

Threshfield Primary School SEN information report

Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEND policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Autumn 2022

1. What kinds of SEND are provided for in your school?

We provide an inclusive education for all pupils with a wide range of needs. We welcome children with special educational needs or disabilities including:

- Communication and Interaction

Our teachers and teaching assistants know how to support these children. We have TA's who are experienced in supporting children, working 1-1 and in small groups. We have a number of children in school who have speech and language difficulties – we seek the advice of speech and language therapists in order to best support these children. We use Time for Sounds intervention for our youngest children and our Music and Speech specialist works with individual children once a week.

- Cognition and Learning

Through our Quality First Implementation of the Curriculum and effective scaffolding, we are experienced in supporting children with Cognition and Learning difficulties including children with specific learning difficulties. We run a number of interventions to support children who need more personalised support. The interventions we offer can be found on our Whole School Provision Map.

- Social, Emotional and Mental Health Needs

All members of staff are vigilant for signs and symptoms of poor SEMH and act swiftly when these are identified, looking first for ways to positively influence SEMH through understanding and expression of their feelings. Through Quality First Teaching, we manage low – level disruption and behaviour in a positive, restorative way ensuring each child has a sense of belonging and feels valued. For children who need more support, we are developing our provision to include Nurture groups and Emotional Literacy.

- Sensory or Physical

For children who have sensory needs, we use the North Yorkshire Sensory Profile to provide environmental adaptations to support these children. These adaptations are recorded on children's Individual Education Plans or on their Pupil Passports.

Where necessary, we are able to make adaptations to the curriculum or environment to make lessons and wider school opportunities accessible to children with physical needs.

We educate the whole child to achieve their very best, making academic, emotional and social progress.

2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?

Our special educational needs co-ordinator is Bethany Alexander and you can contact her at school on 01756 752348 or via email at admin@threshfield.n-yorks.sch.uk

A link to our SEND policy can be found on our school website: <https://www.threshfieldprimary.co.uk/information/school-policies>

This policy explains how we identify pupils who have Special Educational Needs or Disabilities.

We follow an *assess- plan- do- review* cycle. Teachers, parents or carers work together to carefully plan provision to meet the needs of the pupil. This is usually in the form of an Individual Education Plan (IEP) or a Pupil Passport. The class teacher, parent and pupil then review this plan.

When needed, we can call for advice from North Yorkshire Local Authority specialist teachers who can offer guidance and also come into school to work with pupils.

3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Excellent communication with parents is vital for all our children. The school communicates with parents regularly throughout the year:

- Our head teacher, Sarah Harper, is on the gate before and after school
- Meetings can be arranged with Class teachers via the school office
- Parent Consultation Evenings two times a year
- Curriculum meetings to help parents support their child in their learning.
- Termly meetings with parents of children requiring extra support or children with special educational needs or disabilities to discuss and review individual education plans
- Class Dojo for daily communication and celebration
- For some families, a home school communication book is used to write daily notes to and from school
- Additional meetings with specialist staff from North Yorkshire Local Authority may also be arranged.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Listening and acting upon pupil voice is a priority at Threshfield Primary School. Our school council has representatives from all classes who plan and run whole school events but also take an active role in school decision making.

In their learning, children know what their next steps are and how they can improve their work and progress. Both verbal and written feedback is given and all children have regular opportunities to respond to this feedback using their Purple Pens of Power.

Where appropriate children with special educational needs or disabilities are included in termly discussions about their learning and shape their own Individual Education Plan with the support of their teachers and parents/carers.

We ensure that children with EHCPs (Education Health Care Plans) are included in the annual review process. This might be through conversation with their class teacher or key worker or, if appropriate, they may join the annual review meeting.

We also use the 3 Houses approach, to encourage children to share their thoughts and feelings. This works particularly well for children with Social, Emotional and Mental Health Needs.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

Assessment takes place regularly through assessment for learning. Children are also formally assessed on a termly basis and progress is tracked throughout the year. Progress of ALL children is reviewed half termly during pupil progress meetings where children with special education needs or children who are being monitored are closely monitored to ensure they are making expected progress. This includes progress towards their personal targets, and overall progress on the National Curriculum. Our pupils with SEND have child centred Individual Education Plans (IEP) that are reviewed termly (half termly if needed). These plans are written by the class teacher, pupil and parent or carer. SMART targets are decided and the provision, that will help the pupil achieve them, will be highlighted.

For some children with SEND, Chronology of Support Plans are in place which are updated at the end of each Graduated Approach cycle. These plans are helpful for transition between key stages and for children leaving the school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transition is carefully planned for pupils at our school; we take steps to ensure that any transition is as smooth as possible.

For pupils joining Threshfield Primary School:

- A transition booklet will be put together including photographs of staff and classrooms.
- The SENCo and/or class teacher will liaise with all relevant parties and attend a transition meeting which will then be reviewed after transition has taken place.

When moving classes within school:

- Information will be passed onto the new class teacher and in some cases a planning meeting will take place.
- If your child would benefit from a transition booklet to support their understanding of transition, then this will be provided.

If your child is moving to another school:

- We will contact the school SENCo to ensure they know what provision needs to be in place to support your child.
- We arrange for pupils to make any additional visits to their new school if necessary. In some cases, staff from the new school will visit your child in this school.
- A Chronology of Support Plan is provided for the new school.

For transition to Secondary School:

- For children with EHCPs, the SENCo from the secondary school will be invited to the Year 6 Annual Review. This gives parents the opportunity to find out how the school will be able to support their child through transition and during their time at secondary school.

In the Spring term of year 6, the class teacher and SENCo (if required) meets with the transition support from the secondary schools the children will be attending. If during these meetings, we feel it is necessary, extra transition visits to the secondary school and activities can be planned to further support a smooth transition.

7. What is your School's approach to teaching children and young people with SEND?

All staff at Threshfield are committed to providing Quality First Teaching including careful scaffolding so that all pupils can make good progress in their learning.

We endeavour to meet the needs of all pupils through careful and inclusive planning.

- Specific resources and strategies will be used to support your child individually and in groups. We use evidence based interventions as well as running pre-teaching and catch up sessions for pupils who need them.
- Interventions are reviewed regularly to ensure they are having an impact on children's independence and access to the curriculum.
- We also offer interventions that can help pupils socially and emotionally. The SEND provision can be viewed on our Whole School Provision Map.
- Some children will require additional adult support (1:1 or key worker) in order to access school as fully as possible with the intention of promoting independence, inclusion and progress towards their personal targets.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We make effective changes to the curriculum and learning environment to ensure that all pupils are able to achieve their full potential. All staff have high expectations of all children and make relevant adaptations, to ensure the pupils achieve this.

To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

Assess: Teachers and, if needed, other professionals identify the needs of the child.

Plan: The barriers to learning are identified and targets are created with provision, support and intervention to meet those outcomes.

Do: High Quality Teaching and additional support or interventions take place. These are monitored to ensure progress is being made.

Review: The plan is evaluated and considerations are made to see if changes to the support is required.

We aim to make our learning environment accessible to all. For example some children may require individual work stations and sensory equipment. Adaptations to the curriculum and the learning environment include the deployment of teaching assistants. We are fortunate to have teaching assistants specialised in certain areas and trained in specialist interventions.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

Our SENCo is Miss B Alexander.

At Threshfield we promote and actively encourage CPD for all staff including accredited courses by external providers.

Sometimes, a child at our school has particular needs, which require additional training for staff.

We also encourage parents to be involved and come into school to share their in-depth knowledge of their child's Special Educational Need or Disability.

We use the Hub referral service to access further specialist expertise.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

The SENCo, Head Teacher and SEN governor monitor SEND provision. The SENCo and SEN governor meet on a termly basis to evaluate the effectiveness of the provision for children with Special Educational Needs.

Our quality first implementation of the curriculum is evaluated through learning walks, book scrutiny and pupil voice. The effectiveness of provision for children with SEND is also evaluated through intervention

progress, pupil progress meetings, and
feedback from children and parents.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

We endeavour to ensure all our pupils have equal opportunities. Provision is made for all children to take part in extra-curricular activities, trips, school plays and sports. This provision is carefully planned with parents and children's views taken into consideration to ensure successful outcomes.

We encourage pupils with SEND to put themselves forward for positions of responsibility for example in School Council and completing jobs or being monitors for different roles in school.

12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

All pupils participate in PSHE lessons and circle time activities, as well as whole school assemblies.

We have worry monsters in each of our classrooms and our teachers all feel confident to provide a more personalised strategy for pupils who may need additional social, emotional and wellbeing support. We are also implementing a SEND Curriculum Planning Prompt to ensure that children who might be more vulnerable to certain topics of learning, particularly in PSHE, have the correct scaffolded support in place.

We encourage all our pupils to talk about emotions and feelings in and out of the classroom. Our interventions, delivered by trained teaching assistants, also offer further pastoral support particularly for children in upper key stage 2.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

We have access to a wide range of professionals, specialist staff and outside agencies who we can contact for further support and advice. In discussion with parents, agreement is reached about involvement of other professionals:

- Speech and Language Therapists
- Educational Psychologists
- The Hub referral service for:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health difficulties

- Specialist Teachers for hearing and visually impaired children
- Children's Social Care

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

Should you feel dissatisfied with the provision made for your child in school regarding SEND, your first point of contact is the class teacher or SENCo. If you are not satisfied that your concern has been addressed, speak to the Head Teacher.

We encourage parents to make us aware of concerns as soon as they arise so that they can be addressed quickly. If you do not feel that issues have been resolved, then you may follow our complaints as outlined in the Complaints Procedure Policy.