reports are shared. From these meetings any support required can be planned before a child starts at their new school. Additional visits can be made for some children before and after induction week.</p> <p>Additional visits for parents can also be arranged in consultation with Mrs Parkes.</p> <p>For children who may find moving to High School more challenging, we do provide a programme provided by the Educational Psychology Service called 'Moving On'. Teaching Assistants have been trained to deliver this programme with targeted children where required.</p>
13	Information on where the Local Authority's Local Offer is published	<p>The Local Authority Local offer provides details of all support that can be offered to children and young people within Dudley it can be found on the Dudley MBC website at:</p>

		https://www.dudley.gov.uk/residents/dudleys-local-offer/send-advice-information-and-guidance/special-educational-needs-and-disabilities-send/
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