

Thirsk Community Primary School

Hambleton Place, Thirsk. YO7 1SL

Tel: 01845 524349

e-mail: admin@thirsk-pri.n-yorks.sch.uk

www.thirsk-pri.n-yorks.sch.uk

Headteacher: Mr R. Chandler (B. Ed. Hons. NPQH)



Thirsk Community Primary School SEND information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Thirsk Community Primary School SEND information report

Date October 2021

At Thirsk Community Primary School, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment.

Everyone is an individual and everyone is important.

Headteacher: Mr Richard Chandler

Special Educational Needs Co-ordinator (SENCo): Mrs Rebecca Kaufman

Learning Mentor: Mrs Nikki Kennedy

Please see the SEND policy, which can be found in the 'Policies' section of the school website, or ask for a copy in school.

This is what we provide in our school

This is North Yorkshire LS's minimum expectation of good practice.

What kinds of SEND are provided for in your school?

We provide support for any pupil who has significantly greater difficulty in learning than the majority of others of the same age, or has a

Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.



disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

These needs can be described broadly under the following headings:

- Communication & Interaction (C&I)
- Cognition & Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and / or Physical Needs (S / P)

What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENDCO's name and how can I contact them?

Our SEND Policy explains how we identify pupils with SEND. However, the Headteacher, the SENCo or the Learning Mentor can be contacted at any time for information or advice, tel: 01845 524349

We aim to identify needs as early as possible by considering parental knowledge of the child, class teacher and support staff's observations, the use of school-based assessment tools and where appropriate, assessments and information from other agencies, such as speech and language therapists, specialist teachers or Educational Therapists.

If it is felt that a pupil needs a significantly higher level of support, the school may suggest asking the local authority to carry out an Education, Health and Care Assessment. The SENCO works very closely with parents / carers, teachers and other professionals where it is felt to be necessary.

The name and contact number of the SENCO should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

Where it is felt that a pupil has a SEND, parents / carers will be consulted, concerns discussed and their consent sought to add the pupil to the school's register of SEND. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them.

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<p>Parents/carers, pupil (this may be very informal for our youngest pupils) and teacher meet to identify targets and the type of support which is needed, and record this information in an Individual Pupil Provision Map (IPPM). We encourage parents / carers to work in partnership with us, and to take an active role in supporting their child. IPPMs are reviewed and evaluated termly at a meeting with the class teacher. The SENCo may join these meetings to offer further advice or support if a child has additional agencies involved. Reviews can take place more frequently, if necessary.</p>	<p>This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • Regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • More regular meetings to update you on your child's progress and whether the support is working • Clear information about the impact of any interventions • Guidance for you to support your child's learning at home.
<p>What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	
<p>Pupils with SEND (where they are able to) discuss their needs formally at their reviews and on an informal basis during lessons with their teacher or support staff. Any changes or enhancements to provision identified as being necessary, are shared with the SENCo who will, for example, arrange for additional equipment to be purchased or access arrangements to be made.</p> <p>All pupils are eligible to be elected by their class as school council representatives. Pupils are encouraged to discuss their views on any matter with their class representative, who will raise the matter at our school council meetings.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p>What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?</p>	



Pupils' attainment is carefully monitored in order to ensure that progress is being made.

Progress can be that which:

- better the child's previous rate of progress.
- closes the attainment gap between child and Age related expectations (ARE).
- prevents the attainment gap from widening.
- demonstrates an improvement in self-help, or personal skills.
- demonstrates an improvement in the child's social, emotional and mental well-being.

Progress is discussed with parents / carers and is recorded on the IPPM during the termly review, and includes both progress with individual targets and towards the ARE of the National Curriculum standards. We encourage parents to maintain an on-going dialogue with us on a regular basis and can arrange to review provision at any time that it is felt to be necessary between formal review dates.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.

Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the receiving school's SENCo and ensure that they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Your SENCO should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

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- Information will be passed on to the new class teacher during the preceding term and, in most cases, a planning meeting will take place with the new teacher. Individual Target and IPPMs will be shared.
- All children visit their new classroom at the end of the summer term to familiarise themselves with new staff and their new environment.
- If your child would be helped by a transition book / social story to support their understanding of moving on, this will be made with them.
- An individual transition plan will be devised, if required.

In Year 6:

- The SENCo will meet (face to face or via phone) with the SENCo of their secondary school to discuss the specific needs of your child. A transition package will be put together for them individually. You will be invited to join this meeting to share information and raise any concerns.
- Extra visits, in addition to the routine induction arrangements for all pupils, will be arranged where necessary.

What is your School's approach to teaching children and young people with SEND?

All staff are committed to providing quality first teaching so that all pupils can make good progress with their learning. Staff ensure that lessons are tailored to the needs of pupils. This may include the use of specific resources or ensuring particular learning styles are catered for.

We use assessment for learning to identify during a lesson, if a child has not made the expected progress. Through the teaching in the McKie format, every step of learning is assessed by the class teacher, whom is then able to support the child's next learning step. Following the lesson, if further support is needed, then we use strategies such as: 5 minute boxes, and in the moment feedback to enable progress to be made immediately,

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons



furthermore, the McKie system supports the developments of their next steps in learning. We are also able to offer a variety of interventions which are delivered by our teaching assistants to address gaps in pupils' development. These may take place in small groups, or on a 1:1 basis, depending on need, and are recorded on pupils' IPPM. This support may take place within the classroom, or in a smaller, quiet space.

From time to time, pupils who have a high level of need receive more individualised support throughout the day. However, we place a strong emphasis on independence for all pupils, supporting in a manner which promotes and develops this, rather than a dependence on adult support. CLIC has been introduced to support the learning of mental maths, building upon steps for a whole week in small, but quick steps.

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, through use of ICT or practical activities); support from a Teaching Assistant for some pupils; or work set at different levels, with different expectations. The McKie Mastery strategy focuses on children learning their next step, rather than that of the expected age related, therefore classes are streamed to support this model. Those with SEN will be taught at their level with peers of a similar level, leading to teaching being more focussed for them.

Specific strategies may be in place to support your child to learn: e.g. use of coloured overlays, social stories, or adapted equipment.

Your child's teacher will have checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.

Through the teaching in a McKie style, children are working in groups based on their next steps, therefore the group are at the same learning level making it more accessible for all children.

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.



What sort of expertise for supporting children with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children with SEND is current? How do you access and secure further specialist expertise?

The school has an experienced Learning Mentor and a SENCO, who has completed the NASENCo award. They provide support to class teachers and support staff in planning for children with SEND.

Our teaching assistants have a wide range of experience in supporting pupils with needs across all categories of SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

When additional training is required, we access support from a wide range of specialists.

The SENCO and Learning mentor have received training from Nurture UK to ensure those pupils whom need additional SEMH support receive the best provision and interventions available.

All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.

Schools must make good use of their SEND funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

How do you evaluate the effectiveness of the provision made for children and young people with SEND?

Progress and attainment is reviewed and discussed with parents / carers when reviewing the IPPM each term. Progress towards targets is discussed and the effectiveness of the strategies and / or interventions which have been used is evaluated.

Your child's attainment levels are recorded on the IPPM each term in order that progress can be monitored. Attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Y1-6: Below, Working Towards, Age Related Expectation, Greater Depth
- Where pupils' attainment requires a more finely graded method of monitoring and tracking, CAPPS levels are used from the Spring term of Y1.
- Where appropriate, CAPPS levels are used to record and track the progress of pupils' personal social and emotional development.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time - known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Pupil Provision Maps (IPPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

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<p>Our senior leaders monitor the progress of pupils with SEND each term to evaluate the impact of provision and to identify and adjust provision as changing needs arise. Boxall profiles are used to assess pupils attending nurture provision full time, assessing the starting point of their SEMH needs to ensure the activities are individualised accordingly.</p>	<p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	
<p>We actively encourage pupils with SEND to participate in all aspects of the school curriculum, as widely as all other pupils. This includes our regular attendance at cluster sporting events and extra-curricular clubs, participating in residential visits and in community events and performances.</p> <p>We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual pupil.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND should be equally represented in positions of responsibility e.g. the school council.</p>
<p>How do you support children with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying.</p>	
<p>Our PSHCE curriculum supports the needs of all pupils including those with SEND. This is supported by class or small group Circle Time, which helps address specific needs, as they arise. Our daily emotional check-in routine helps staff to identify individual needs and a discussion can be had to support the child's feelings at the time.</p> <p>If a child needs regular emotional and social support then we can offer the support of nurture provision, led by the SENCo and Learning Mentor. If further support is required then a referral to another agency for specialist support, with parental consent, will be made.</p> <p>All staff know that bullying can happen anywhere, at any time and report all instances to senior leaders.</p> <p>We have a Nurture room called 'The Sunshine Room'. This is led by our SENCo and Learning Mentor. Children are identified and supported weekly within the area, providing specific activities to support their SEMH needs.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

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How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

We maintain close working relationships with a broad range of external support services in order to ensure it provides the best possible support for its pupils with SEND.

We readily share information with parents / carers regarding agencies who may be able to support and can make referrals on their behalf, with their consent, or sign-post for self-referrals. Our Headteacher, SENCo or Learning Mentor are able to help parents identify the most appropriate agency to support their or their child's needs.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If a parent / carer has any concern or complaint regarding their child, they should make an appointment to speak to the Head Teacher or SENCo as soon as possible, who will proceed to address your concerns immediately.

There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.