



SEND Information Report

Date of last review	February 2026
Next review due date	February 2027
Approved by Governors and Head Teacher	

'Empowering children through sustainable, diverse, arts-enriched education'

SEND Information Report

Thornhill Primary School is a community school catering for pupils aged between three and eleven years. It serves the community within the town of Houghton Regis, with the majority of pupils at the school attending from 'within catchment'. Our school is now over 2 sites.

At Thornhill Primary School we are an inclusive school and strive to support children to enable them to make the best possible progress and achieve well. To accomplish this we follow these aims:

- Seek excellence in all that we attempt, setting high standards and targets to ensure that all of our children reach their potential.
- Offer a rich meaningful curriculum which provides memorable learning experiences and develops enquiring minds.
- Promote learning and high aspiration through the positive ethos of the school.
- Provide a safe, secure environment where children feel valued and where their choices and beliefs are respected.
- Support and extend pupils' learning opportunities, developing independent learners.
- Provide life skills that encourage our children to become respectful and confident citizens, making a positive impact to society.
- Encourage independence whilst appreciating the needs of others.
- Actively seek to do the right thing, to be a good friend and to leave our school with a well-developed set of personal values.
- Promote British Values in all we do.

Thornhill Primary School ensures that additional needs are identified early and we offer a range of provision according to identified needs. We as a school work with a range of professionals to ensure that children receive the support they need to do well at school. The school follows the Early Years Foundation Stage framework and National Curriculum and strives to make learning as exciting as possible by use of the outdoor area, educational visits and through welcoming visitors into the school.

At Thornhill School we support children with a wide range of needs including:

- ASD
- ADHD
- Global development Delay
- Specific learning difficulties- Dyslexia
- Hearing and Visual needs
- Communication needs
- Medical needs
- Sensory needs
- Processing and memory needs

We also support children who have a range of learning difficulties. We also support children with a range of social,

emotional and mental health needs.

Local offer

- The Children and Families Act was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- To view Central Bedfordshire Council's Local Offer:
<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Identifying children's additional needs:

'How will the school know if my child needs additional help and how will the school share information with me?'

- We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher, by the child or by the SENDCo. Following on from this concern, the child would be observed by the SENDCo and if the child needs extra support, a meeting will be held. As part of this meeting, we would discuss putting in place individual targets and support for the child. All targets are reviewed termly and new plans written on the basis of the reviews.
- The SENDCo keeps a record of children's targets and if a child is struggling to meet their targets, additional support will be given. This will be discussed with the parents/carers. Sometimes, other professionals from outside agencies (such as a Speech and Language Therapist, Outreach services or other relevant agencies) will be notified to ensure that further needs can be met if appropriate and ensure that we as a school are supporting the child and the family in the best way possible. Meetings with these professionals will be organised and parent/carers will be fully consulted at every stage.
- In certain cases, the school might seek to obtain an EHC Plan (Education Health Care Plan) for your child so that he/she can obtain additional help with their education. This will be done in consultation and agreed by parent/carers. The school would complete an EHC assessment and this would be discussed with the parents/carers. Parent/carers are given copies of any specialist assessment reports and can discuss them with the SENDCo. Parent/carers will be kept informed at all stages in the process of identification and assessment of needs.
- At Thornhill Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Laura Le Fevre (SENDCo) to discuss your concerns. The SENDCo may also seek support for you and your family from the Parent Support Worker, who is based in school.
- There is information on our graduated approach on our SEND policy. This explains how we assess children, plan and deliver the appropriate support and evaluate the impact that the interventions/support has had

Involving pupils and parent/carers in planning support:

'How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?'

- Planning and review meetings relating to their targets
- Advice on how to support learning at home
- Regular contact between home and school through the use of messages, phone calls, meetings
- Parent Consultation Meetings
- Interventions to support learning
- If appropriate, Parent Support Worker

We also send out a parent SEND questionnaire each year. These enable us to identify our strengths and our areas to develop.

Our most recent parent questionnaire (November 2024) showed that:

- 84% agreed that they know how the school provides for their child
- 96% agreed that they know who to talk to if they have concerns about their child
- 95.8% agreed that issues raised about their child are addressed
- 92% agreed that the school gives them opportunities to discuss their child's needs with the relevant member of staff.
- 87.5% agreed that they know how to support their child at home
- 91.7% agreed that they received feedback about their child's progress.
- 92% agreed that their child feels safe and happy at school
- 100% agreed that the SENDCo was friendly and approachable.

Our most recent pupil questionnaire (November 24) showed that:

- 97.4% of pupils feel safe in school
- 89.5% of pupils feel happy in school
- 86.8% of pupils enjoy school
- 97.3% of pupils receive support from adults in school
- 92.1% of pupils have an adult in school that they can talk to
- The children feel happy in a range of lessons. The most common ones were Maths, Science and Art.
- The children were also asked the question 'Is there any lessons you don't enjoy?' Some comments were 'No', 'Maths when it is tricky', 'PE- my legs get tired' and 'I don't like doing actions to stories.'
- The children were also asked what they would change. 38% said there was nothing they would change. Other children said they wanted 'more toys', 'to improve their handwriting', 'no more Maths or English', 'to change the colour of the uniform' and 'more snacks.'

Pupils also answer questions when we set targets and these are shared with parents. This enables us to share the child's likes and dislikes, who their friends are and what job they would like to do in the future. We then can then use this when planning our electives if appropriate.

Thornhill Primary School has an open door policy and invites parent/carers to discuss worries or concerns with staff as soon as they arise.

Range of support available to my child:

'What different kinds of support are available to children with SEND?'

- Curriculum adaptations (personalised where needed)
- Support for behaviour

- Specified and targeted interventions eg wellbeing support, lego therapy, precision teaching
- Support for health needs (individual care plans)
- Grouping of pupils to ensure the most is achieved from the learning experience
- Support for communication needs
- Visual timetables and visual support (widgeit symbols are used around school)
- Individual resources eg different types of pencils, fidget toys

Additional arrangements

- Planning the physical environment of the school to cater for the needs of students with disabilities. This includes disabled toilets, lift and wheelchair access (More can be found in the Accessibility plan).
- Access arrangements for SATS such as extra time, scribe or a reader.
- Alternate ways to complete work eg using a chrome book.
- Use of the nurture room

The SENDCo also has links with a range of professionals who can offer support. More information is found in the SEND Policy.

Once we have assessed the pupils (either standardised tests or assessments based on specific interventions) we can ensure that all pupils receives the correct support and interventions. The SENDCo also has termly meetings with MHST (Mental Health Support Team) who can offer support for individual children. This will be discussed with parents/carers before hand. We also offer a range of interventions to help support social and emotional development and these will be implemented first before we ask MHST for support.

Our staff also have a range of expertise. All staff attend training sessions which are planned by SLT to target training needs. Staff have also participated in training courses run by the SENDCo. The SENDCo attends training led by outside professionals then delivers this to the staff in school.

The SENDCo has also completed the National Award for SEN Co-ordination and has completed the ELKLAN training.

Measuring children's progress:

'How will the school know how well my child is doing and how will they inform me about this?'

The class teacher monitors each child's progress and discusses this with the SENDCo and parent/carer. Progress is measured against both the child's academic targets as well as the child's individual targets. The class teacher/SENDCo will keep you informed about your child's progress throughout the year.

Accessibility of the School:

'How is the school accessible to children with SEND?' The school is working towards being fully accessible to all.

The school has an Accessibility Plan in place which can be found on the school's website.

Inclusion:

'How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?'

Pupils with SEND are encouraged to participate in all school activities, they will be allocated responsibilities within their classrooms and around the school and will have the same opportunities to join the School Council and a range of clubs. We ensure that any

independent provider of after-school clubs caters for pupils with SEND. School trips are accompanied by a high ratio of staff to pupils. Where needed, social stories will be created by the SENDCo.

Starting or changing schools (Transitions):

'How will the school support my child to change classes and/or move onto a new school when they reach the appropriate stage(s)?'

Careful consideration is given to preparing pupils with SEND for transition at all stages. Where a child is transferring to us from a previous setting/or school initial contact is made to ensure a smooth transition can occur and to assess the support the child received previously. Where needed a meeting can be set up between the parent/carer and SENDCo to put in place a transition programme to meet the needs of the child. When pupils are changing classes or moving to another school, teachers liaise with parent/carers sharing information and preparing pupils well in advance of the move. Where appropriate pupils may receive a story about their new class showing pictures of their new class teacher, support staff and classroom. We have a transition period before the summer holidays to allow all pupils a chance to get to know their new class teacher.

When moving schools we will make contact with the new school and discuss with them how we have supported the pupil. If appropriate to ensure the new school can fully meet the needs of the child the SENDCo can also visit the school with parent/carers to support the transition process. Thornhill Primary School works closely with the Secondary Schools and ensures a smooth transition is in place for the Year 6 pupils. Class teachers and the SENDCo will ensure that the Secondary School is fully aware of the learning needs of the pupil. When a pupil transfers to another setting or school all SEND files are transferred to ensure the new school is aware of all the support the pupil and family have received.

Complaints Procedures:

If a parent/carer is not satisfied with the Special Educational Needs provision made for their child at Thornhill Primary School, an appointment can be made to talk to the class teacher, SENDCo or Headteacher. All the relevant information will be made available at the meeting. If parents are dissatisfied with the outcome, the parents/carers should write to the Headteacher to this effect. If on pursuing complaints the parents are not wholly satisfied with the response of the school may wish to seek further advice/assistance from the Local Authority.

Further information for families and practitioners:

For more information on SEND, the SEND policy can be found on the school website.

The schools contact details are: Thornhill Primary School, Grove Road, Houghton Regis, Bedfordshire, LU5 5PE Telephone: 01582 863516
Email: schooloffice@thornhillprimary.co.uk Website: www.thornhill-primary.co.uk

Headteacher: Bernice Waite
SENDCo: Laura Le Fevre
SEND Governor: Abby Slough