

SEND Information Report

At Thrumpton Primary Academy we uphold children's right to education and recognise the diverse educational needs within our community. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. Local authorities and other services must set out a Local Offer of all services available to support children who are disabled or who have special educational needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The Nottinghamshire local offer can be found at: www.nottinghamshire.sendlocaloffer.org.uk

This report forms Thrumpton Primary Academy's local offer in terms of what we can offer children with SEND in or via the school. This includes how we can provide access to other organisations, but more specifically what support the Academy will offer directly to pupils and parents.

What kinds of special educational needs does the school make provision for?

Thrumpton Primary Academy is a Mainstream Primary Academy. As an inclusive school, we recognise that some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. 13% of our school population are identified as having a special educational need, with other children having a disability or medical condition that may require additional support or care. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Special Educational Needs and Inclusion is always a priority at Thrumpton Primary Academy. All staff and the Education Advisory Board are highly committed to inclusion and the principles outlined in our SEN policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

How does the Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Within school, importance is given to identifying the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the Academy. We closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and added to a Vulnerable Register. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied. The SENCO (special educational needs coordinator) will be consulted as needed for support and advice and may wish to observe the pupil in class. If a pupil is then identified as having SEN they will be closely monitored by staff and the school SENCO in order to gauge their level of learning and possible difficulties. Parents will be informed fully and involved in every stage of their child's development and the circumstances under which they are being monitored. Children will also be added to the Vulnerable Register if they have been on the SEN register and are removed. If any parent/carer has a concern about their child they should initially discuss this with the class teacher. All parental concerns will be listened to and logged as concerns. These children will be added to the Vulnerable Register and looked at together with the school's information about the child and assessment data on how the pupil is progressing. The class teacher

and SENCO will liaise to discuss potential barriers to learning and, where required, ensure appropriate intervention is put in place. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the Academy's SEN support register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

How does the Academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEND provision, the Academy regularly evaluates its provision and its effectiveness through a range of different monitoring activities. This includes:

- data analysis
- assessments
- discussions at parents' meetings
- review meetings with the child and any other professionals working with the child
- discussions with the SENCO, teachers and support staff
- implementation of parental questionnaires
- pupil interviews
- monitoring of progress made towards the relevant sections of the school improvement plan.

In addition to this there is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Principal/SEN member of the Education Advisory Board and information is gathered from different sources such as child and parent views teacher and staff feedback and parents' evenings, alongside careful tracking of data. Recognition and value will also be given to all forms of achievement including personal development and wellbeing.

How will both the Academy and I know how my child is doing and how will the school help me to support their learning?

Pupil progress is monitored on a termly basis within school. Where children have significant special educational needs, regular review meetings will be held. Reviews will be undertaken in line with agreed dates, but will usually take place on a termly basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and the pupil. During these review meetings and at parent's evenings, parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps, including information on how they can support their child's learning and development at home.

What is the Academy's approach to teaching pupils with special educational needs?

Once a pupil has been identified as possibly having a special educational need he/she will be closely monitored by staff in order to identify any possible difficulties. The child's class teacher will take steps to provide suitable learning opportunities that are matched to the child's ability and help support their needs. The class teacher may ask the SENCO for support and advice to ensure the child receives the best possible learning opportunities. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

How will the curriculum and learning be matched to my child's needs?

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and class teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The class teacher remains responsible for working with your child on a day-to-day basis. They will plan and work closely with teaching assistants to provide a suitable package of support. This support may be provided in class by the teacher or TA, or may involve the child being withdrawn for additional intervention and bespoke curriculums. Interventions may be delivered in small groups or on a 1:1 basis. The interventions that we currently deliver are tailored to meet the needs of individuals and develop skills in maths, reading, writing, social skills, speech, language and communication and also Fun Fit, which supports children who have coordination difficulties.

Each class teacher maps the provision that they make for all pupils who receive additional support on a termly basis. Where a pupils' needs are significant, and require a number of different interventions or specialist support, an individual provision map/bespoke curriculum will be put in place. The provision put in place will be closely monitored by the SENCO and adjusted where necessary to meet the needs of individuals and groups of pupils.

How are decisions made about the type and amount of support my child will receive?

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENCO.

A small number of pupils with SEND may require access to additional funding. This additional funding will be from a budget which is devolved to and moderated by the Family of Schools. (Our Family of Schools being Retford Oaks Academy secondary school). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The decision to apply for additional funding is made by the school SENCO in collaboration with the Principal.

How will my child be included in activities in and outside the classroom, including school trips?

All children are encouraged to take part in out of class learning and appropriate support will be put in place to allow all pupils to access after school clubs, lunch time activities and school visits, wherever possible.

The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips and residential visits; ensuring that risk assessments take into account additional resources and adjustments that need to be made.

Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult, through the use of 'Buddies' and additional midday supervisory staff.

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

We believe that children learn best when they are continually and consistently encouraged to behave well. We promote this through a range of positive behaviour strategies and rewards. Our consistent approach to behaviour is outlined in our behaviour policy which can be found on our school website.

We provide additional support for children when they are experiencing difficulties with their emotional health and wellbeing, and provide access to counselling for bereavement (which pupils access within school from our family support worker). We also run a number of tailored interventions to support children's Social, Emotional and Mental Health. These sessions run from our Nurture Group. Where staff are aware that a child or young person may be experiencing friendship difficulties, a buddy system will be set up. If a parent has any concerns regarding their child's overall well-being, these should be discussed with the child's class teacher or the Principal.

Who is the school special educational needs coordinator (SENCO) and what are their contact details?

The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENCO, Mrs Helen Crampton. Her role is to oversee the school's policy for inclusion, and is responsible for ensuring that it is implemented effectively throughout the school. Mrs Crampton can be contacted by telephone (01777 702092), or by visiting the school office. The school Education Advisory Board are responsible for the overall effectiveness of provision for special educational needs within the school and there is a member of the board responsible for SEND.

What training have staff had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEN. Whole staff training is carried out on a regular basis to increase staff's knowledge and understanding of a wide range of topics related to special educational needs and disabilities.

Training is made available for whole staff or targeted at specific groups, such as; governors, midday staff, TA's etc. This is accessed through the Local Authority, DALP, Family of schools or through in-house training.

Recent and up-coming training that staffs have had or will soon access relating to SEN includes:

- Dyslexia awareness
- ADHD
- Pathway to Provision – The Graduated Response
- Autism Spectrum Condition
- SEN Code of Practice
- Safe Handling
- Boxall Profile
- Using P levels to assesses small steps of progress
- Restorative Justice

In addition to this, the SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

What specialist services and expertise are available or accessed by the Academy?

The Academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. We believe that sharing knowledge and information with our support services is key in providing effective and successful SEND provision within our Academy. The Academy will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings, Early Help Unit, the MultiAgency Safeguarding Hub, SFSS (school family specialist services) and the BPBP (Bassetlaw Primary and Behaviour Partnership).

For a full list of services that are available for school to access enabling us to support SEND pupils the best way possible, please see our full SEND policy which is available on our school website.

How will equipment and facilities for SEND be secured and how accessible is the Academy?

At Thrumpton Primary Academy we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan. We recognise that additional modifications may need to be made at any time to ensure all pupils are able to fully access the Academy site and the curriculum we offer.

The Academy currently has a range of facilities for pupils with SEN in place. These include:

- Wheelchair access to the whole site
- Designated teaching assistant to deliver speech and language therapy interventions
- Teaching assistant support allocated to every class in school
- Disabled toilet in all buildings, with changing and shower facilities in two of the disabled toilets
- Use of Dyslexia friendly resources throughout school
- Use of signs and symbols (Makaton) for those pupils with communication difficulties
- Information from the school office (for parents) available in a range of formats, including large print, translated and copied on coloured paper (dyslexia friendly)

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

What are the arrangements for consulting parents of pupils with special educational needs and how will I be involved in the education of my child?

At Thrumpton Primary Academy we work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the Academy as a whole and the effectiveness of the SEND policy and the Academy's SEND work.

Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

What are the arrangements for consulting young people with SEND and involving them in their education?

At Thrumpton Primary Academy we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

The SENCO carries out pupil interviews annually, and works with SEN pupils on a regular basis (both in and out of the classroom), in order to monitor the appropriateness of provision and to gain their views and opinions about the issues that matter to them.

What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak to the relevant class teacher or Principal. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak to the school SENCO (Mrs Helen Crampton), who will be able to suggest ways forward and make steps to resolve the issue. If parents feel the matter is still unresolved and would like to submit a formal complaint, then a full copy of the complaints procedure can be obtained from the school office upon request.

How does the Education Advisory Board involve other organisations and services (E.G. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with SEN and supporting the families of such pupils?

At Thrumpton Primary Academy we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. We have a number of services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes Specialist Family Support Services, Educational Psychologist, Sure Start, Targeted Support, CAMHS, Speech and Language Therapy, School Nurse and Social Services. Additional services/professionals can be contacted to support, as the need arises.

How does the Academy seek to signpost organisations, services etc. who can provide additional support to parents/ carers / young people?

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations and clubs for children. Parents will be signposted to Nottinghamshire local offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet. www.nottinghamshire.sendlocaloffer.org.uk The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need.

How will the Academy prepare my child to transfer between phases of education?

When a child with additional needs joins the Academy every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs.

The office manager and the SENCO will liaise with the child's previous school or setting to ensure that all of the relevant information has been shared, so the best possible outcomes can be achieved.

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed.

As pupils move to a new class plans are put into place to support both the pupil and new staff to enable them to successfully transfer alongside their peers. This may include the organisation of additional visits, sharing of information, creating passports, meeting new staff and facilitating any appropriate staff training.

The academy closely liaises with our local secondary schools to enable an effective transition to take place. Parents are actively involved and kept fully informed throughout this transition process.

Where can I access further information? Further information can be found on our school website: www.thrumptonprimaryschool.co.uk or by contacting the SENCO (Mrs Helen Crampton) via the academy office or on 01777 702092.