

The SENCo

Admissions

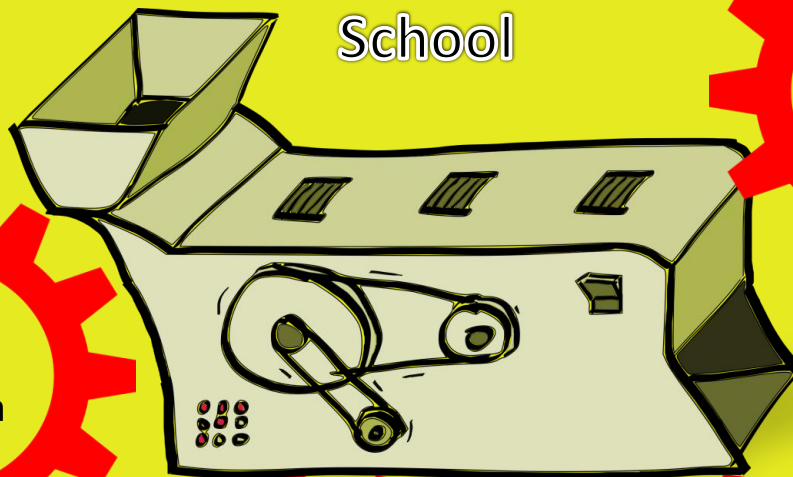
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The ROBUS values

At Thundersley we believe that a creative, broad and balanced curriculum should be available to all its pupils, regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables him/her to become an independent learner, being able to fulfil his/her potential to the highest possible standard.

At Thundersley all children and their achievements are valued equally.

Our school ethos is that we all strive to 'be the best we can be'.

The Thundersley values are:

Belief: *We believe in ourselves*

Courage: *We learn from our mistakes*

Endeavour: *We work hard*

Determination: *We never give up*



To the report

Admissions



Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHC plan) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of SEND pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- ❖ it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- ❖ the attendance of the child or young person there would be incompatible with the efficient education of others, or
- ❖ the efficient use of resources.

Before making the decision to name our school in a child's EHC plan, the local authority will send the governing body a copy of the EHC plan and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHC plan sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHC plan also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

The kinds of special educational needs and/or disability that we provide for



- Support is provided within a differentiated curriculum, to meet the needs of pupils who require provision that is different from or additional to their peers.
- Support is provided in the four categories of need:
 - ❖ Communication and interaction,
 - ❖ Cognition and learning,
 - ❖ Social, mental and emotional health,
 - ❖ Sensory and physical.

What do pupils say?



How will pupils be involved in decisions regarding their provision?

- This school uses pupil centred profiles. These are completed with the pupils themselves (where appropriate) and identify their abilities and strengths, their likes and the difficulties they face, alongside the action they require the school to take to reduce barriers to learning and social success.
- Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

Staff Training and Specialist Support



What training do the staff supporting children and young people with SEND undertake?

Staff receive training based on the cohort of children that they work with. This training will be at different levels depending on the level of expertise required.

Awareness training – for all staff

Enhanced training – for TAs and teachers working with a particular need

Specialist training – for individualised needs

The school SENCo has achieved:

- The National Award for SEND Coordination

The school works in partnership with the local authority and external professionals

If a child's progress and attainment are significantly below age related expectations, despite the delivery of high quality teaching, additional advice may be sought from external agencies. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs.

This may result in an Education, Health and Care (EHC) plan being provided.

Local Authority Offer



- The Local Authority local offer is available to view on <http://www.essexlocaloffer.org.uk/>
- The Local Offer has been published as part of the SEND reforms under the Children and Families Act 2014.

The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Make service provision more responsive to local needs and aspirations
- Be developed and reviewed with the service providers and service users



Working Together

- Thundersley is a member of the Robus Multi Academy trust. The SENCOs from the 4 Robus schools meet regularly.
- Thundersley Primary is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All the schools in the group work closely and are committed to providing high quality education for all children with special educational needs and disabilities in the whole of the local area.
- Local provision is very similar as no one school has a particular specialism in relation to SEND.

Who else can help?

Outside Agencies and Support Services



Some children with special educational needs or disability require more specialist support from other professionals. These outside agencies or support services can support a child and their families. All may provide specialist assessments or advice on different strategies or materials.

Educational support:	Health Care Support:	Family and Social Care Support:
Local authority support Educational Psychologists SENCo Cluster Specialist teachers	Paediatricians Occupational Therapists Physiotherapists Speech and Language Therapists Health Visitors School Nurses Mental Health support	Home/School Liaison Family Solutions Counsellors Learning Mentor

In discussion with the class teacher and parent, the SENCo may suggest a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate.

The local SENCos meet regularly to share good practice. It also serves as a support network.

Where it is deemed necessary, the school will invite/request the attendance of colleagues from other agencies to contribute to outcome meetings or annual reviews. Requests for support or guidance may also be made.

Parent Consultation



- The school has an open door policy. Parents are invited to discuss arrangements with the Class Teacher and/or SENCo at any point throughout the year, by making an appointment at the school office.
- Termly meetings are arranged to update parents on the progress their child is making and the provision and support their child will receive. At these times a pupil's one-plan or pupil passport may be reviewed.
- For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.
- The Class Teacher and / or SENCo contacts parents to keep them updated with any issues or consideration of new strategies
- Parents of children who have an EHC plan are invited to discuss their child's progress at the Annual Review meeting.

The SENCo



- The SENCo's name is Mrs Armour. You can contact Mrs Armour by coming into school, telephoning the school, or by sending an email.
- The telephone number is 01268 793251 and the email address is admin@thundersley.essex.sch.uk
- The SENCo is an experienced, qualified teacher with many years of leadership experience.
- She strives to keep up to date with new initiatives and best practice by attending training sessions and by reading relevant publications.
- The SENCo attends local cluster and support groups on a regular basis.
- The SENCo supports class teachers and learning support assistants in working with and assessing children who have special education needs. The class teacher is responsible for teaching children with SEND. The SENCo also liaises with parents and other professionals in order to secure the best possible outcomes for children.

Identification and Assessment



Thundersley Primary School uses a graduated response to identify pupils who are falling behind age related expectations.

Information is collected

- At Pupil Progress meetings
- From parents
- From other agencies
- Through observations
- By using a range of assessments
- By listening to what the children tell us

SEN/D support is implemented when:

- a child's progress or attainment is significantly below where it should be and is a cause for concern.
- Persistent social or emotional difficulties are having a negative impact on their learning
- Physical or sensory difficulties require a high level of specialist support or equipment

An assessment for an Education, Health and Care Plan will be undertaken if more extensive support is required.

A child will be included on the SEND register, in consultation with parents. A child will be removed from the register, again in consultation with parents, when progress or attainment is within age related expectations.

Resources



- Specialist resources are used to enable learners across the school. Resources may include English and mathematics support, behaviour for learning support, resources to support physical difficulties
- Reasonable adjustments are made to the learning environment to support the needs of the learner.
- Further specific specialist equipment may be bought or hired according to the needs of the children.
- Staff as a resource: the school employ teaching assistants to support the learning of all pupils including those with special educational needs. The school also employs a full time learning mentor who works with children, their families the school.
- Pupils with social and emotional needs are supported by all members of staff and within the school's Golden Rules. Where more specialist support is needed the school provides pupil counselling as well as family support.



Monitoring and Evaluation

- The SENCO, SLT and identified governor review the provision for pupils with SEND
- Pupil progress is discussed in termly meetings with class teachers
- Interventions are monitored regularly.
- Agreed outcomes and SEN/D support are evaluated during structured conversation meetings and the views of parents, school staff and children are taken into account.



Complaints

- Our school has an open door policy. We encourage you to come and speak with us about any worries or concerns you may have and we will do our best to work closely with you.
- Should you wish to make a complaint, then refer to the complaints policy which is on our website.

Transition



Transition Plan Arrangements for Transfer from Pre-school to Primary School

- Meetings will be requested in order to hand over information about provision, programmes and outside agency support in place at pre-school settings in order to support transition.
- All children have the opportunity to visit Thundersley to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

Transition Plan Arrangements for Transfer From Class to Class

- Class teachers carry out handover meetings with new class teachers.
- Teachers and their LSAs are advised about the SEND children in the class and any other medical information.

Transition Plan Arrangements for Transfer From The Primary School to Secondary School

- The SENCo will transfer SEND information to the relevant secondary school. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.
- Parents of children with an EHCP are invited to discuss transitional provision with the potential secondary school at an annual review.
- Pupils have the opportunity to share their views or worries regarding moving to secondary school.
- Some secondary schools offer additional transition sessions