



THORP PRIMARY SCHOOL SEND INFORMATION REPORT

Thorp Primary School SEND Report

Our Vision:

Our vision is to build a positive future for all by nurturing individuality, enhancing potential and fostering good citizenship.

Our Values:

Build a positive future by ensuring all are driven to develop a love for lifelong learning and are ready for their next stage in life.

Nurturing individuality by recognising, and celebrating our differences.

Enhancing potential by ensuring all have a love of learning, achieve excellence through a purposeful and stimulating curriculum.

Fostering good citizenship by developing strong relationships with the Thorp community and taking pride in all that we do.

At Thorp Primary School we are committed to ensuring that all of our children achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide all children with the support they need to make progress and succeed. However, we understand that children learn at different rates and that some children require more personalised help. We embrace the fact that every child is different and therefore the educational needs of every child are different – this is certainly the case for children with Special Education Needs.

This report aims to answer any questions you may have about SEND and will signpost you to where you can find out more information.

Under the Children and Families Bill, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the '[Local Offer](#)' and information is available on the Oldham Council website.

The intention is to improve choice and transparency for families and to provide important information and signage regarding the range of services and provision within the local area.

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. This new approach began in September 2014 and places pupils at the centre of planning.

The key areas of the changes in legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced statements of special educational needs. New assessments for additional educational needs have followed the EHC guidelines from September 2014.
3. School Action and School Action Plus have ceased and have been replaced by a single school based category for children who need extra specialist support (SEN Support)
4. There are 4 areas of SEND need:
 1. [Communication and interaction](#)
 2. [Cognition and learning](#)
 3. [Social, emotional and mental health difficulties](#)
 4. [Sensory and/or physical](#)

We work with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEND in our school, wherever possible.

How does our school know if children need extra help?

Children may need additional support and provision for varying reasons within their school life, and class teachers work closely with other staff and families to ensure that all children are given the best opportunities to succeed. Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the Special Educational Needs Co-ordinator (SENDCo) about the need for anything additional or different. When there appears to be a significant barrier to the child making progress and attaining at the expected level, then the class teacher will have a discussion with you. Further discussions will be undertaken

with you, the child, the SENDCo and the class teacher to plan any additional support your child may need and discuss any referrals to outside professionals to support your child's learning and at this point a decision will be made whether to place your child on the SEND register. Children cannot be referred to outside agencies or placed on the SEND register in school without parental consent and involvement in the process.

As a parent/carer what should I do if I think my child may have special educational needs?

It is important that you come into school to discuss your child as soon as you feel there is an issue as early identification is key and you know your child best. In the first instance you can make an appointment to come into school and discuss your child with the class teacher at any point in the year. Following this if the class teacher demines that there may be a SEND need they will arrange an appointment for you with the SENDCo. You can also arrange an appointment with the SENDCo at any time during the school year by speaking to the school office.

If my child has SEND who will be involved?

The SENDCo will help the class teacher in identifying children with SEND and will consider what else can be tried within the classroom. Once children are identified, the SENDCo will then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and class teachers and/or the SENDCo will seek your child's view on their learning and progress (appropriate to the age of the child). The SENDCo also coordinates the intervention from outside agencies such as Educational Psychology or a Speech and Language Therapist. The SENDCo will contact you regarding outside agency involvement and will contact you regarding the outcome of assessments, or your child's needs or progress. Teaching Assistants may support your child's learning in class, either by directly working with them in class, or by working with others in the class to allow the class teacher to work directly with your child. Teaching assistants also take children for small group or one to one intervention work, designed to help your child make greater progress.

How will school prepare and support my child to join our school, transfer to a new setting or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible. Thorp staff work with pre-schools, new schools and Secondary schools to support the transition of children with SEND. For any child joining our school or moving to another school we will contact the SENDCo and ensure we get all the relevant information for the child starting with us or will pass on all records and information to the new school so any special arrangements and support can be put in place.

When transitioning to a new class in school, if necessary, we create a transition plan for any child who may need additional support. Also if necessary, extra visits are scheduled with time allocated to meet the new staff. If appropriate the teaching assistant may move with the child (within Thorp).

For Secondary school transitions, we make sure all relevant information is discussed and sent to the SENDCo of the secondary school. We invite them to a review meeting to meet parents and discuss needs. If necessary, we organise extra visits to the local secondary school for children with SEND so they can become familiar with the layout and routines.

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

All teachers deliver high quality teaching, and have high expectations for all pupils in the class. The class teacher plans lessons according to the specific needs of all groups of children and each child receives individual feedback. All teaching is based on building on what your child already knows and understands. Different ways of teaching are in place so that your child is fully involved in learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed so that all children can fully benefit from the broad and balanced curriculum offered at our school.

As a parent/carer, how will I know how my child is doing and how will school help me to support my child's learning?

Class teachers and teaching assistants observe and assess your child throughout each lesson. This knowledge, in addition to the information collected during planned assessments, helps the class teacher to make

judgments about your child's strengths and areas for development and progress made. The class teacher discusses the progress of each child at regular pupil progress meetings with the SENDCo, Head teacher and Phase Leader. It is during these meetings that the teacher highlights progress, successes and concern about progress and identifies any difficulties within the learning. A support plan with targets for the next half term may be suggested to monitor progress which will be reviewed at the next meeting or sooner. If your child is on the SEND register this information is shared with parents/carers at the PCR (Person Centred Review) meetings and you will have a clear understanding of what you can do to help your child. In addition to the designated PCR meetings, the class teacher is regularly available to discuss any concerns you may have. In addition to regular PCR meetings, the progress of a child with an Education Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

What support will there be for my child's overall wellbeing?

Unless children are happy at school, learning is not as effective as it should be. Our school is passionate about supporting all children who are struggling with emotional difficulties. In addition to the high quality class teaching, we also use individualised programmes, usually on a one to one basis, often supported by outside agencies. We have worked with MIND and they have worked with individual classes and have also delivered training for staff. If parents feel that their child's overall wellbeing is being impacted as they are struggling with issues at home, then they can come into school to discuss matters with the SENDCo. An Early Help referral may be suggested; this is a referral to the local authority to access different support at home. The assessment can be done in school or a self-referral can be made.

Mrs Grayson is the school Mental Health and Wellbeing Lead and she works closely with the SENDCo to ensure the wellbeing of every child is a priority.

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

We use a wide range of services to support our children and families- for more information visit the Oldham council website. ([Local Offer](#))

We are currently involved with (or have been in the past):

- QEST (Quality and Effectiveness Support from the Local Authority)
- Educational Psychology
- Speech and language therapy (SALT) •
- Early Help •
- Visual impairment team •
- Hearing impairment team •
- Occupational therapy •
- Healthy Young Minds (Formerly Child and adolescent mental health service - CAMHS)
- School nurse
- Jigsaw (behaviour management) •
- Paediatrician

What training do school staff have in supporting children with SEND?

The SENDCo attends relevant training in order to keep her knowledge of SEND and the strategies and interventions up to date along with current developments with SEND. The SENDCo'S role is to deliver or organise training relevant to the needs of the school, to all members of staff. Specific training courses are attended by staff and these vary dependant on the needs of the children. As a school, we make sure that any member of staff who is supporting a child with SEND has access to relevant training and support, so that they are better able to cater for the child's personalised needs. Recent training has included specific Speech and Language Programmes, ADHD training and Mental Health support.

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

As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore, provision for trips and activities will be adapted to meet individual needs. This includes our Y6 residential to Robinwood. Any child needing specific help for a trip or visit will have their need discussed between school and home prior to the event taking place, and appropriate action or adjustments will take place.

How accessible is the school environment?

The school is a single story building with several external doors providing wheelchair access. Internal ramps for specific raised platforms will be purchased to accommodate any wheelchair users as and when necessary. The school contains one disabled access toilet. All reasonable adjustments have been and will continue to be made to meet the needs of all the children.

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

The school budget includes money for supporting children with SEND. This funding is based on a formula that takes historical school and location data into account. This funding is to cover children with additional needs. Children with EHC Plans have funding specifically attached to the plan for the school to use to support the child in meeting the outcomes on the plan. As a school we receive limited funding to support our children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher works with the SENDCo to look at all the information the school have about SEND, including the children getting extra support already, the children needing additional support, the children who have been identified as not making as much progress as would be expected and together they will decide what resources/training and support is needed.

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

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENDCo will assess whether the child has a significant learning difficulty or a significant need that is significantly impacting on their progress and attainment. Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no impact or very little impact, it may be necessary to apply for an Education Health and Care plan to further support the child's needs. Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

How are you as parents/carers and your child involved with the provision for your child?

Thorp recognises the importance of the input of the children and their families in learning, and so parents of children with SEND meet regularly with the SENDCo to ensure that information, progress and aspirations are shared between home and school. The children also have input into their targets, and their views on their learning, their strengths and their aspirations are shared and acknowledged during the process of identifying appropriate provision. We discuss what is working well and how this can be adapted at home. You will be involved in all decision making about your child's learning, we work in partnership to achieve the best possible outcomes.

Who can I contact for further information?

For initial concerns contact the class teacher, then the SENDCo, via the school office, this can be by email, by phone or in person.

Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. Their website is <https://www.point-send.co.uk/> They can be contacted by phoning 0161 503 1547 or emailing admin@point-send.co.uk

What to do if you as a parent/carer are not happy with the decision or what is happening?

Your first point of contact is always the class teacher, then the SENDCo or the Head teacher. If you are not satisfied that your concern has been addressed, then please follow the school complaints procedure. (This is available on the school website or via the school office).

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost – RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street Oldham,
OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

Formerly known as Parent Partnership, *Oldham Special Educational Needs and Disability (SEND) Information Advice and Support (IAS)*. Service is a FREE confidential, impartial and independent service operated by POINT Services.

Their website can be found at <https://www.point-send.co.uk/Pages/Category/oldham-sendias>
Telephone 0161 503 1540
Email: iassoldham@point.co.uk