



THURLBEAR CE VA PRIMARY SCHOOL
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Special Educational Needs and Disability Report- 2016-17

This report aims to provide updates about Special Educational Needs and Disability (SEND) practise at Thurlbear C.E. V.A. Primary School. Mrs Clarissa Turner (SENCo) left Thurlbear Primary School at the end of the October half term and Mrs Claire Sweeney joined Thurlbear Primary School from November on one day a week. This was extended to two days a week in January 2017. The school's Sen Governor is Mrs Christine Salter.

Pupils with SEND: Identification and Assessment:

Thurlbear Primary follows a graduated response to identifying and supporting pupils with SEN. 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. The table below shows the number of pupils on the SEN support register in July.

Number on roll – 210

Number of pupils on SEN Support	23 (10.9%)
Number of pupils on High Needs SEN support	6 (2.8%)
Number of pupils with an Education, Health Care Plan (previously known as a Statement)	0
Total number of pupils with SEND at Thurlbear	29 (13.8%)

The support for these pupils is recorded on a SEN support plan (IEP) which have be redesigned to be more parent and child friendly. They clearly state the support given by the school and by whom and how often this will happen and they give clear guidance for parents on how they can support and they are also shared with the child. These are then shared with parents at parents evening and put inside the child's Learning Journey. 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.

The County Council has set out its Core Standards for SEND that it expects all schools to provide. The Core Standards are designed to make sure that all education settings comply with updated legislation from the Code of Practice 0-25 years 2015. They make it clear what to expect in terms of SEND identification and provision for a range of stakeholders including school staff, parents and professionals. Mrs Claire Sweeney and Christine Salter attended



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the SEN governor conference where the Core Standards were introduced. Mrs Claire Sweeney has shared this information with teaching staff and will be training the TAs in the Autumn Term. There have a number of parent workshops which have been advertised in the school newsletter for parents. Mrs Claire Sweeney will also hold a meeting to share with parents in the Autumn term.

The school is assigned Learning Support Hours from the Learning Support Service. As these are now allocated and as a school we only receive 17 hours which needs to include SEN consultation twice a year which takes up 2 hours. To assess, write a report and feedback to staff and parents takes roughly seven hours per child. This therefore uses a huge amount of our allocation time. The school therefore has invested in some assessments and training so Mrs Sweeney can carry out as many assessments as possible before calling upon the outside service. We have purchased the British Vocabulary Scale Edition three so I can assess a child's receptive language therefore what they can access within the classroom. We have purchased the Single Word Spelling Assessment so we can track the progress of spelling across the school. We have also purchased the Dyslexia Portfolio so we can screen for processing or working memory difficulties. Mrs Sweeney has also attended the introduction to Diagnostic Assessment Course and the follow up training so she can analyse the data from these assessments. This means we can achieve more assessments and identification of need within school and then call upon our Learning Support hours when really needed. This has been particularly useful in monitoring children who have been below age related for a period of time and trying to find out their barriers to learning.

Interventions at Thurlbear:

At Thurlbear Primary pupils on the Sen Support register are supported by a number of interventions. These interventions and their successes are recorded below:

Talkboost:

Talkboost is a Wave 2 intervention used in Foundation stage to support children with closing the gap within language and communication difficulties. Mrs Mountford has used this intervention within the Foundation Stage for 12 pupils this year and the results have been successful. Twenty Seven children out of thirty (90%) have achieved Good levels of development. We hope to expand the use of Talkboost across to Year 1 and Year 2 in the following year.

Bear Necessities:

We have continued to use the Bear Necessities Programme in Year 1 and Year 2 or pupils who have struggled with Phonics and reading. This has had impact on the phonics screen test for Year 1 with 93% of children passing and it having impact on progress for other children. In year 2 90% of children have met the expected standard in reading.

Individual Literacy Intervention:

We have trained two TAs this year in Individual Literacy and although in its infancy it has had positive impact on reading and spelling progress for the pupils we tried:

We have learnt some important lessons around timetabling, resourcing and will repeat in the autumn term. We have also had success with other interventions such as Speed up for children with handwriting difficulties resulting in good results in fluency and speed, Spelling detectives resulting in progress in spelling and good outcomes in Year 6 Spelling, punctuation and Grammar tests. Mrs Sweeney monitors the progress of these pupils as part of our pupil progress meetings following an Assess, Plan, Do, Review Process.



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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**
- **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 additional support or resources we receive 'High Needs' top up funding. This year we completed three High Needs Funding applications and all were successful. We currently have 6 pupils receiving Top up Funding. We do not currently have any pupils with an EHC plan.

Mrs Sweeney has attended training in the Summer Term as in the autumn all pupils with High Needs Top Up Funds will move across to the new banded system introduced by the Local Authority in the Autumn Term if they meet the new criteria. The allocation of Top Ups will then align with the EHC plan process. This has been piloted by primary, secondary, special schools and colleges across Somerset and has been successful. Once existing pupils with High Needs Funding are carried into the new system new applications will be considered in January. After, March a school will then be able to apply for funding for a pupil at any time if they meet the criteria rather than the old system of certain times of the year. This should be more supportive to schools.

SEN training provided to staff 2016-17

- Whole School Safeguarding Training including Governors.
- Asking Effective Questions- TAs.
- Working With children with learning Difficulties- TA
- Spelling Detectives Training- TA.
- English as an Additional Language Training- TA
- Individual Literacy Intervention- x2 TA.
- Diabetes Training – Named staff
- Deaf Awareness Training- named TAs and Teaching Staff
- Introduction To Diagnostic Assessment Training- SENCO



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- Diagnostic Assessment; Confidence in your tests- SENCO.
- Core Standards Training- SENCO.
- SEN / Governor Conference- SENCO/ SEN Governor.
- Dyslexia: Identifying and dealing with the Barriers to Learning- SENCO.
- Twilight Training All Teaching Staff- Core Standards.
- Twilight Training All Teaching Staff- Code of Practice.
- Twilight Training All Teaching Staff- Building a provision map.
- Working with pupils who require personal and intimate care Training- TA.
- 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.
- Claire Sweeney 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 Age Related Expectations in all areas was 60%. The proportion of pupils on the SEN Support achieving Age Related in Reading was 70% with 10% exceeding expectations. 80% of SEN Support pupils achieved ARE in writing and 90% achieved ARE in Maths. We are delighted with all the results of our pupils and this should help their transition and readiness for Secondary Education.

Transition:

In 2016 we have 27 children transferring to Bishop Fox's our catchment school, 2 children transferring to Heathfield Community School. We have 1 pupil transferring to Wellington 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 has termly meetings with Mrs Sweeney.
- 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



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make their contribution at Annual Reviews. As Mrs Sweeney started she sent out a parental questionnaire to all parents with children on the SEN Support Register. These can be found on the SEND information page on the school website. Parents have expressed a wish for parent meet ups which will start in September 2017. See the SEND page for details.

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, Mr Steve Gillan. 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.

If required we will organise a School Entry Meeting for you child which will involve everyone involved getting together to help plan for the transition into our school.



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