



Special Educational Provision at Thornhill Primary School

At Thornhill Primary School we aim to:

- To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response.
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
- To provide support and advice for all staff working with pupils with SEND.
- To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.
- To ensure access to a broad and balanced curriculum for all pupils regardless of SEND.

The SENDCo at Thornhill Primary School is Jamie Carmichael. Miss Carmichael is supported by Charlie Gow who assists with the day to day provision for SEND within the school. The SEND Governor is Lynne Lindars.

At Thornhill Primary School we are passionate about ensuring all our pupils can play a full and active role within the school. We do not discriminate against pupils due to their SEND. We will endeavour to make appropriate access arrangements or adaptations depending upon individual need.

There is no difference to admission arrangements for pupils with SEND who do not have a statement of education need or EHC Plan, to the arrangements for other pupils.

The school does not currently have any Specialist Resource Provision. There are currently pupils with a range of SEND needs within the school. These include autism, ADHD, physical difficulties, learning difficulties, speech and language difficulties and behavioural difficulties.

Identification, Assessment and Provision for all pupils with SEND

Identifying Special Educational Needs and Disabilities:

A pupil is considered to have Special Educational Needs and/or Disability if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Thornhill Primary School we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the

appropriate Stage 1 provision/interventions and high quality personalised teaching. Examples of provision can be found on the Schools Provision Map.

At Thornhill Primary School if this is the case the pupil is then identified as having a Special Educational Need.

The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Mental Health Difficulties*
4. *Sensory and Physical Needs*

At Thornhill Primary School we recognise that these four categories broadly identify aspects of the primary need for a pupil with SEND, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the 'whole child'. We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents/carers. We work in close partnership with all involved to ensure the best possible provision for the pupil. To support some individuals an Individual Education Plan, Class and Individual Provision Map and/or SEND Support Plan may be appropriate.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEN:

- Disability – The Code of Practice outlines the duty of 'reasonable adjustment' as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Child Looked After
- Being a child of a servicewoman/man.

A Graduated Approach to Special Educational Needs Support

The graduated approach is at the heart of whole school practice at Thornhill Primary School, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need. This is where an Individual Education Plan and Individual Provision Map may become appropriate.

Quality First Teaching:

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. (Teachers Standards 2012) At Thornhill Primary School teachers are supported in this by regular Pupil Progress Meetings which discuss the attainment and progress of all learners at the school. Thornhill Primary School places a high emphasis on developing excellent Quality First Teaching (including an emphasis on the importance of marking and feedback, shaping planning and delivery to the needs of the child/ren, using assessment information and allowing pupils to self-assess) and acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous Performance Management procedures that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a pupil is identified as underachieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. As part of the Pupil Progress Meeting these strategies will be discussed and where to go next to ensure the pupil in question gets the correct support and intervention. The Code of Practice suggests using a range of sources of information including:

- Teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- Views and experience of parents.
- The pupil's own views.
- Advice from external support services if already involved.
- Standardised testing, criterion referenced assessments, screening assessments.

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENDCo, will place the child on the school SEND list at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire graduated response advice. Parents will be involved in discussions regarding this and how support for the pupil will be carried out.

School Support:

At Thornhill Primary School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEND. This allows the school to continually reflect on the approaches we use to meet a child's needs. The approach used is Assess – Plan – Do – Review.

This approach can be seen as follows:

Assess – the child's needs.

Plan – what you need to do, the provision needed and what outcome should be achieved.

Do – put the provision in place.

Review – what difference is it making towards outcomes?

Assess:

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during discussions with all parties involved and through the Pupil Progress Meetings, however, when a child is placed on School Support at Thornhill Primary School, it may be necessary to further analyse the precise gaps in a pupils learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEN specific checklists among other tools. The pupil's needs will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying SEN. Thornhill Primary School aims to work in an integrated manner to meet the needs of the 'whole child', and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team Around the Child (TAC) at this stage.

Plan:

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that 'all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required.' At Thornhill Primary School this is achieved through the use of IEPs, Provision Maps and SEN Support Plan's (where appropriate) which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.

Interventions are planned and are linked to discussions held at Pupil Progress Meetings and SEND plan meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENDCo, which are evidence based successful interventions such as Lift off to Language, Gross and Fine motor, Speech and Language, Emotional Literacy etc. The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at School Support will typically receive up to 12 hours support through small group work, 1:1 support or partner work and this will happen both within and outside the classroom.

Do:

Class teachers at Thornhill Primary School work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions. All staff, where possible, attend Pupil Progress Meetings and SEND Plan meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child. Any child with an additional need receiving extra support is also identified within the Class File and on the SEND list. Provisions and programmes for support used at Thornhill Primary School are identified in provision maps which identify a graduated response to provision to meet needs.

Review:

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate. At Thornhill Primary School there are also more formal, rigorous ways of tracking progress. These include half termly Pupil Progress Meetings, half termly Progress updates and termly SEND Plan meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

These meetings will address the following key considerations:

- Has the pupil achieved the agreed targets?
- What is the evidence from regular day to day tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have pupils and parents responded to targeted provisions?
- What are the views of all stakeholders?
- How does this term's evaluation feedback into the analysis of pupil's needs.
- What are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEN of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCo will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENDCo may also consider whether they need, in

collaboration with parents to apply for Statutory Assessment or EHC Needs Assessment in order to access funding from the Local Authority.

Statutory Assessment:

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision Thornhill Primary School has in place it may be necessary to consider applying to the Local Authority for a Statutory Assessment of this pupils' needs. The Local Authority must respond within 6 weeks to the request for statutory assessment with a decision whether to carry out the assessment or not. If the local authority decides to carry out a statutory assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not. Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

Education, Health and Care Plan / Statement of Special Educational Need:

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Thornhill Primary School will use all resources available to meet the needs of these individual children to the best of its ability. The Children's and Families act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENDCo and all involved parties will be invited to attend. Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENDCo will support the family in accessing the services they require.

Current Number of Pupils with SEND within the School (July 2017)

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
EHC Plans	-	-	-	1	-	1	1	-	
Statements	-	-					1	-	
SEN Support	3	8	6	8	5	7	5	7	
Total	3	8	6	9	5	8	7	7	51
DDA									

Budget Allocation

SEND funding has been allocated towards the payment for staffing for support for individual children, small group work both in and outside the classroom, and towards the purchase of resources to support the teaching and provision for children with SEND.

Attainment and Progress for Children with SEND at Thornhill Primary School

EYFS – All Children:

	PRIME LEARNING GOALS			SPECIFIC LEARNING GOALS			
	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Exp or Exc	62%	93%	86%	66%	72%	72%	66%

EYFS – Special Educational Needs and Disabilities:

	PRIME LEARNING GOALS			SPECIFIC LEARNING GOALS			
	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Making Relationships
Exp or Exc	13%	75%	75%	25%	25%	25%	13%

Year 2 Outcomes 2017

	Reading %		Writing %		Mathematics %	
	Below ARE	ARE +	Below ARE	ARE +	Below ARE	ARE +
<i>No Identified SEND (18 pupils)</i>	23%	72%	17%	83%	17%	83%
<i>SEN Support (6 pupils)</i>	17%	83%	83%	17%	50%	50%
<i>Statement/EHCP (1 pupil)</i>	0	100%	0	100%	0	100%

Year 6:

	Reading %		Writing %		Mathematics %	
	Below ARE	ARE +	Below ARE	ARE +	Below ARE	ARE +
<i>No Identified SEND (18 pupils)</i>	29%	71%	41%	59%	41%	59%
<i>SEN Support (7pupils)</i>	71%	29%	71%	29%	71%	29%
<i>Statement/EHCP</i>						

Staffing Decisions

The governing body receives termly updates regarding the deployment of staff to support children with SEND. The governing body receive a termly update regarding In Service training for staff in relation to SEND. These are through the Headteachers Report.

Partnership with External Agencies

At Thornhill Primary School we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within the school. The following agencies have supported children within school this year:

- Speech and Language Therapy (SALT)

- Educational Psychology
- Occupational Therapy
- Community Paediatricians at The Edwin Lobo Centre
- School Nursing Team
- Physiotherapy Service
- Hearing Impairment Team
- CHUMS
- Family Support Worker (in-house)
- Early Help

At Thornhill Primary School we also recognise the importance of effective transition arrangements, both from alternative pre-schools into our school, and from our school to Secondary School. We work closely with colleagues from other settings to ensure smooth transition for all SEND pupils. We ensure, where needed, additional transition arrangements are made.

Accessible Schools Plan

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff, governors, parents/carers and visitors are treated equally. Thornhill Primary School has an accessible schools statement which aims to address any issues of accessibility for our school community. Currently Houghton Regis has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for pupils through the Neighbourhood Centres and Parent Support Advisors.