

SEND Information Report

Our School Offer



Introduction

Welcome to Thurgoland School's Special Educational Needs and Disability (SEND) information pages. The purpose of this report is to share with you the variety of ways in which we are able to support your child to reach their full potential.

We are an inclusive school and believe that all children should be valued and treated with respect. We aim to deliver the highest possible standard of provision for all, while continuously striving to improve our practice. We are deeply committed to ensuring that all pupils in school reach their full potential and to be their best self. On a daily basis class teachers plan lessons using a range of strategies and curriculum adaptations to ensure that all children can access and achieve in lessons.

The school works with due regard to the SEND Code of Practice (2014) and the Equality Act (2010).

The Head teacher is Mr D Jordan
The appointed SENCO is Mrs A Roebuck
The SEND Governor is Mrs L Hoyland

The 'Local Offer'

We are part of the Barnsley Local Authority and therefore work as part of 'Barnsley's SEND Local Offer' to pupils and parents with Special Educational Needs. Please follow the link below to read information about the Local Authority SEND offer:

<http://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page>

What is a special educational need?

'A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

(Clause 20 Children and Families Act 2014)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; mental conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Equalities

- All children at Thurgoland have an equal entitlement to access the curriculum and make progress in order to be their best self.

Inclusion

- Subject leaders will work alongside SENCO and teachers to ensure that pupils with special educational needs, EHCPs and school focused plans will access the appropriate curriculum and reasonable adjustments will be planned and implemented by class teachers.
- Where applicable children's SEND paperwork will incorporate suitable objectives from the National Curriculum.
- Intervention Groups will take place in order to give further support to children working below national expectations.
- Our environment is adjusted to enable access to all. This includes a wide corridor, disabled toilets and changing facilities, accessible height library shelves, soft play around the trim trails and hand rails. For further information see our accessibility policy.

What should I do if I think my child has special needs or a disability?

If you feel that your child may have an SEND then you should speak to your child's class teacher in the first instance. They will be happy to make an appointment to meet so that you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO attend the meeting. The school will then be able to support you in identifying your child's needs and putting in place strategies and adaptations to support them. In accordance with the SEN code of practice, support will be documented, and targets recorded in a personalised plan which will follow the graduated approach (further details can be found in our school SEND policy). This additional provision is reviewed weekly by the teaching teams responsible for its delivery and adjusted accordingly to best support your child. For many children, simple adaptations to the way that the curriculum is delivered can make a significant impact. With these adaptations in place they are soon able to make good progress. The school will monitor your child and you will be kept informed of their progress through termly meetings. At the meetings the school will review your child's personalised plan with you and share the provision planned for your child for the coming term.

Often this level of support, in addition to the day to day classroom curriculum adaptations, is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the school, with your agreement, may make the decision to increase the level of support provided. This could mean that the school has decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or another medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping the school to meet your child's needs, your child's class teacher, the SENCO or the head teacher in school may talk to you about holding an Early Help Assessment (EHA) meeting. EHA's help families in identifying the best services required to support their needs. Once established Team Around the Family (TAF) meetings are held termly where the family and any agencies involved can sit down together and discuss the best way to support your child in school. In addition, some staff or the whole school may undertake specific training in order to ensure that staff have the relevant skills and strategies to meet your child's needs. Your engagement and participation is encouraged through the entire process and suggestions will be made as to how you can help to support your child at home.

Again, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, then the school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then we may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this request is accepted and your child's needs meet the required criteria then an

Education Health and Care plan will be written. This is a legal document which states the support that your child needs to make good progress with their education.

If this is considered appropriate, then the school will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put in place and with your permission send it off to the Local Authority for an Education Health Care Needs Assessment (EHCNA). The Local Authority consider the information at a panel meeting and make a decision whether or not to carry out the statutory assessment of your child's needs. Whilst this is taking place the school will continue to meet your child's needs with the support that is already in place.

Once the Local Authority receives an EHCNA request a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance with the SEND Code of Practice. The SENCO or Head teacher will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice.

What can I expect the school to do in order to meet my child's special educational needs?

- **Quality First Teaching for All**

'Quality First Teaching' is an entitlement for all children and we are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully adapted to take account of different learning styles and abilities providing stretch and challenge for all abilities. In addition, the school staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism which enhance their daily teaching practice in order to make the classroom environment and delivery of the curriculum more accessible for children with needs. Teaching and learning is carefully targeted to meet individual needs. This is called personalised learning.

- **Additional Interventions / Small Group Work**

Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills or knowledge where they may need additional practice, pre-teaching or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting specific support. The school currently runs interventions for additional support and practice across reading, writing and maths as well as to support a range of social, emotional and wellbeing needs.

- **Additional Highly Personalised Interventions / 1:1 Interventions**

Some children may require interventions of a one to one nature where appropriate. Again these are overseen by the class teacher and progress is carefully monitored. Specific interventions for physical and sensory needs can be in place if required by your child.

How will my children's learning needs be assessed and their progress monitored?

The school has a rigorous programme for assessing children's learning. Summative assessments take place at the end of units or at the end of term in line with the school assessment calendar. After careful analysis teachers use these pieces of work to inform planning and children's next steps in learning. Also, on-going formative assessments take place on a daily basis to ensure that the opportunities presented to children are appropriate to meet and aid their learning and development.

The same systems and procedures are in place for children with special educational needs. In some instances additional assessments may be appropriate for child with special educational needs in order to provide to determine their strengths and areas for development. The class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, if it is felt that there

is a very specific barrier to learning then a more specialised assessment may be required and the relevant service would be contacted to discuss this.

The school sets aspirational targets for all its pupils including those with special educational needs. Individual targets are shared with children and parents so that they are aware of what they need to learn next. Children with special educational needs, who have a personalised plan, are involved in the discussions relating to how much progress they feel they have made wherever possible. Parents are invited to termly reviews of documentation and parental contribution to the setting of new targets is welcomed. Once new targets have been written the school will carefully monitor and review the progress being made.

How effective is the school's provision for children with special educational needs?

The school has a robust policy for special educational needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENCO and Head teacher meets with the SEND Governor on a regular basis, enabling up to date information on the progress of children with SEND and the provision made for them to be shared with the whole governing body. Monitoring supports us in our aim to minimise the gaps in our provision for children with SEND and to secure good outcomes for all our pupils.

Where parents have a complaint about the SEND provision for their child, they are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure is available from the school office and sets out the steps in making a complaint in more detail.

What are the arrangements, in terms of admissions, for a child with a known SEN or disability?

- Children with special educational needs are considered for admission to the school on the same basis as children without special educational needs.
- Where children have attended nursery or pre-school prior to starting school, there will be close liaison between the School and the nursery teacher to ensure continuity of provision.
- There is one reception class. Children identified, prior to joining our school, as having SEND will be closely monitored to ensure a balance of both provision and opportunity and personalised plans will be put in place accordingly.
- Admission to reception can be on a flexible basis until the term in which they reach their fifth birthday.
- Prior to starting school, parents/carers of children with an EHCP, SEND or EHCP pending will be invited to discuss their child's needs with the EYFS team and SENCO so that provision can be put in place to meet their identified needs.

For more information about SEND services please visit:

<http://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page> or contact Mr Jordan (Headteacher) on 0114 2883300.

Here is a list of some of the most useful SEND terms.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

BESD - Behavioural, Emotional, Social Difficulties

CAMHS - Child and Adolescent Mental Health Services

DFE - Department for Education

EBD - Emotional and Behavioural Difficulties

EHA - Early Help Assessment

EHCP – Education, Health and Care Plan

EWO - Educational Welfare Officer

HI - Hearing Impaired

ICT - Information and Communication Technology

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

LAC – Looked After Child
OT - Occupational Therapist
PD - Physical Disability
PMLD - Profound Multiple Learning Difficulties
SALT - Speech and Language Therapist
SEN - Special Educational Needs
SENCO Special Educational Needs coordinator
SEND Special Educational Needs and Disabilities
SLD - Severe Learning Difficulties
TAF - Team Around the Family
VI - Visual Impairment