SEND Information Report

Approved by:
Headteacher Mr D Jordan **Date: 08.07.2026**
Chair of Governors Mrs L Gregory-White **Date: 08.07.2026**
Review date: September 2027

THURGOLAND

LEARNING TOGETHER IN FAITH & JOY

Our Christian Values

LOVING GOD, BLESS THURGOLAND SCHOOL AND MAY IT BE A PLACE OF FAITH AND JOY.



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)



As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): A mustard seed...

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

"I AM BECAUSE WE ARE."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

We know you are with us.
Help us become OUR BEST SELF











At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

TO MAKE THE WORLD A BETTER PLACE.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (I JOHN 3:2A)



We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

AMEN

Welcome to Thurgoland School's Special Educational Needs and Disability (SEND) information report. 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) to respond to the four areas of need identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

All staff at Thurgoland are committed to ensuring every pupil has an equal opportunity to succeed in their learning, self-development and achieve to their maximum potential to showcase their best self. Our ambition is for all children to do their best, achieve and be confident in their lives so they are prepared to move onto their next stage of education with no limitation. To achieve this, we ensure provision is in place for SEN pupils to work towards being prepared for adulthood. Where children require more specialist educational provision, we make referrals to outside agencies. These agencies, alongside parents and school, co-construct bespoke support and provision to support the child's additional needs.

Headteacher: Mr D Jordan
SENCO (Special Educational Needs Coordinator): Mrs A Roebuck
SEND Governor: Mrs L Hoyland

Within our report we aim to inform you on the following areas and answer any questions that you may have:

1. **What is a special educational need?**
2. **What is a disability?**
3. **Equalities**
4. **Inclusion**
5. **What should I do if I think my child has special needs or a disability?**
6. **What can I expect the school to do in order to meet my child's special educational needs?**
7. **How are adaptations made to the curriculum and learning environment?**
8. **How will my children's learning needs be assessed and their progress monitored?**
9. **Are there any arrangements for supporting and improving emotional and social development of children with SEND?**
10. **What are the arrangements, in terms of admissions, for a child with a known SEN or disability?**
11. **How does school support pupils with transitions?**
12. **Which specialist services do school work in partnership with?**
13. **The 'Local Offer'**

If you do not find the answer to your questions, please contact the school on 0114 2883300, email office@thurgolandprimary.org or our SENCO a.roebuck@thurgolandprpimary.org

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 or their social or emotional stage of development.



- 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, ramp access to the field and hand rails. For further information see our accessibility policy.
- The classroom environment is carefully considered for the needs of all learners including calming spaces to support emotional regulation, sensory friendly displays, dyslexia friendly visuals and visual timetables in all classrooms.

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

If you feel that your child may have an SEN then you should speak to your child's class teacher. 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. After the meeting, the following steps may be taken:



Our aim is to work in partnership with you to ensure your child receives the right support at the right time and can make the best possible progress. 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.

If your children is not making progress with additional provision in place, school will seek specialist advice from external professionals or agencies. This external support might come 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 regularly (every 6-8 weeks) 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 using an evidence-based approach to ensure that they are inclusive for all learners and that all pupils can achieve. In addition, school staff use their knowledge to plan adaptations in their daily teaching practice for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism to ensure that the classroom environment and delivery of the curriculum is accessible for children with these needs. Teaching and learning is carefully targeted to meet individual needs.

- **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 for 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. If appropriate, specialist equipment may be provided for the pupil e.g., non- slip mats, pen/pencil grips, easy to use scissors, overlays for reading and iPads for recording work

Within school we currently have staff whom can deliver:

Read, Write, Inc fast track
1:1 and group SALT sessions
Ginger bear (Time to talk)
Music interaction
NESSY
Lego therapy
101 Social skills for Children
Forest School
Social stories
Times table intervention
Typing skills
Dictated sentence groups
Bespoke maths interventions and pre teaching
Target reading for both individuals and groups
Pre teaching sticky vocabulary

At Thurgoland, we ensure support staff are appropriately prepared and trained to support the curriculum. In addition to this, our staff are trained in specialist areas to enable us to deliver high quality interventions across all needs and year groups. Staff who lead on interventions are all trained specifically in that area. In addition to specific training our staff are regularly trained and updated on the different needs of pupils in school. Specialist services/teachers visit school to support all staff in meeting the needs of pupils. If staff need to have specialist training for any individual, they will regularly attend courses.

How are adaptations made to the curriculum and learning environment?



At Thurgoland we make adaptations in all areas of our curriculum to ensure all pupils are able to achieve. We use resources tailored to the needs of pupils who require support to access the curriculum. This may include, but is not limited to, coloured overlays, visual timetables, larger fonts, the use of ICT to support. In addition to their support plan, pupils on our SEN register also have a personalised curriculum provision map which details any adaptations that are made across all subjects taught in school to support them in reaching their potential across the curriculum. Support plans are reviewed regularly through the use of pupil passports and developed alongside pupils to ensure that pupils needs are met. If required, staff work with outside agencies such as occupational therapy and physiotherapy to ensure that pupils can access the curriculum with suitable adaptations. All extra-curricular activities and interschool sport competitions are accessible to pupils with disabilities in school.

As detailed in our accessibility plan, the environment it adapted to the needs of pupils as required and sets out a clear action plan. Our corridor is an accessible width and the main entrance is accessible for wheelchairs. Within school there is a disabled toilet with changing facilities. Library shelves are at wheelchair accessible height. There is soft matting installed around the trim trail and in the reception area. There is also ramp access to the field and new sports area. Information around school is communicated through internal signal and pictorial or symbolic representations.





- **Securing specialist equipment and facilities**

For children with an EHCP, funding may be allocated to securing specific equipment. Any specified equipment is provided. For some children, specialist equipment may be provided by outside agencies, such as Paediatric Therapy. In addition to EHCP plans, the school provides, through its own budget and school support funding:

- ICT to support writing including recording devices, laptops and reading pens
- Writing slopes
- Coloured books for pupils with dyslexia
- Sensory aids including ear defenders, wobble cushions, chewellery
- Regulation areas within classrooms
- Outdoor classroom to support the teaching of social and emotional skills

Classrooms are adapted to ensure that the learning environment is inclusive of neurodivergent and sensory needs. Staff follow our sensory friendly display policy which comprises of hessian backing, black boarders and uniform labelling through school. Within each classroom, there is a designated wellbeing corner where pupils who need a sensory or brain break can access a quieter space through the day. These areas are also accessed when children need time to regulate. We have developed these areas around school, including in our outside environment, with our school fairy garden, bench area, outdoor classroom to support SEMH needs and classroom shelter within our outdoor provision.





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 (Which can be found in our SEND policy). 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. Through our assessment cycles we are able to identify those whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for a child with special educational needs in order to determine their strengths and areas for development. Some of these assessments are focused on social, emotional and mental health. The class teacher will be happy to discuss any additional assessments, 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 services would be contacted to discuss this. Within school, additional assessments include motional assessment and NESSY Dyslexia screener.

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 through pupil passports. Pupil passports contain a child's small step targets which will be worked on for 4-6 weeks. Through ongoing review, the team supporting a child will monitor progress and adjust targets or provision as necessary. These targets are shared with the child in an appropriate way for their age and stage of development.



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.

Are there any arrangements for supporting and improving emotional and social development of children with SEND?

The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. Members of staff such as the Head Teacher, Deputy Head Teacher, your child's class teacher and SENCO are readily available for pupils and parents who wish to discuss issues and concerns. PSHE& RSE time takes place in all classrooms for children to raise issues in a safe environment and for the teacher to tackle any concerns they may have picked up.

All pupils in school are encouraged to reflect on their feelings during the day. Our youngest pupils use feelings charts to identify how they are feeling, while pupils from year 2 onwards use a journal. Students are supported through school to use age-appropriate emotion wheels to identify and describe how they feel and stem sentences to expand on this. Where pupils need support with identifying, discussing and regulating their emotions additional support can be put into place through our intervention programme, 1:1 check ins and support or through small group activities.

There are several groups running in school to support emotional and social development. We also have links with CAMHs, school nursing team, Compass Be and the educational psychologist service when necessary. We hold regular parent workshops, led by Compass Be, to help our parents support their children's mental health at home.





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. 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.
Where pupils have already have an EHCP, admissions are made through Barnsley EHCP team.

How does school support pupils with transitions?

School have a robust structure in place to ensure that pupils have smooth and successful transitions.

When pupils first start school the Reception class teacher visits both feeder settings and the homes of pupils starting in Reception. Resources are sent home, including pictures of the classroom and staff, and open evenings and transition days give parents and pupils opportunity to visit school prior to starting in September. Where there are pupils with any additional needs the Class teacher and SENCO liaise with feeder settings to identify addition procedures to support transitions.

Where pupil's are joining us mid-year, a similar process of photos, school visits and liaising with key staff is followed.
At Thurgoland, we prepare pupils effectively for transitioning to secondary school through our good relationship with the local secondary school. Children are visited in school by staff before having several transition days in the summer term. Pupils whom require additional transition support are identified at the beginning of year 6 and plans put in place to support transition through the year. Where appropriate, Compass B and the SCI team offer additional support to these pupils.

Within school we also recognise the importance of successful transitions between each year group. In addition to whole class transition activities, children whom require extra support are given opportunity to have addition visits to their new classroom and opportunities to talk about the move. In July, we also hold an SEN parents meeting to review and set new targets for the next year group. This meeting is attended by parents and both the current and new class teacher.

Which specialist services do school work in partnership with?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will discuss with parents involving specialists who can offer us further, bespoke advice. In school we work closely with a range of agencies and services when additional assessment, advice and resources are required to ensure that a child's needs are effectively met. At Thurgoland we work with many agencies including:

- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- 0-19 services
- Speech and Language services (SALT)
- Social, Communication and interaction team (SCI)
- Hearing Impairment
- Barnsley Early Help team
- Education Welfare Officer
- ASD Assessment Team (ASDAT)
- Community Paediatrics
- Compass B
- Children's Services (Occupational Therapy)

Regular planning meetings are held with the Educational Psychologist, the Social, Communication and Interaction (SCI) team, Compass B and Hearing impairment services to plan support throughout the year for those pupils whom require it. This support can include co-production of targets and advice with the specialist, parents and school staff, 1:1 targeted work with individual children or training and support for staff. We also support parents to access training and support provided through these services. Where appropriate these services are also involved in support pupils with transitions.

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:

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

Our local family hub is located in Penistone at the library. These offer children's groups, advice, parent courses and can signpost further support relating to a range of areas including: sleep, finances, family relationships and mental health. For further information please ask a member of our inclusion team.

Further local support can be found via:

Barnsley Community Paediatric support hub

https://www.barnsleyhospital.nhs.uk/services/community-paediatrics/support-hub

Barnsley Social, Communication and Interaction (SCI) Team
A range of courses to support children with SCI needs

https://www.eventbrite.co.uk/o/barnsley-social-communication-interaction-team-88988186193

Barnsley Speech and Language (SALT)
Resources for parents to use whilst waiting for SALT appointments

https://www.southwestyorkshire.nhs.uk/cslt-resources/?fwp_cslt_resource_audiences=parents