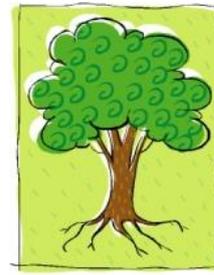


Thornley Primary School



Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the LOCAL OFFER.

At Thornley Primary School we are committed to the equal inclusion of all children in all areas of primary school life. We recognise the diverse and individual needs of all of our children and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

SEND Information Report

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs.

At Thornley Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Statement of Intent for Supporting Equality

At Thornley Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.

- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school
- Thornley Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

It is important that you are open and honest and work in partnership with us.

How does Thornley Primary School know if children need extra help?

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment/observation). Other methods used by teachers to identify pupils with SEN are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against English and maths targets
- Performance against National Curriculum expectations
- Standardised screening or assessment tasks (eg Reading Tests, GTR Comprehension test, Language Link, Speech Link and Read, Write Inc.)
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments in Years 1 and 3 to 5.

Children who are not making expected progress are picked up through our half termly pupil progress reviews by the class teacher. If the teacher suspects a problem, the SENCO (Mrs Williams) will then be informed and a discussion takes place concerning why individual children are experiencing difficulty focusing on;

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is monitored and can be changed once the impact is assessed.

Currently at Thornley Primary School we have 29 children on our SEN register. The register includes children from Nursery to Year 6 and covers a broad range of difficulties and needs, including:

- Speech, Language & Communication needs
- Social, Emotional and Mental Health needs
- Moderate Learning Difficulties
- Specific Learning Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism
- ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- Hearing impaired
- Other Physical/Medical Needs

Pastoral, Medical and Social Support

The care, guidance and support in our school are excellent and we pride ourselves in knowing every child's abilities and needs.

Our well trained staff is up-to-date with many aspects of well-being, some having very specialised skills which can support children with complex needs or in vulnerable circumstances.

Children also have access to a Counsellor, and families may be supported by the Parent Support Advisor. The school works closely with 'First Contact' services and the Education Welfare Officer.

Several members of staff are trained in specific medical procedures for children with identified needs. A number of staff have some form of First Aid training, from basic to enhanced. Staff are also trained in delivering medicines in school.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a '*Care Plan*' may be put in place according to the directions of the School Nurse.

How accessible is the school environment?

Our school is accessible to all of its users.

- The curriculum can be modified for those who require it.
- There are sets of steps but we also have ramps.
- Our rooms have blinds.
- We constantly work towards being a supportive Dyslexia friendly environment.
- We are able to use PECS as an aid to communication.
- Thornley Primary can be accessed by wheelchair.
- The school is able to liaise with EMAS (Ethnic minority Achievement Service) who can at times assist us in supporting our families with English as an additional language

What should I do if I think my child may have special educational needs?

Talk to us - firstly contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will the school staff support my child?

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a learning support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

At Thornley Primary School we follow a graduated support approach which is called '**Assess, Plan, Do, and Review**'.

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing, although more formal each half-term.

Where interventions are delivered to children with identified needs, these are monitored against the criteria specific to each intervention. Outcomes are evaluated and discussed in light of these results, and through staff discussion at the end of each term.

Ofsted (2015) found that across the school, almost all children on the SEN register make expected progress in line with their starting points; many make better than expected progress.

How do we consult with our SEND children and their parents?

The children have regular discussions about their progress with their teacher.

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers are involved throughout the process. This may be done through:

- Discussion at termly parents' evenings with the class teacher; and with the SENCO where necessary
- Our 'open-door' policy where parents are welcome to come into school at any time to discuss any concerns they may have
- Through the review of SEN Support plans; or the annual review of an EHCP plan

For further information the SENCO is available to discuss support in more detail.

You are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Your child may have a support plan in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have *support plans* discuss and set their targets with their class teacher.

If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at Thornley Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

Looked after children

At Thornley Primary School we will ensure that looked after children have their educational needs identified and met at the earliest opportunity.

We will monitor the educational progress of looked after children to make sure they have the opportunity to fulfil their potential.

We will identify how the pupil premium will be allocated and used for the benefit of each looked after child.

For further information follow the link

<http://www.durham.gov.uk/article/2961/Support-for-looked-after-children>

What specialist services and expertise are available at or accessed by School?

Our SENCO - Mrs Williams, is fully qualified and accredited in the area of SEND.

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

Health - School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Occupational Therapist and the Speech & Language Therapy service. We also work very closely with the Parent Support Partnership and the Education Psychologist.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

Supporting emotional and social development

At Thornley Primary school we recognise that some children have emotional and social needs. We have a number of support systems in place, including listening matters, a school councillor, the Getting Along programme and Relax Kids.

What training has staff had?

Our LSAs have a broad range of specialisms which include; speech and language programmes; social interaction programmes; behaviour support; autism, listening matters; phonics and reading support.

As a staff we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

What are the Governors responsibilities?

The governing body will have the following responsibilities. They will:

* appoint a governor with specific responsibility for SEN (Mrs C Evans).

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENCO.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

How will Thornley Primary school prepare and support my child to join the school and then transfer to secondary school?

At Thornley Primary School we recognise how important a successful transition is to our pupils with additional needs. We encourage all new children to visit the school prior to starting, when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

Transition from each Year Group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation.

We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties. School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting, during which we will invite staff from both schools to attend.

How are resources and finance allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We will often allocate teaching LSAs who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

The school funding formula is generated to include financial provision to specifically support a pupil's individual special needs. This is called SEN notional funding. (£80,300)

This funding is prioritised to tailor make learning to ensure small steps of progress are continually made by all SEN learners.

For those pupils with high needs, costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes and additional funding and financial support can be applied for from the Local Authority.

Detailed assessments and provision maps, target tracking and regular progress meetings ensure that all learners achieve and make progress. Parents of children with SEND may meet with the SENCO (Special Educational Needs Coordinator) to discuss any costed provision concerns they may have.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change.

Attendance of every child is monitored on a daily basis by our inclusion manager, Miss Burlison. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school and rewarded.

How are parents and carers involved in the school? How can I be involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- * The school website.
- * School newsletters, informing parents of dates, events and items of school news
- * A school text messaging service.
- * School productions or after school clubs.
- * Helping your child with homework.
- * Helping with the school fundraising activities.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO..

Compliments and complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

Any complaints will be dealt with as quickly and efficiently as possible. These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

Further information can be found in our School Complaints policy

Who should I contact if I am considering whether my child should join Thornley Primary School?

You can contact the school office to arrange a meeting with the Headteacher .

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

For further information about the Durham's Local Offer you can log onto <http://www.countydurhamfamilies.info/localoffer>