



Thompson Primary School

SEND report November 2022

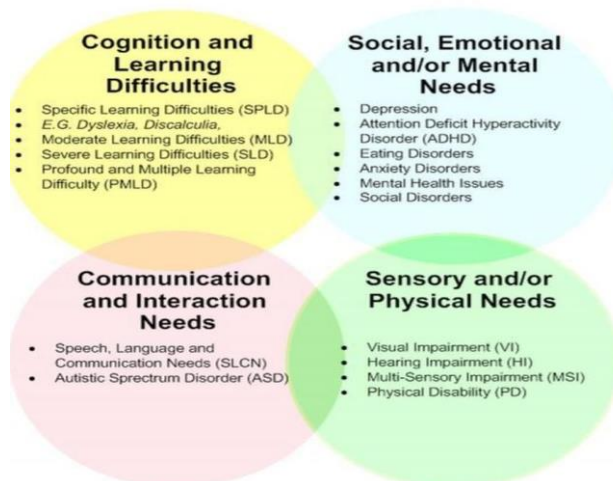
At Thompson Primary School we are committed to inclusive education and believe that all children have the right to a broad and well-balanced curriculum under the National Curriculum.

All children with special educational needs can make good progress if their needs are correctly identified and provided for with appropriate levels of resource.

SEND – four broad areas:

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the [Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015](#) subsection 6.28

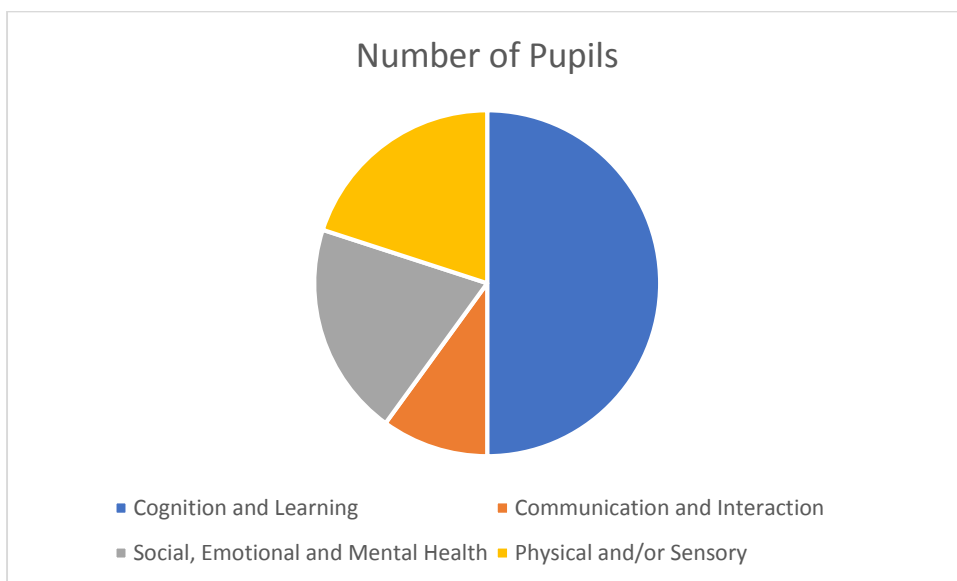
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and or physical



Areas of primary need across the school

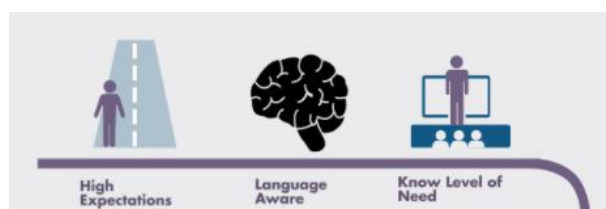
Many of our children have more than one area of need. This information only records the primary area of need for each child.

Areas of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory
Number of Pupils	5	1	2	2



Identifying children with SEND and assessment of their needs:

Parents, class teachers and teaching assistants are all involved in identifying children’s learning needs. All class teachers regularly talk to parents and keep them informed about any concerns. Initially, the teacher will use their knowledge of the child to make relevant changes to the learning opportunities to assess whether the child begins to make better progress.



Quality First Teaching: three key components.

However, some children will need something which is ‘different from or additional to’ the differentiated opportunities offered to all the children in the class. With the parents/carers permission these children are discussed with the SENCo.

If the SENCo and teacher think there is an additional need the parent is invited to a meeting where they discuss whether the child is added to the SEND register. This enables us to put in early interventions as soon as possible, enabling children to receive the correct interventions to support them to make better progress and thus fulfil their full potential.

Children will be set targets which are individual to their need and given a pupil passport, these will be shared with parents and the child. These will be reviewed with parents and children every half term.

Some children will require further support from outside professionals (see section below). A very small number of children will be referred for assessment for an Educational, Health and Care Plan. The EHCP is reviewed annually with the child, parents, teachers and any other professionals working with the family. This is when changes can be made to the EHCP.

What do we do to support learners with SEND?

Each child who is identified as having SEND is entitled to support that is additional to or different from a normal differentiated curriculum. The type of support is dependent on the individual learning or disability needs and is intended to overcome any barriers to learning which have been identified.

Each child with SEND will have a sheet called a Portfolio Action plan. This sheet is created by the teacher and shared with parents and the child themselves. It has appropriate targets for the child's learning and identified strategies that can be used to support the child with achieving their targets. This enables the child to have ownership and understanding of what they are learning and gives the child a goal to work towards. We track our pupils with SEND using a graduated approach and the assess, plan, do review process:

Things I like:	Home Voice	To help develop these skills school I will:
What I find tricky:	Aspirations for my child:	1.
I'm good at:		2.
I'd like to be good at:	My 3 Actions to work on are...	3.
What people like about me:	1.	At home or when I'm out about I will...
What I would like to be as an adult:	My rating scale today is...	1.
My Strengths...	1-2-3-4-5-6-7-8-9-10	2.
We have identified many learning strengths including these:	2.	3.
1.	My rating scale today is...	By doing this, we hope I able to...
1-2-3-4-5-6-7-8-9-10	1-2-3-4-5-6-7-8-9-10	1.
2.	3.	2.
1-2-3-4-5-6-7-8-9-10	My rating scale today is...	3.

An example of our Individual Education Plan

Class teachers have responsibility for enabling all pupils to learn.

To achieve this, they:

- Plan appropriate work/activities.
- Ensure that support is available for all children (inclusive Quality First Teaching) such as differentiation of the curriculum to consider the different learning styles, interests and abilities.
- Ensure that all children can be involved in tasks/activities.
- Monitor individual progress.
- Celebrate achievement.
- Identify those children who require additional or different support in order to make progress.
- Set targets and next steps which are discussed with children and parents.

Our teachers' various strategies to adapt access to the curriculum - these might include using:

- Visual timetables/checklists.
- Writing frames.
- Pre-teaching vocabulary.
- Workstations.
- Reasonable adjustments such as seating arrangements.
- Teaching assistants within a small group, one to one or outside the classroom with an intervention group.
- Precision teaching.
- Speech and language interventions.
- Social stories
- iPads, laptops or alternative supportive technology and computer programmes.
- Assisted transitions when moving school, class or even returning from periods of remote learning.
- Presenting information in a different way including the use of coloured paper
- Colour overlays

Provision at Thompson

Area of need	Inclusive quality first teaching available for all	Additional interventions to enable children with SEN to work at age related expectations or above	Additional highly personalised interventions
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/modelling Visual timetables Access to ICT/ resources In class adult support (TA/ teacher) Focused group work with teacher/ TA e.g. guided reading/writing Monster phonics.	Booster groups – Reading / Writing / Maths Small group teaching Regular 1:1 reading with adult Monster phonics intervention. phonics programme Numicon Sound Discovery	Personalised curriculum Monster phonics 1:1 Precision teaching Access to educational psychology and specialist teacher services (EPSS)
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language Visual timetables and/or prompts Structured school and class routines Modelling of language by adults and peers	In class support from TA with focus on supporting speech and language Increased visual aids/modelling etc. Use of symbols	NHS speech and language advice 1:1 speech and language sessions Access to Norfolk and Waveney Speech and Language Therapy Services
Emotional Social and mental health	Whole school behaviour policy Class recognition boards Class rewards Pastoral support Team Points Class Dojo	Access to Family Support Worker (FSW) Thrive sessions Volcano in my tummy	Emotional literacy sessions (ELSA) 1:1 Thrive sessions 1:1 Access to educational psychology/ specialist teacher services (EPSS) Point 1 referrals - Ormiston Families Access to Early Help Assessment Planning (EHAP) through FSW
Sensory and Physical	Flexible teaching arrangements. • Accessible classrooms • Use of pencil grips/easyGroup pens	Additional handwriting / motor skills practice • Access to equipment, e.g. sloping boards	Individual support in class and PE Access to ICT Occupational therapist programme

			Advice from sensory support
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Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip(s) in Year 5 and 6.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How we utilise teaching assistants at Thompson Primary School

Teaching Assistants at Thompson Primary School are used to:

- Assist the teacher in providing 'quality first teaching.'
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum.
- Encourage and promote independence in the children.
- Liaise with the class teacher.
- Help to prepare resources and adapt materials.
- Lead intervention to close the gap for children experiencing difficulty.
- Promote the inclusion of all children in all aspects of life at school.

Family support

Thompson Primary School has a Family Support Worker called Tracey Mitchel who works closely with families to support children with SEND needs: Tracey Mitchel also works closely with the SENCo liaising with outside agencies and ensuring that referrals are made where necessary so that our children receive the correct support - ensuring that they make the best progress possible and can achieve their full potential.

Supporting pupils with medical conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as

well as their special educational provision where the SEND Code of Practice (2014) is followed.

Educational Health and Care Plans



Some children will require further support from outside professionals. A small number of children will be referred for assessment for an Educational, Health and Care Plan. The EHCP is reviewed annually with the child, parents, teachers and any other professionals working with the family. This is when changes can be made to the EHCP. The school supports parents of children with an EHCP and helps and support parents with children who need to move onto specialist provision.

Training and expertise of staff

All our teachers are teachers of children with SENDs and have a broad understanding of the needs of children with SEND. Staff have received training around the awareness of Autism, Speech and language therapy, Sound Discovery and Thrive.

We have continuous training for all staff at Thompson Primary School, with at least one staff meeting a term being dedicated to SEND.



Assessing and Supporting Children with SEND at Thompson Primary School

Class teachers, teaching assistants, parents/carers and the children themselves will be the first to notice a difficulty with learning. At Thompson Primary School we ensure that assessment of special educational needs and disabilities directly involves the child, their parents/carers and the teacher.

For some learners we may want to seek advice from specialists and we have access to a variety of specialist services. We have access to services universally provided by Norfolk County Council which are described on the Local Offer Website. <https://www.norfolk.gov.uk/children-and-families/send-local-offer>




Outside agencies

We recognise that at times children with SEND need support from outside agencies. We have used Norfolk Education Psychology Specialist \service.



We have made referrals to NHS speech and language,

Further Advice for Parents

 Should parents need further advice or have concerns about their child we do point parents in the direction of Sendiass who will offer independent advice and support to them. The website is <https://cyp.iassnetwork.org.uk/service/norfolk-sendiass/>



Support can also be found at the Norfolk SEND local offer website <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

The website can help you:

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

How do we know if support is effective?

Monitoring progress is an integral part of our teaching and leadership within Thompson Primary School. Parents/carers, pupils and staff are all involved in reviewing the impact of interventions for learners with SEND. We follow the graduated approach and use the assess plan do review model, ensuring that parents/carers and children are involved in each step and that children's progress is successfully and carefully tracked. Before any additional provision is selected to help the child, the teacher, SENDCo, parent /carer and where appropriate the child discuss what they expect to be different following this intervention. A base line will also be recorded, which can be used to ascertain the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself or it can be a formal meeting held once a term where we all discuss progress and the next steps - such as at a parents' evening or a longer meeting if needed. If a child has an educational health care plan, the same termly review conversations take place, but the EHC Plan will also be reviewed annually.

Funding for SEND

Thompson Primary School receives funding from the Department of Education, some of which is intended to support children with additional needs.

For children who have particularly high levels of need and require significant additional support, we apply for top up funding (Higher Tariff needs funding) from Norfolk. This is used to buy appropriate resources and to pay for extra support within the classroom.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class at school, having a new teacher, or moving to a new school. Thompson Primary School is committed to working in partnership with children and families.

At the end of the school year, SEND children receive an enhanced transition which involves them being given photographs of their new teacher, new classroom and any other information which would be helpful in meeting their specific needs.

For children who are starting in our Early Years class, their new teachers meet with preschools and nurseries to ensure that Thompson Primary School is aware of any SEND needs.

Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely stored when not in use. Information is stored and shared in line with the school's confidentiality and Data Protection Policies.

SENCo

The SENCo is Judith Jarrett and can be contacted through class dojo or through the school office office@thompson.cee.coop

Complaints Policy

We work hard to support all our children, but sometimes parents have concerns which they do not feel are addressed. If you have any complaints, please follow the complaints policy which can be found on the school website <https://thompson.cee.coop/school-policies/>

Other Policies and documents which relate to this report can be found on the school's website <https://thompson.cee.coop/school-policies/>

- Disability and Accessibility Plan
- Equality Policy
- Safeguarding and Child Protection Policy
- Good Behaviour policy
- Admissions