

# SEND Report For Parents

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Diverse  
Academies

## Thrumpton Primary Academy – SEND Report For Parents

Thrumpton Primary Academy is a mainstream primary academy with an inclusive ethos. We value the contribution which every pupil makes to our academy and the community.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training are vital to unlocking their potential. (Code of Practice 2014)

The four broad 'areas of need' that children may experience, as recognised by Nottinghamshire Local Authority are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

### The LA Local offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs. This is the 'Local offer'.

It is the intention of the Local Offer to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the Local Authority's Local offer can be found at:

[www.nottinghamshire.gov.uk/learning/schools/special-educational-needs](http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs)

At Thrumpton Primary Academy we will provide support for any young person who has:

### Cognition and Learning needs

- Cognitive development, attainment / progress is at a lower level and majority of peers.
- Communication and participation, language and communication difficulties.
- Curriculum access/Student participation, concentration and retention difficulties.
- Social Development, difficulties in making and maintaining friendships and relationships.
- Motor Skills, some delay in fine and gross motor skills.
- Self Help Skills, may need support to develop independence in organisational skills and personal care needs.

### Communication and Interaction needs

- Language and communication difficulties.
- Social interactions.
- Curriculum access/student participation, difficulties following instructions and accepting adult direction.
- Unusual response to sensory stimuli.

- Flexibility of thought, some support is needed to manage change in every day school situations.
- Uneven developmental profile.

### **Social, Emotional and Mental Health Needs**

- Difficulty in understanding and participating in classroom activities resulting in limited progress.
- Disruption in emotional health and wellbeing impacting on learning.
- Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
- Some behaviour which may be injurious or endanger self/others.
- Difficulties making and maintaining friendships.
- Increasingly disruptive despite appropriate classroom strategies

### **Sensory, Medical and/or Physical needs**

- Has mobility needs or personal and intimate care plans
- Has a health care plan
- Has difficulty forming and maintaining friendships
- Communication and language difficulties requiring specialist support

To support any of the above learning needs there are a range of support strategies that are available within Thrumpton Primary Academy.

### **All students at Thrumpton Primary Academy have access to**

- Quality teaching first
- Differentiation within the classroom
- Dyslexia friendly classroom teaching
- ASD friendly classroom
- ADHD friendly classroom
- Attachment friendly classroom
- Visual Timetable
- Simple adaptation of communication
- Reasonable environmental adaptations
- Booster groups
- Progress tracking and monitoring

### **Further support for some students at Thrumpton may include**

- Writing access materials
- In class informal support
- Group tracking and extended booster group

- Parental meetings to discuss concerns
- Progress tracking and monitoring

### **Targeted individual support may include all of the above strategies plus**

- Individualised differentiation (over and above usual teacher differentiation)
- Outcome-focussed directed use of Teaching Assistant time
- Regular planned meetings as part of the provision assessment review
- Extended use of groups or interventions with progress behind those at same age
- Targeted group and outcome focussed Wave 3 intervention
- Bespoke group arrangement to facilitate support
- Regular, sustained access to a range of booster groups
- Bespoke provision for Social, Emotional and Mental Health – Nurture Group
- Youngsters having additional literacy and numeracy regularly and matched with progress concerns/levels of attainment
- Targeted lunchtime clubs
- Withdrawal from classes for supported work
- Mentoring to support achievement
- Agency intervention
- Tracking for Assess Plan Do Review
- Extended supervision at break times, before and after school
- Medical agency support
- Support from the Educational Psychology service or Schools and Family Support Service

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. The Academy uses the graduated approach and staff make ongoing assessments throughout the year, with achievement coordinators and SENCo regularly tracking student progress. Feedback on student progress is via termly reports, parents' evenings and student review days. Parents can contact either the class teacher or the SENCo at any time to discuss their child's progress

### **How do we work with parents and students?**

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Support Plan. Information on support agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers can contact their class teacher via email or by phoning or emailing the school office. Parents are kept up to date with their child's progress through parents' evenings, reviews meetings, student review days and reports three times a year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCo may also signpost parents of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies 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. The school's SEN Governor can also be contacted in relation to SEN matters.

## **Adapting the curriculum & interventions**

All students in the academy are placed into appropriate classes according to their profile on entry. All teachers are expected to differentiate their teaching to match individual needs. A team of Teaching Assistants provide additional support across all years to ensure students progress well. Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEN
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing Individual access arrangements for informal and external examinations

Communication between primary and secondary starts from Year 5 and before in some cases. Most students will attend transition week in Year 6 as well as a longer supported transition in year for those with special educational needs. The secondary academy attends any meetings at Thrumpton Primary Academy prior to transition to ensure a smooth and supported transition period.

## **Working with the support of agencies**

The SENCO at the academy is fully qualified and has extensive experience in the role. The Academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. It also has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service.

## **For further information**

Please visit our Local Offer on the Nottinghamshire County Council website [nottinghamshire.sendlocaloffer.org.uk](http://nottinghamshire.sendlocaloffer.org.uk)

Our Special Educational Needs Co-ordinator (SENCo) is Mrs Helen Crampton  
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All our policies can be found through our website [www.thrumptonprimaryacademy.co.uk](http://www.thrumptonprimaryacademy.co.uk)