



Thompson Primary School

SEND Information Report

2024 – 2025

Our School

Our School Vision

At Thompson Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

November 2024 Information

Thompson Primary School currently has 85 children on role (November 2024)

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	7	3	1	

An overview of SEND at Thompson Primary School

Year Group	Number of children in each year	Number of children on SEND register	Number of children awaiting an EHCP assessment	Number of children with an EHCP
EYFS	13			
Year 1	13	2		
Year 2	14	3		
Year 3	8	1		
Year 4	13	1		1
Year 5	18	4		
Year 6	6			
Total	85	11 (12.6%)		1 (1.14%)
		National average is 13.5%*		National average is 2.5%

* Including those with EHCPs



Meet our SENCO

The SENCO is Julia Clarke

If you would like to contact her, please call school on 01953 483271 or email office@thompson.cee.coop



Special Educational Needs

At Thompson Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Thompson Primary School we work closely as a team and if staff have a concern about a child, they will discuss their concerns with the parents or carers. A child will then be given the correct support or intervention and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 2 rounds of support and/or intervention we will decide if a child needs to be placed on the SEND register and invite parents/carers for a meeting, where we will share the targets your child is working on and the support they are receiving. Each Child on the SEND register will have a pupil portfolio.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



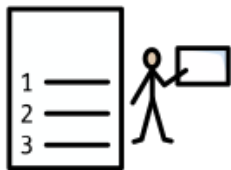
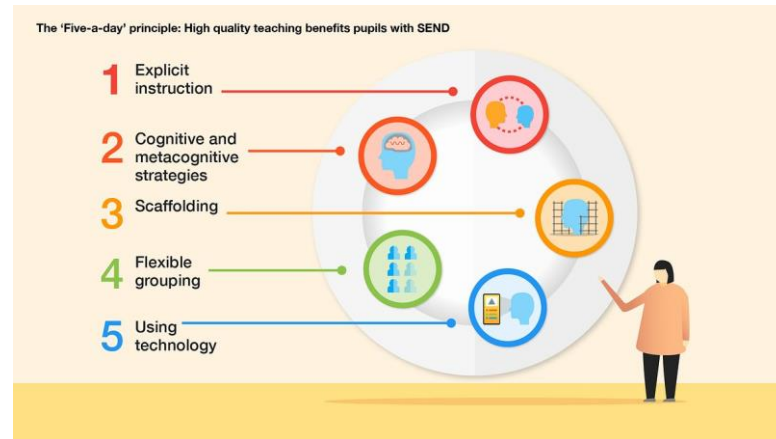


Our Approach to Teaching Children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum Adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Thompson Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold meetings with parents/carers termly to discuss and contribute to their child's learning portfolio. These meetings are used to celebrate the child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of the learning portfolio will always be sent home after a meeting.

Thompson Primary School has a Parent Support Advisor called Tracey Mitchell who works closely with families, the SENCO and outside agencies to support children with SEND needs. Where necessary, referrals are made by the SENCO and/or PSA to outside agencies. This ensures that children receive the correct support to enable them to make the best progress possible and achieve their full potential.

Tracey Mitchell's contact details are: email: psa@cee.coop mobile: 07745523537.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

At Thompson Primary we:

Review progress in Senior Leadership Team meetings and discuss next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Review children's individual progress towards their goals at regular

intervals, as a minimum every term.

Establish children’s baseline before receiving interventions and review the impact of interventions at regular intervals.

Ask our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitor SEN provision by the SENCO and SLT.

Regularly use a tracking tool to update targets and measure progress.

Hold termly reviews for children who are on the SEND register.

Hold annual reviews for children with Education Health Care Plans.












Staff Training

At Thompson Primary School we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

		
Removing barriers to learning	Child Development	Precision Teaching
		
Autism (Level 1)	Phonics (catch-up)	Step on
		
De escalation	Reading for those who struggle	Sensory needs



Outside Agencies

We work with a range of outside agencies to provide support for children with SEND.

We make referrals to outside agencies such as: Education Psychology Specialist Support Team (EPSS), Dyslexia Outreach, NHS Speech and Language, Norfolk Schools and Community Team and Norfolk Inclusion team.

We always ask for parental permission before we arrange for an outside agency to work with a pupil. Once the feedback has been received, we invite parents/cares into school for a meeting to share the advice.



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold taster sessions for children in the second half of the summer term in preparation for their September start.

End of Year transition

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Learning Portfolios.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.



Clubs and Trips

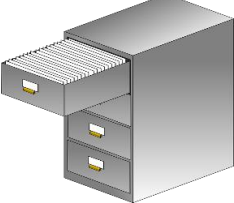




All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residentials, visits and day trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house team leaders, etc.

No child is ever excluded from taking part in these activities because of

	<p>their SEN or disability.</p> <p>Please read the school's accessibility and disability plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p>Storing and Managing Information</p>	<p>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.</p>
 <p>Complaint Procedure</p>	<p>We work hard to support all our children. Parents/carers are encouraged to discuss their concerns with their child's class teacher. If a parent/carer is not satisfied that their concern has been addressed, then they should follow the complaints policy.</p>
 <p>The Norfolk Local Offer</p>	<p>Support can also be found at the Norfolk SEND local offer website https://www.norfolk.gov.uk/children-and-families/send-local-offer</p> <p>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.</p> <p>The website can help you:</p> <ul style="list-style-type: none"> • 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
 <p>Further Advice for Parents and Carers</p>	<p>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. Their website is https://cyp.iassnetwork.org.uk/service/norfolk-sendiass/</p>
 <p>Other Policies and Documents</p>	<p>Other policies and documents which relate to this report can be found on the school's website https://thompson.cee.coop/school-policies/</p> <ul style="list-style-type: none"> • Admissions Policy • Attendance Policy • Behaviour Policy • Complaints Policy • Disability and Accessibility Plan • Equality Policy • Safeguarding and Child Protection Policy • SEND Policy