



SEND Information Report

2018-2019

Thornhill Primary School is a community school catering for pupils aged between two 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'.

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 Foundation Stage 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. The school offers a wide range of extra-curricular activities across the school year as well offering a breakfast club and after school club.

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 with the class teacher, SENDCo, Head teacher and parents/carer. As part of this meeting, we would discuss the child having an Individual Education Plan (IEP). When an IEP is created, the school will share it with the parents/carers and all staff involved would sign it. All IEPs to meet individual needs are reviewed termly and new plans written on the basis of the reviews. Parent/Carers are involved in the reviewing process and can approach their child's class teacher at any time if they are worried about their child. Sometimes, other professionals from outside agencies (such as a Speech and Language

Therapist, Educational Psychologist or other relevant agency) 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 professional will be organised and parent/carers will be fully consulted at every stage.

The SENDCo keeps a record of children's IEP targets and if a child is struggling to meet their targets, additional support will be given and a child will have a Support Plan instead of an IEP. This includes information from the child and the parents/carers and expresses any concerns they have, as well as suggesting strategies of how we can support the child both at school and at home. Targets are also included which are reviewed termly. This will be discussed with the parents/carers.

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 Miss Laura Phillips (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.

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?'

- IEP/ Support plans/EHCP planning and review meetings
- 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

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 and differentiation (personalised where needed)
- Support for behaviour
- Specified and targeted interventions
- Support for health needs
- Grouping of pupils to ensure the most is achieved from the learning experience
- Specialist teaching groups
- Support for communication needs
- Visual timetables

For a full range of provisions provided for pupils please refer to the Provision Map on the school website.

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. Pupil Progress Meetings are held each half term which involve the SENDCo. Each term, we meet parent/carers and discuss the child's progress.

Support and training for school staff:

'Have any staff received specialist training in SEND?'

- ASD Awareness training (all staff)
- ASD Structuring the Unstructured and Social Stories (SENDCo, 3 teachers and 4 support staff)
- IDP: Dyslexia (all staff)
- NQT Induction and SEND (2 teachers)
- Manual Handling (3 support staff)
- Social and Communication Difficulties (SENDCo)
- Barriers in Mathematics (SENDCo)
- Chums – Emotional Wellbeing Support (SENDCo, 2 teachers and 2 support staff)
- Differentiation (all staff)
- Inclusive Environments (all staff)
- Widgit – Writing with Symbols (all staff)
- Perfect SEN Support: The Ultimate Guide for teaching Assistants (all support staff)
- SEND support and the graduated approach (all staff)
- Lift off to Language (1 teacher and 5 support staff)
- Chums – Emotional Wellbeing Support (1 support staff)

Our SENDCo, is a qualified SEN teacher and organises SEND training, calling on the services of the outside agencies or delivering in house training. We access specialist training from a range of providers and seek training for specialist needs where appropriate.

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. Access to after school clubs is provided as a right and support is given by teachers or support staff if required. 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 week 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. The Secondary Schools come in and speak to the pupils and parent/carers and will have the opportunity to attend open evenings to allow families to familiarise themselves with the new school. The SENDCo can offer advise where needed at this time. 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.

Support and training for parent/carers:

'What support and training within the school is available to parent and carers?'

- The Parent Support Worker offer a range of courses and training to meet all areas of SEND both in and out of school
- Meetings with SENDCo – loan of resources or given resources to support at home

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: thornhill@cbc.beds.sch.uk

Website: www.thornhill-primary.co.uk

Headteacher: Julia Lawson

SENDCo: Laura Phillips

SEND Governor: Tony Swain