



Thornaby Church of England Primary School



SEN Information Report
Review Date - October 2018

With God's help we work together to enrich learning, enhance life, to build a future of hope for everyone.

School Core Offer

We offer a wide range of support and services to all our pupils to enhance their learning.

These include:

- High quality teaching.
- A continuous cycle of assessment, planning and teaching, which takes into account the wide range of abilities. Learning styles and interests of children. The majority of children will learn and progress within these arrangements.
- Pastoral Support.
- Individualised support as needed for behaviour and/or learning.
- A range of ICT programs to support children at home and school.
- Practical aids for learning e.g. 100 squares, number lines, accessible reading material suitable to age.
- Concrete apparatus to support kinaesthetic learners.
- Frequent repetition and reinforcement of teaching.
- Structured and supported indoor and outdoor playtimes if needed.

Contact Details

Head teacher: Mrs E Hughes-Narborough.

Deputy Head teacher/SENCO: Mrs A. Metcalfe

SEND Governor: Mrs C. Reed

Contact Details: Thornaby Church of England Primary School
Baysdale Road
Thornaby-on-Tees
Stockton-on-Tees TS17 9DB

Telephone: 01642 763060

Email: thornabyce.school@stockton.gov.uk Website:

<http://www.sbcschools.org.uk/thornaby>

SEN Diass LA Parent Partnership Officer: Caroline Fell 01642 527109

- Pupils with SEND are identified through gathering a wide range of information from parents, teachers, support staff and external agencies. Progress is carefully monitored. Teachers assess and record data half termly enabling them to identify any possible difficulties quickly.
- School informs parents when special needs are first identified.
- Parents with concern about their child's SEND should contact their child's class teacher in the first instance. The teacher responsible for SEND across the school (SENCO) is Mrs. A Metcalfe. She can be contacted via the school office on 01642 763060.
- Children are involved in setting their own targets half termly with their class teacher through our Assertive Mentoring Programme.
- School will apply for and arrange any additional access SEND children need for formal tests.
- Pastoral support is offered to all pupils.

[More information](#)

- The class teacher will assess and monitor progress every half term. Progress and targets are discussed with pupils half termly during Assertive Mentoring Interviews. Copies of targets are sent home to parents and carers.
- All interventions are evaluated half termly and adjusted according to the child's ongoing needs.
- Details of our SEND policy are available on the school website. <http://www.sbcschools.org.uk/thornaby> or by clicking on the hyperlink below: <http://www.thornabyce.org.uk/wp-content/uploads/2017/09/SEND-Policy-2017.pdf>
- Caroline Fell is the LA Parent Partnership Officer. She can help parents with advice and support on SEND issues. She can be contacted on 01642 527109.

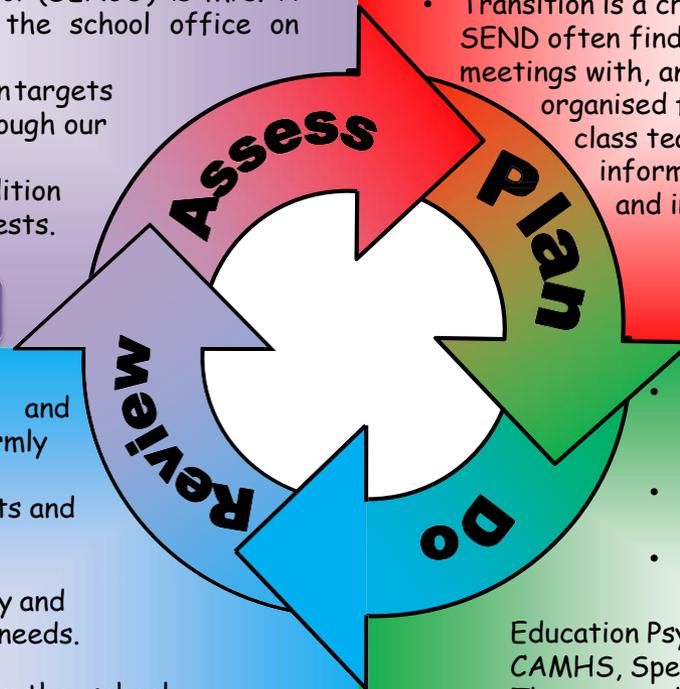
[More information](#)

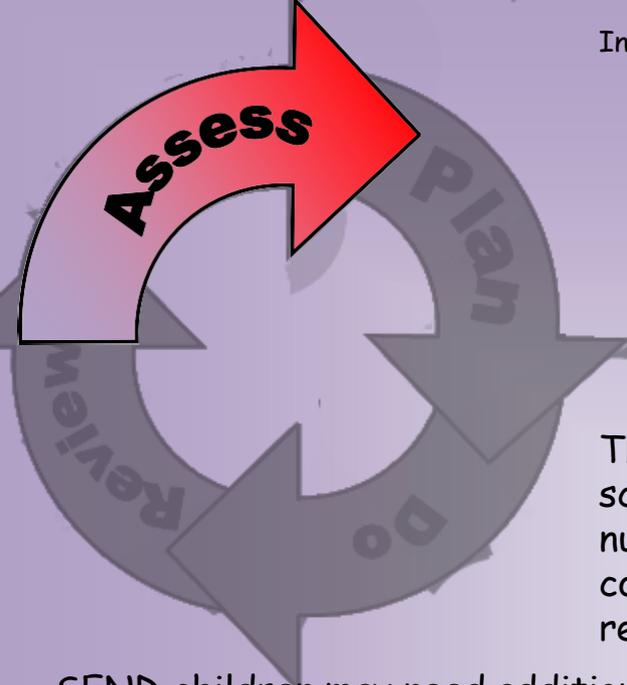
- The needs of the majority of children with SEND will be met within the classroom through differentiation and support from a range of staff. Some children may work in smaller groups or individually.
- The SENCO attends regular SEND training to keep up to date with current SENCO information and to ensure staff are aware of developments.
- Outside agencies work closely with staff to offer specialist advice and support.
- Transition is a crucial time for all children. Children with SEND often find this time particularly difficult. Extra meetings with, and visits to, the receiving school are organised for SEND pupils. Meetings between the class teacher and receiving school are held to share information about the child and their specific and individual needs.

[More information](#)

- SEND provision will be provided in class and small groups as well as 1:1 depending upon the child's needs.
- The class teacher will remain the lead professional for SEND pupils.
- We use a range of services to provide for and support our pupils. These include Education Psychologist, Specialist Learning Teacher, CAMHS, Speech and Language Therapy, Occupational Therapy, and Behaviour Support
- Parents and carers will be kept informed through consultations and reviews. Parents may also see the child's teacher or SENCO at any time by appointment.
- We aim to develop a close relationship with parents and carers of all our pupils but recognise that this is particularly important where a child has SEND.

[More information](#)





In line with the SEN Code of Practice we take a cyclical approach to SEN support

Assess - the child's needs are identified.

Plan - short term achievable but challenging targets are agreed with the child. A copy of these targets are given to parents..

DO - strategies or specific interventions are planned to help the child achieve targets.

Review - The impact of the intervention is evaluated and the child 's progress towards targets is assessed.

The special education needs of the majority of children in our school is met effectively through SEN support. However in a small number of cases, where the child remains a significant cause for concern, an assessment for an **Educational Health Care Plan** can be requested by school, parents or an outside agency.

SEND children may need additional arrangements so they can take part in formal assessments, including end of key stage 2 tests. This may include additional time; modified large print, braille, enhanced diagrams, apparatus, coloured overlays, a reader, scribe or compensatory marks for children who have a profound hearing impairment. These arrangements will be part of the child's normal classroom practice.

- Any concern about SEND provision should be raised initially with the class teacher or SENCO. Should there be further difficulties parents/carers should contact the Head teacher. Click [here](#) to view our complaints procedure.
- The SEN Diass Parent Partnership Officer is Caroline Fell. She can help parents with advice and support on SEND issues. She can be contacted on 01642 527109
- Link to the SEN Code of Practice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.PDF

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)

The SEND Code of Practice recognises that children's needs and requirements fall into four broad areas.

Click on the boxes on the left to find out more about how we meet these needs.



Thornaby Church of England Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

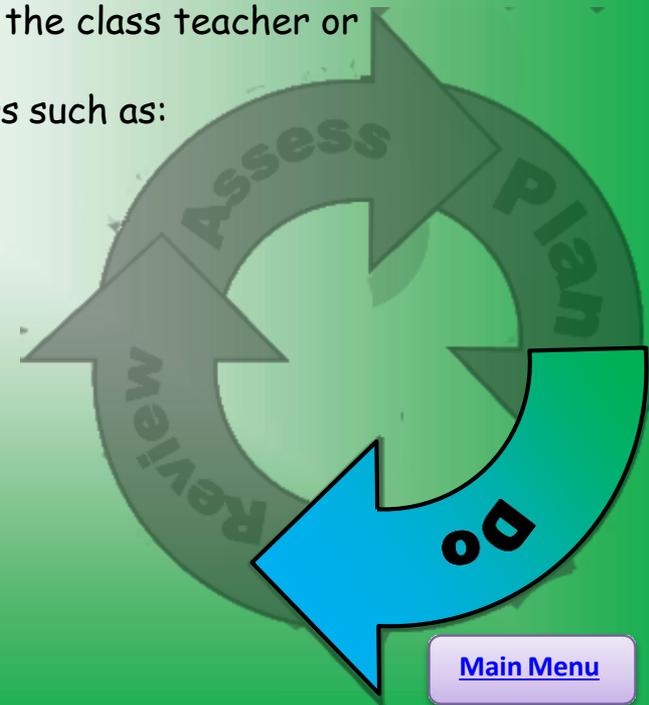
We aim for all children to have the opportunity to achieve their full potential and to become confident individuals.

In providing for children identified as having special educational needs at Thornaby Church of England Primary School we aim to:

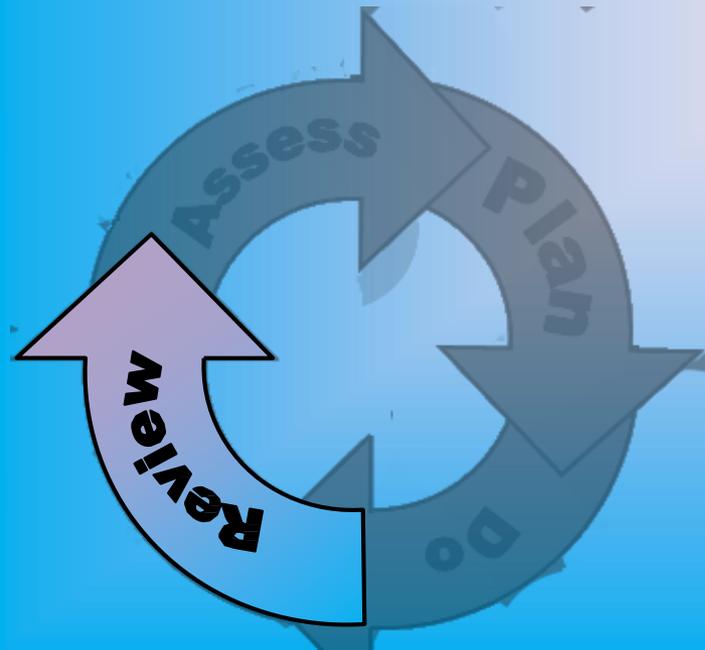
- Ensure that all pupils are valued equally.
- Have high expectations of all our pupils.
- Promote a positive self image of all children in our school.
- Ensure that all children regardless of SEN or disability, are able to join in with the activities of the school, so far as reasonably possible.
- Ensure that classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make progress.
- Encourage pupils to be self-motivated, confident and positive in their approach to overcoming difficulties.
- Regularly review and evaluate children's progress and to work in close partnership with parents/carers and children.
- Ensure that special educational needs are identified and assessed as early as possible/

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- When a pupil has been identified with Special Educational Needs, the class teacher will ensure, through quality teaching, that their needs are met and they can access the curriculum more easily.
- The curriculum is differentiated to ensure the special needs of all children are met. Adaptations are made to teaching and learning styles to suit all children. Lessons are observed and work sampled.
- We aim to be creative and respond to the needs of individual children.
- Teachers or Teaching Assistants may be allocated time to work with a pupil on a 1:1 or in a small group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, easy to use scissors, coloured overlays, coloured 'white boards' etc.
- Adjustments are made to secure access to activities such as trips, visits and enrichment activities according to need e.g. 1:1 teaching assistant supporting a child on a visit. Parents/carers are encouraged to discuss their child's needs with the class teacher or group leader.
- We have commissioned a range of services from external providers such as:
 - Alliance Counselling,
 - Speech and Language Therapy,
 - Engagement and Learning Team,
 - Educational psychologist,
 - CAHMS,
 - Visual impaired service,
 - Hearing impaired service,
 - School nurse,
 - Eastern Ravens.



- Rigorous monitoring and assessment of pupil progress is continuous throughout the year.
- Pupils are informed of their ongoing progress against targets and fully involved in the setting of the next targets. This is carried out half termly.
- New targets are shared with parents/carers every half term.
- All intervention strategies are evaluated every half term, looking at the successes and barriers to learning for each individual child.
- Children who have statements of SEND or Educational Health Care Plans (EHC) will be formally reviewed at least annually to discuss progress made towards the objectives and to consider the educational provision outlined in the statement or EHC plan. These reviews are arranged by the school and involve all personnel concerned with the child; parents, LA representatives, teachers, support assistants and support services with ongoing involvement. Whenever possible children's views are sought as part of the annual review process and if appropriate, the child may be invited to attend the Annual Review Meeting.



Communication and Interaction

Communication and Interaction.

Children with speech, language and communication needs have difficulty in understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

Adaptations to the curriculum and learning environment can be made to suit the individual needs of children with Communication and Interaction Difficulties. These may include:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care and flexible thinking.
- Enhanced access to visual approach e.g. visual timetable, behavioural cues etc.
- Flexible approach to timetable.
- Enhanced access to additional aids.
- Access to technology.
- Modifications to lunch and/or break times.
- Structured and supported indoor and outdoor playtimes.
- Explicit teaching of generalising skills from one context to another.
- Mentoring and/or buddy systems.
- Alternate curriculum opportunities.
- Careful planning of transition for moving year groups and across key stages.



Cognition and Learning

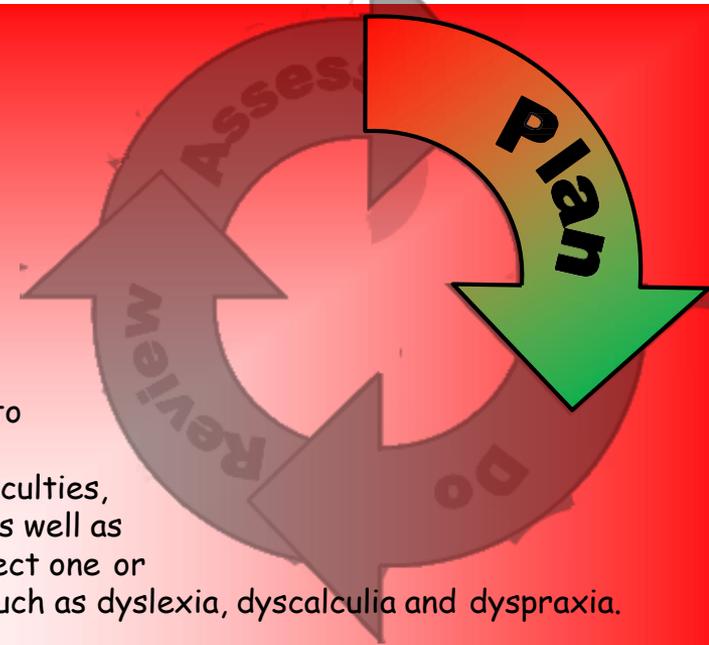
Cognition and Learning.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, (where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,) through to profound and multiple learning difficulties, (where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.) Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Adaptations to the curriculum and learning environment can be made to suit the individual needs of children with Cognition and Learning Difficulties. These may include:

- Regular individually focused interventions.
- Increased access to small group support.
- Practical aids for learning, e.g. hundred squares, number lines, pictures, photos. Accessible reading material suited to age etc.
- Flexible groupings.
- Increased access to ICT.
- Frequent repetition and reinforcement.
- Lexia
- Word Shark
- Number Shark
- Units of Sound
- Alphabet Arc
- Memory Magic
- Project X Code
- Mathletics
- Numicon
- Stride Ahead



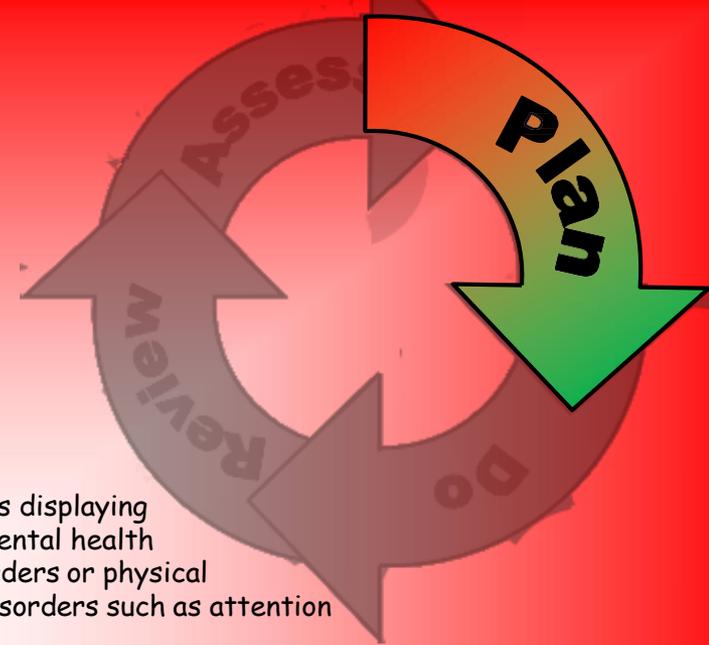
Social, Emotional and Mental Health Difficulties

Social, Emotional and Mental Health Difficulties.

Social and emotional difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Adaptations to the curriculum and learning environment can be made to suit the individual needs of children with Social, Emotional and Mental Health Difficulties. These may include:

- Structured and supported indoor and outdoor playtimes.
- Access to time out and/or individual work areas.
- Individualised rewards system and structured behaviour programmes.
- Access to counselling services.
- Increased access to additional adults in classroom.
- Alternative curriculum opportunities.
- Access to Daisy Chain, Forget Me Not and Behaviour Support.
- Staff trained in Team Teach.
- Visual aids such as visual timetable to support children who benefit from structure and routine.
- Opportunities to develop social and emotional aspects of learning.
- Transition planning for moving year groups and across key stages.
- Pupil Mentor.





Sensory and/or Physical Needs

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with visual impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning. Children and young people with a multi-sensory impairment have a combination of vision and hearing difficulties. Some children and young people with a physical difficulty require additional ongoing support and equipment to access all opportunities available to their peers.

Adaptations to the curriculum and learning environment can be made to suit the individual needs of children with Sensory and/or Physical Needs. These may include:

- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Access to support for personal care.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists and Speech and Language.
- Physical aids to support access e.g. large print materials, wedge cushions to aid sitting etc.
- Adapted curriculum to enable full access e.g. laptops, ipad, word recognition software, modified PE curriculum.
- Small group support to develop gross and fine motor skills.
- Disabled parking space.
- Double entrance front doors.
- Toilets adapted for disabled users throughout school.

SEND Thornaby C of E School Offer

Admission arrangements for all children including those with SEND.

Children are admitted if they live within the school admission zone and there are spaces available. Children outside the admission zone are admitted on parental request if the year group has not exceeded the statutory number.

Children wishing to transfer from a neighbouring school are directed to the admissions section of the LA.

School will take all reasonable steps to ensure that:

“They are not placed at a substantial disadvantage to those who are not disabled”

(Disability Act 2001)

The school SEND policy can be found on our school website

<http://www.sbcschools.org.uk/thornaby>