

THORP PRIMARY SCHOOL SEND INFORMATION REPORT



November 2021

**Thorp Primary School
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Royton
Oldham
OL2-5TY
Telephone 0161 823 0520**

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Thorp Special Educational Needs Co-ordinator (SENDCo): Mrs Buckley

What is our SEND vision?

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

What are our values?

At Thorp Primary School, we believe our vision will be achieved if we provide our children with an environment in which we;

- 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 and disabilities (SEND) 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 (SEND Support)
4. There are 4 areas of SEND need, these include:

1. Communication and interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or physical

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

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 additional needs 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. At this point a joint decision will be made whether to place your child on the SEND register and written consent will be requested.

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

It is important that you contact 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 the class teacher will closely monitor your child and liaise with the Special Educational Needs Coordinator (SENDCo) for further advice or guidance. The SENDCo and class teacher will then arrange a meeting to discuss how we can work together to plan the next steps to support your child. A joint decision will be made to on whether to place your child on the SEND Register.

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 to request written consent 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.

What are the responsibilities of Thorp staff for children with SEND?

The class teacher is responsible for:

The progress and development of all pupils including those with SEND

Ensuring that all EHC Plans are implemented in the classroom

Regular liaison with parents, the SENDCo and other professionals involved

Effective deployment of additional adults

Identifying on class planning the provision they are making for pupils with SEND

Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

Implementing the SEND Policy in their classroom

Maintaining specialist equipment

Attending PCR meetings
Attending SEND training courses

Teaching Assistants and the Special Needs Assistants are responsible for:

Ensuring that day to day provision is in place for the pupils they support
Implementing agreed strategies and programmes, and advice from specialists.
Record keeping
Resources
Maintaining specialist equipment
Regular communication with class teacher, SENDCo and other professionals involved
Attending SEND training courses

The SENDCo is responsible for:

The SEND policy and its implementation
Co-ordinating support for children with SEND
Updating the SEND register and maintaining individual pupil records
Monitoring the quality of provision and impact of interventions
Attending network meetings and updating staff
Referrals to and liaison with outside agencies
Line managing TAs with responsibility for SEND
Liaising with and advising staff
Co-ordinating training for staff
Maintaining regular liaison with parents/carers
Co-ordinating annual reviews and PCR meetings
Supporting staff in identifying pupils with SEND
Mapping provision throughout the school
Maintaining links and information sharing with receiving schools

The Head Teacher is responsible for:

Overseeing the managements of all aspects of the school, including the support for SEND children
Monitoring the SENDCo and all staff to ensure that SEND children's needs are met
Update the Governing Body with issues relating to SEND.

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 methods 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.

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.

How is the decision made about how much support your child will receive?

The class teacher is responsible for determining the level of support and allocating time for your child to meet their targets. This is overseen by the SENDCo. After the additional support has been monitored and all parties involved feel that higher levels of support or funding maybe beneficial then an Education, Health and Care Plan (EHC Plan) will be initiated with the child, parents and all other professionals involved.

Following the application, the Local Authority Service conduct a statutory assessment or Education, Health and Care assessment of your child's individual needs, with the information submitted to them from the professionals currently supporting your child. The 'Panel of Professionals' will assess your child's needs are complex enough to indicate a statutory assessment. If the panel deem that your child does not meet the criteria, then school will continue to provide the level of support to aid your child.

If successful and statutory assessment takes place, then reports will be written from all the professionals involved including parents and a decision is made as to whether your child's needs are severe, complex and lifelong. Following this an Education Health Care plan will be written outlining the long and short-term goals for your child, the amount of funding the school will receive from the LA, also strategies that must be put in place in the educational setting. The EHCP is a legal document and all agencies are held accountable to meeting the needs of your child.

Your child's EHC Plan will be reviewed annually with the family and all professionals involved to discuss the progress made, set new targets and review the support in place.

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 and Head teacher. 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 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)
 - Health Visitor, School nurse and community nursing team
- Jigsaw (behaviour management)
- Paediatricians (Community Child Health)
- Dieticians
- Audiology
- Physiotherapists

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 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 Kingswood. 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. A personalised risk assessment will be completed to ensure your child can participate fully and safely in the planned activities, this will be shared with parents and all staff involved and signed consent will be requested.

How accessible is the school environment?

The school is a single-story building with several external doors providing wheelchair access. External ramps for 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 who attend Thorp Primary School.

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, additional visits are scheduled with time allocated to meet the new staff. If appropriate the teaching assistant may move with the child (within Thorp).

For Key Stage 3 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 additional visits to the local secondary school for children with SEND so they can become familiar with the layout and routines and establish relationships with their new adults. Personalised transition books with visual aids are also created for the children to help relieve any anxieties which they may have during the transition period.

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.

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.

What if my child has a medical need?

The school will work together with your child, the family, local authorities, health professionals and other support services to ensure that your child receives a full education. In some cases, this will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority. Consideration will be given to how your child will be reintegrated back into school after periods of absence.

No child with a medical condition will be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases. We retain the right not to accept a child at school at times where it would be detrimental to the health of that child or to others.

Procedures

The following procedures are to be followed when notification is received that a pupil has a medical condition.

A parent or a health care professional informs the school that:

- a child has been newly diagnosed, or;
- is due to attend a new school, or;
- is due to return to school after a long-term absence or
- has medical needs that have changed.

The Headteacher and/or SENDCo coordinates a meeting to discuss the child's medical support needs, and identifies the member of school staff who will provide support to the pupil.

Individual Healthcare Plans

A meeting will be held to discuss and agree on the need for an Individual Healthcare Plan (IHCP). The meeting will include key school staff, child, parent, relevant healthcare professional and other medical/healthcare clinician as appropriate (or to consider written evidence provided by them). An

IHCP will be developed in partnership, and the meeting will determine who will take the lead on writing it. Input from a healthcare professional must be provided.

School staff training needs will be identified. Healthcare professional commissions or delivers appropriate training and staff are signed off as competent. A review date for the training will be agreed.

The IHCP will then be implemented and circulated to all relevant staff. The IHCP will be reviewed annually or when the medical condition changes. The parent or healthcare professional will initiate the review.

For children starting at a new school, arrangements should be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to a new school midterm, every effort will be made to ensure that arrangements are put in place within two weeks.

Not all pupils with medical needs will require an IHCP. The school together with the healthcare professional and parent will agree, based on evidence, whether a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Headteacher will take the final view.

The following will be considered when deciding what information will be recorded on IHCPs:

- The medical condition, its triggers, signs, symptoms and treatment;
- The pupil's needs including medication and other treatments;
- Specific support for the pupil's educational, social and emotional needs;
- The level of support needed (some children will be able to take responsibility for their own health needs) including in emergencies;
- Who will provide this support, their training needs, expectation of their role and confirmation of proficiency, and cover arrangements for when absent;
- Who in school needs to be aware of the child's condition and required support;
- Arrangements for written permission from parents and the Headteacher for medication to be administered by a member of staff or self-administered by the pupil during school hours;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate e.g. risk assessments;
- Where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician.

[Emergency Procedures](#)

Each IHCP will clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures.

If a child is taken to hospital, a member of school staff will stay with the child until the parent arrives.

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 letter.

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/> or 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-send.co.uk

Monitoring arrangements

This information report will be reviewed by Lindsey Buckley, SENDCO every year. It will also be updated if any changes to the information need to be made during the academic year.