

THURLBEAR CHURCH OF ENGLAND VA PRIMARY SCHOOL- SEND Information Report

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| Type of school: | Maintained and voluntary aided |
| Specialist provision on site: | None |

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

| School based Information | Staff | Summary of Responsibilities |
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| Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)? | The Special Educational Needs Co-ordinator (SENCo), Mrs Claire Sweeney. | <p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special Educational Needs (SEN) and developing the school's policy to make sure all children get a consistent, high quality response to meet their needs in school. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning. • Kept informed about the support your child is getting. • Involved in reviewing how they are doing. • Part of planning ahead for them. • Liaising with all other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc... |

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| | SEN Governor, Mrs. Christine Salter | <p>teachers but is still responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> • He must make sure that the governing body is kept up to date about any issues in the school relating to SEN. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any children who attend the school who has SEN. |
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Staff who will visit the school from outside agencies such as the Speech and Language Therapy Service etc.

| | Types of support provided also showing the stage of the code of practice (the document that schools use to plan their SEN input) children will be at when receiving this input. | What would this mean for your child? | Who can get this kind of support? |
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| What are the | Wave 1 -Class Teacher input via excellent | <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible | All children in |

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| <p>different types of support available for children with SEN in this school? How is this evaluated?</p> | <p>targeted classroom teaching also known as Quality First Teaching</p> | <p>expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. • Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn. | <p>school should be getting this as part of excellent classroom practice when needed.</p> |
| | <p>Wave 2-Additional interventions to enable children to work at age related expectations. (The code of practice states that all children may need additional support at some point in their school career but this does not necessarily mean that a child has SEND).</p> <p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a Teaching Assistant who has training to run these groups. | <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/She will plan group sessions for your child with targets to help your child to make more progress. • A learning support assistant may run these small group sessions using the teacher's plans. • These groups may be maths groups, handwriting groups or spelling groups etc. | <p>Children who have been identified by the class teacher as needing some extra support in class to close any gaps in learning.</p> |
| | <p>SEN Support-Wave 3 Children may need support in any of the 4 main areas of SEND: Cognition and Learning, Social/Emotional and Mental Health (SEMH), Physical/Sensory/Medical</p> | <ul style="list-style-type: none"> • The class teacher or you would have raised concerns to the SENCo and a meeting would take place to discuss your child's progress and plan ways forward instead of or in addition to the excellent teaching and intervention groups above. | <p>Children with specific barriers to learning that cannot be overcome through quality</p> |

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| | <p>and Speech Language and Communication.</p> <p>The class teacher/SENCo or the parent/carer will have raised your child as needing more specialist/ 1:1 support with their learning / emotional /social or physical needs etc.</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Specific individual learning programmes in school. • Local Authority central services such as the Learning Support service, Educational Psychology Service, ASD Outreach Team or Sensory Service (for students with a hearing or visual need) etc. • Outside Agencies such as the Speech and Language Therapy Service /Occupational Therapy etc. | <ul style="list-style-type: none"> • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist/Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ol style="list-style-type: none"> 1. Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. 2. Support to set targets based on their specific expertise. 3. A group run by school staff under the guidance of the outside professional e.g. a social skills group/fine motor programme (Speed Up) etc. 4. A group or individual work with an outside professional e.g. Occupational Therapy/Co-ordination group. • The school may suggest that your child needs some agreed individual/group support in school. They will tell you how the support will be used, what strategies | <p>first teaching and intervention groups.</p> |
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| | | <p>/resources will be used and what the targets and desired outcomes from the support will be. These will be written on an Individual Education Plan and reviewed termly.</p> <ul style="list-style-type: none"> • Some pupils will need a high level of 1:1 support throughout the day and the SENCo may apply for 'High Needs' funding. | |
| | <p>Specified Individual support: This is usually provided via a Statement of Educational Need or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher / SENCo/Outside Agency as needing a particularly high level of individual or small group teaching throughout the day which cannot be provided from the budget available to the school.</p> <p>Usually your child would need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Learning Support service, Educational Psychology Service, ASD Outreach Team or Sensory Service (for students with a hearing or visual need) etc. • Outside Agencies such as the | <ul style="list-style-type: none"> • The School or you as parent/carers can request that the Local Authority carry out a statutory assessment of your child's needs. • The Local Authority must decide whether an assessment of education, health and care needs is required and prepare an Education, Health and Care plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. • The plan will focus on the outcomes the child seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child's needs. • EHC plans will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of the decision-making. • EHC plans must be reviewed annually and outcomes monitored and evaluated. | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Require a significant amount of support in school. |

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| | Speech and Language Therapy Service /Occupational Therapy etc. | | |
| How can I let the school know I am concerned about my child's progress in school? | <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Class teacher in the first instance. They will be able to suggest ways to help your child with additional support within class. • Your class teacher may also suggest a meeting with the SENCo, Claire Sweeney. The SENCo may be able to provide further support if strategies and interventions in class have not worked or suggest a referral to a specialist. • If you are not happy that your concerns are being managed then you should speak to the SENCo or to the Head Teacher. | | |
| How will the school let me know if they have any concerns about my child's learning in school? How is the effectiveness of SEND evaluated? | <ul style="list-style-type: none"> • Class Teachers and the Senior Leadership Team meet regularly to review the progress of ALL pupils. Pupils are raised if they are not making progress and targeted for additional support, which may be only at class level at first. • IEP outcomes are regularly reviewed and new ones set when met even if before the review date so that pupil's learning can move forward at a good pace. Parent/carers receive IEPs in September and February. • At Thurlbear there are half termly reports to parent/carers in the Autumn and Spring Terms and then subsequent Parent's/Carer's Evenings to discuss any concerns that have been raised. The SENCo endeavours to speak to parent/carers at Parent/carers evenings. The Class Teacher may raise concerns with parent/carers at any time however, and request a meeting: <ul style="list-style-type: none"> ◦ To listen to any concerns you may have too ◦ To plan additional support your child may receive ◦ To discuss with you any referrals to outside professionals to support your child's learning. • Annual reports are sent out at the end of the Summer Term. | | |

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| <p>How is extra support allocated to children and how do they move between the different levels?</p> | <ul style="list-style-type: none"> • The school budget, received from Somerset LA, includes money for supporting children with SEN. • The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ◦ the children getting extra support already ◦ the children needing extra support ◦ the children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. Specialist equipment can be loaned from our specialist outside agencies as recommended by them. | |
| <p>Who are the other people providing services to children with an SEN in this school?</p> | <p>A. Directly funded by the school</p> | <ul style="list-style-type: none"> • SENCo • Learning Support Assistants both in class and for additional intervention groups. • PFSA-pastoral support. |
| | <p>B. Local Authority Staff</p> | <ul style="list-style-type: none"> • Educational Psychology Service • Learning Support Service • Speech, Language, Communication and Autism Team • ASD Outreach Team • Physical Impairment, Medical and Sensory Service • Special Educational Needs Assisted Technology Service • Traveller Education Service • EAL Service • Virtual School For Looked After Children • Social, emotional and Behaviour Support Team |
| | <p>C. Health Service</p> | <ul style="list-style-type: none"> • Occupational Therapy • Speech and Language Therapy • Child and Adolescent Mental Health Service (CAMHS) |

How are the teachers in school supported to work with children with an SEND and what training do they have?

- The SENCo's job is to support the teacher's in planning for children with SEN. This may also be through referring to specialist outside expertise.
- The SENCo has completed the Postgraduate National Award for SEN Coordination.
- The SENCo has trained a Teaching Assistant to run an individual phonic intervention for Reading and Spelling difficulties (Dyslexia) in Key Stage 2.
- Thurlbear have run in house whole school training on Letters and Sounds and phonics to support Teacher's phonic knowledge.
- Thurlbear has adopted a whole school 'Talk For Writing' approach to literacy, which uses a variety of learning methods including visual/kinaesthetic story mapping and breaking down stories into smaller parts. This has been adapted for pupils with SEND.
- Staff have had whole school Numicon training which supports a multi-sensory approach to learning maths which benefits **all** pupils but especially pupils with SEND.
- Teachers also receive specific advice from outside agencies that come in to work with individual pupils such as Speech therapists, Occupational therapists, Medical and Hearing Impairment Teams and the Autism and Communication Team etc. These specialists have also trained Teaching Assistants to run specific interventions such as social skills, Coordination and movement, handwriting groups.
- Thurlbear uses the STC approach (Somerset Total Communication) and 2 members of staff are trained to use signing and visual resources/symbol supported text and alternative methods of recording to aid those pupils who have difficulty accessing the curriculum.
- Teaching Assistants have had training on the use of ICT programmes to aid pupils who require alternative methods of recording their work.
- The SENCo has had P-Level assessment training to assess the levels of pupils who have not yet reached the National Curriculum expectations at the end of reception. Relevant staff have had P-Scale maths training.
- Thurlbear has received whole school 'Self-Awareness' and 'Relational Trauma and the impact on learning' Training to support pupils with social, emotional and mental health difficulties. We run social skills groups in KS1 and KS2. We have access to a PFSA (Parent Family Support Advisor) who can offer counselling.
- The staff receive regular First Aid training and Child protection training.
- Named staff have also had training in medical interventions such as for Diabetes, toileting, hearing impairments etc.

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| <p>How will the teaching be adapted for my child with learning needs (SEN)?</p> | <ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • As stated above, Teaching Assistants have had specific training for individual pupils' needs from outside agencies or from the SENCo. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and Teaching will be adapted on a daily basis if needed to meet your child's needs. |
| <p>How will we measure the progress of your child in school?</p> | <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers through a continual cycle of 'Assessing, planning, teaching and reviewing'. • If your child has not reached the expected early learning goals in reception, they will be assessed using another scale of levels that assess attainment up to Year 1. These are called 'P' Levels. • At the end of Key Stage 1 and 2 (Year 2 and Year 6) we are required to report Reading, Writing, Maths and Spelling and Grammar age related expectations for your child's year group. This is something the government requires all schools to do and the results are published nationally. • Children at SEN support will have an IEP (Individual Education Plan), which will be reviewed termly in school and issued to parent/carers in September and February before discussion at Parent/Carer's Evenings. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all those involved with your child's education and health care. • The SENCo will also check that your child is making good progress within any individual/group interventions she oversees. |

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| <p>What support do we have for you as a parent/carer of a child with an SEN? How can my child make their views heard?</p> | <ul style="list-style-type: none"> • 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 this report and some useful links and websites for further information and independent advice for parents/carers. • We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCo is available to meet with you to discuss your child's progress or any concerns that you have. Please make an appointment with the school office. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • The SENCo and Teachers/Teaching Assistants on-going monitoring processes review IEPs continually. The SENCo is informed of progress made and new targets/outcomes are agreed and changed accordingly as an on-going 'Assess, Plan, Teach, Review' cycle to move your child forward. Parent/carers and pupils have the opportunity to comment on their IEPs. • Homework will be adjusted as needed to your child's individual needs. • Pupils on High Needs Funding have a pupil passport that can be shared with all relevant staff and with new staff to give information about them. They can give their views on their learning and what works best for them. • These pupils also give their views at Annual reviews. |
| <p>How have we made this school accessible to children with SEN? (including after school clubs etc..)</p> | <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We provide ICT/symbol supported text and alternative methods of recording to those pupils who have difficulty accessing the curriculum e.g. through handwriting. • The school has no Special Units, but is sympathetic to every child's individual needs and would seek to provide the necessary learning environment within the constraints of the budget and the building. The new school hall and classrooms have wheelchair access and accessible toilets are available. • The School is part of the 'Somerset Total Communication' approach to support pupils with barriers to their communication. • Parent/Carers are encouraged to offer their support in class and school trips and extra-curricular activities. • We seek to include all children in all activities within school in line with school policies. |

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| <p>What are the arrangements for making a complaint?</p> | <p>Complaints procedures:</p> <ul style="list-style-type: none"> 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 Acting Head Teacher, Steve Gillan. Ultimately complaints should be addressed to the Governing Body. |
| <p>How will we support your child when they are leaving this school? OR moving to another year?</p> | <p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> If your child is moving to another school: <ol style="list-style-type: none"> We will make sure that all records about your child are passed on as soon as possible. We may contact the school to ensure they know about any special arrangements or Support they will need to make for your child. When moving from Year 6 to Secondary School <ol style="list-style-type: none"> The catchment school for Thurlbear Primary is Bishop Fox's. Some children also move on to other school's such as Heathfield Community School. The SENCo from Bishop Fox's invites all primary SENCos to a transition meeting where we can discuss individual pupil's needs and pass on records and information. Bishop Fox's and Heathfield also run extra visits for those pupils with SEN. Whichever school your child transfers to we will have a close liaison with that school to discuss transition. For pupils with an EHC Plan a Transition Annual Review will be planned for the Autumn Term of Year 6 to arrange any additional transition visits. There may be further meetings planned as an outcome of the Annual Review to allow parent/carers/child to meet with staff from the receiving school. |

How can I find out more information about Somerset's Special Educational Need and Disability information and services?

- Go to : www.somersetchoices.org.uk