



THURLBEAR CE VA PRIMARY SCHOOL
TAUNTON
SOMERSET
TA3 5BW

Mrs Heather Barraclough BA(Ed) Hons; MAEdHeadteacher

Tel: 01823 442277
Fax: 01823 444087

Email: office@thurlbear.somerset.sch.uk
Website: www.thurlbearprimary.co.uk

Special Educational Needs and Disability Report- 2015-16

This report aims to provide updates about Special Educational Needs and Disability (SEND) practise at Thurlbear C.E. V.A. Primary School. Our school aims to involve all pupils to access learning and achieve. We ensure that no learners are discriminated against in line with the Equality Act 2010.

SENCO- Mrs. Clarissa Turner

SEND Governor-Mrs. Christine Salter

To find out more about our SEN provision including identifying pupils with SEND, please see the link to our SEN policy and Thurlbear offer on the school website. We have also produced a Special Educational Needs and Disability parent/carer information leaflet which you can find in the reception area or ask for one at the office. See links at the end of this report.

Pupils with SEND: Identification and Assessment:

Thurlbear C.E. V.A. Primary continues to support children in all the four areas of SEN: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory, Medical and/ or Physical.

Number on roll - 210

Number of pupils on SEN Support	28 (13.3%)
Number of pupils on High Needs SEN support	6 (2.4%)
Number of pupils with an Education, Health Care Plan (previously known as a Statement)	1 (0.5%)
Total number of pupils with SEND at Thurlbear	34 (16.2%)



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From September 2014 new guidance has been produced under the **Revised Code of Practice 2014**, which sets out a new graduated approach, which focuses on pupil outcomes. This means that pupils who were on School Action and School Action Plus will now come under **one** category- **SEN Support**. These pupils will continue to be identified through the School's regular monitoring of progress through a cycle of '**Assess, Plan, Do, Review**' or by parents/carers as requiring '**additional**' support to the high quality classroom provision already delivered in class. These additional targets will be set on an Individual Education Plan and the outcomes reviewed by Mrs. Turner/Class Teacher/Outside agency and discussed with parents/carers at Parents/Carers Consultation Evenings.

Interventions at Thurlbear:

At Thurlbear pupils on **SEN support** are supported by Teaching Assistants both in and out of the classroom. Mrs. Julie Scadden delivers our KS2 Accelerad/Write programme and is piloting a **new** 'Spelling Detectives' programme for pupils with gaps in their spelling. In Key Stage 1 we run a differentiated small group phonic programme following the 'Letters and Sounds' approach to synthetic phonics. In Year 1 we have started a **new** 'Bear Necessities' Reading intervention for pupils who have struggled with phonics in reception year. All staff have received training for these programmes. Mrs. Turner reviews the effectiveness of these programmes and the progress of the pupils through a continual 4 part cycle of 'Assess, Plan, Do (teach), Review'. We also continue to run our 'Speed Up' programme for handwriting difficulties in key Stage 2 with good results in fluency and speed. Mrs. Turner and Mrs. Smalley have had Learn To Move training to run coordination groups. This year we have employed Mrs. Elysia Perry to run wave 3 Numicon maths interventions and Project X Code Reading interventions. Mrs. Turner reviews the effectiveness of these programmes and the progress of the pupils through a continual 4 part cycle of 'Assess, Plan, Do (teach), Review'.

For Wave 2 our numeracy coordinator Mrs. Lucas and Mrs. Bradford have been on Numicon training. We run extra wave 2 maths sessions in KS2 delivered by Mrs. Sally Bradford and reviewed by class teachers. Mrs. Sarah Lucas delivered Numicon training to the whole staff. Our Foundation Stage class teacher Ms Mountford and Helen Hellyer have been on Talkboost training to deliver a **new** speech and language interventions in reception, overseen by Ms. Mountford.

Outside Agencies:

We have good links with outside agencies:

- **Learning Support Service,**
- **Educational Psychology Service**
- **Integrated Therapies: Speech therapists/ Occupational therapists.**
- **Social and Emotional Behaviour Service**
- **Hearing Impairment Service**
- **CAMHS (children and Adolescent Mental Health Service)**
- **Paediatrician**
- **Physical Impairment, Medical and sensory Service**
- **Autism Outreach Team**



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- **Special Educational Needs Assisted Technology Service**
- **Social Care**
- We are happy to make referrals at any time or to support parent/carers with referrals.

Access for pupils with more Complex (High) Needs:

For those pupils with more complex needs who require full time support, we receive 'High Needs' top up funding. **The amount of top up funding has decreased over the past 2 years due to cuts and now the school has to fund the first £6,000 of the child's provision and only a top up is granted if the child meets a set of criteria.** Top up funding is not linked to Statements. These pupils may have a Statement of Educational Need. In Somerset Statements are given if pupils meet a set of criteria which requires the child to need a high level of specialist provision outside of what can be provided by a mainstream school. Parents or the School can apply for a Statement. From September 2014 under the Revised Code of Practice, Statements will be called an **Education and Health Care Plan**. They will be more Child/Family centred and focus on long term personal goals and most importantly they will cover the ages 0-25 years to support those pupils into adulthood. For those pupils with existing Statements their Statement will be transferred to the new system sometime over the next 3 years.

At Thurlbear last year, Teaching Assistants working with children with High Needs have received training to use ICT to support their child such as 'Clicker 5' and 'Communicate In Print' (symbol supported Text). These resources have been sourced to enable access to the curriculum for these pupils. They have also received training with P-level maths and we have purchased P level maths resources (P levels are used to assess pupils who have not yet reached Level 1). We have had good links with specialist outside agencies as previously mentioned. These outside agencies provide advice and training for our staff and support our staff to make adaptations to our curriculum. For example we have an adapted Talk4Writing programme for our High Needs pupils so they can access the same approach as all pupils. Teaching Assistants have had Write Dance Training to support fine and gross motor skills. We are successfully running social skills groups in KS1 and 2, which are helping pupils with social, emotional and mental health difficulties. We can also refer families to our Parent Family Support Advisor for independent advice on issues at home. This service has also been used very well to offer pupils extra pastoral arrangements for listening to their views with issues such as difficulties with friendships and this is supported by our social skills groups above. One of our Teaching assistants has attended play therapy training to offer play therapy to children with social and emotional needs. One of our High needs children has had support from the ALERT programme to help self-regulate their sensory and emotional difficulties.

Please see our SEN Policy/Local Offer on the website for our Access Plan and accessibility.

SEN training provided to staff 2015-6:

- Whole School Child Protection training.
- Safeguarding Lead Training- TA
- Whole School 'Relational Trauma and the impact on learning' training (Attachment)
- Whole School- 'Growing Successful learners' training.



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- Learn To Move, move to learn training/Refresher course- SENCo and TA.
- WriteDance training-TA.
- Talkboost training- Foundation Stage class teacher and TA.
- Play Therapy training-TA
- Numicon Training-Whole School
- Spelling Detectives Training- SENCo and TA
- Diabetes Training - Named staff
- Deaf Awareness Training- named TAs and Teaching Staff
- Working with pupils who require personal and intimate care Training- 2 TAs.
- Designated Teacher for Children in Care Meeting-updates on policy and practice-SENCo
- Ongoing Outside Agency training for Teaching Assistants working with pupils with individual programmes e.g. speech and language/occupational therapy programmes etc.
- Clarissa Turner regularly attends SENCo support groups to keep up-to-date with new SEN initiatives and policy.

How effective has the provision for pupils with SEN been?

The proportion of pupil on SEN Support achieving or surpassing level 4 in Key Stage 2 SATs in year 6 in 2015 was above the national figure in all subjects. The performance of pupils on SEN support from Key stage 1 to key stage 2 (value added progress from KS1 to KS2) was significantly above the national average in line with all pupils in year 6. Progress was particularly significant in Reading and Mathematics. Pupils on P-Levels have also made good progress last year. Pupils continue to make good progress with their individual learning outcomes through targeted interventions and outside specialist support above.

Our Accelerated/Write programme continues to accelerate reading and spelling ages. The new Numicon and Project X Code programmes are showing very good initial results with pupils gaining up to 2 and a half years in reading age in 5 months and on Numicon moving from 70% to 94% competency in 5 months including pupil premium children. This has been supported by whole school Numicon training so that the Numicon approach can be used by all pupils. Our Speed Up programme is improving individual pupils' handwriting speed and fluency. Our 'Bear Necessities' programme is improving pupils' ability to decode using their phonics in Year 1, 2 and 3 with improving results with the KS1 phonics test.

Transition:

In 2016 we have 19 children transferring to Bishop Fox's our catchment school, 6 children transferring to Heathfield Community School, and 1 child transferring to Holyrood Academy, and 1 child to The Mendip School, 3 children to the Castle School. Extra visits are offered for pupils with SEND if needed and the SENCo of both schools hand over information and plan transition. Please see our SEN policy for more information.

Governors:

- The SEN Governor Mrs. Christine Salter regularly visited the school throughout the year and set up a visit for the SENCo and TA to visit the Selworthy Resource Centre.



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- The SENCo and SEND governor have attended the SENCO/Governor Conference to keep up-to-date with SEN practice and policy.
- The SEND Governor ensures the regular review of the SEND policy.
- The SEND Governor reports back to the full governing body.

Parental/Pupil involvement:

Parents/carers are always informed if their child requires SEND support and/or specialist outside agency support and they can discuss any concerns at any time with the SENCo/Class Teacher and at the designated parent/carers evenings twice a year to review progress. Parent/Carers and pupils have the opportunity to comment on the Individual Education Plans (IEPs). Pupils are able to comment on their annual reports, their IEPs and make their contribution at Annual Reviews. This year we have produced a **Special Educational Needs and Disability Parent/Carer Information Leaflet** which you can find in the reception area or ask for one at the office. This gives a summary of our Thurlbear Offer and some useful links and websites for further information and independent advice for parents/carers.

Complaints procedures:

Any complaints regarding SEN provision should initially be discussed with the class teacher and / or the SENCO. If this fails to provide a satisfactory answer the issue should then be raised with the Head Teacher, Heather Barraclough. Ultimately complaints should be addressed to the Governing Body.

Admission Arrangements:

The school's admissions policy gives priority to children who may have particular physical, social or emotional needs, if it can be proved that Thurlbear's provision would have a beneficial effect on these. The admission of pupils with special educational needs differs only in the preparation and support given to staff and each potential pupil.

Prior to admission all parents and children visit the school and parents/carers are encouraged to voice any concerns they might have about their child's integration into school.

Our current admissions form request that parents or carers state any special needs that their child has.

The Thurlbear Local Offer can be found on the school website under 'Our School'-Thurlbear Offer. The SEND policy can be found on the school website.



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