

# **Thameside Primary School Special Educational Needs and Disabilities (SEND)**

## **Information Report**

**September 2022**

Children learn in different ways and progress at different rates. Many children need some kind of extra support during their time in education.

### **1. Who are the best people to talk to in this school about my child's Special Educational Needs?**

You can speak to your child's class teacher, Year Leader, Mrs Langevine (Assistant Head teacher & Special Educational Needs Coordinator) or Mrs Hoonjan (Assistant SENCO), by making an appointment.

Should you wish to discuss any concerns that you feel are emerging, or are worried about the progress of your child, please contact the school office to make an appointment.

Email: [admin.tps@osborne.coop](mailto:admin.tps@osborne.coop)

Telephone: 01375 372166

### **2. What are the different types of support available for children with SEND in this school?**

In terms of what we offer children with SEND, this is different for every child, and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist). Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be personalised for individual pupils.

#### **Additional provision – Stepping Stones**

**In addition, Thameside Primary has a unique resource base for children with challenging behaviour:**

Within our school grounds, we have a base for 6 children, who have either been permanently excluded or are here for a time out period/assessment. This provision is funded by the Thurrock Local Authority and can be for children, either in, or outside of the school's catchment area. Places are awarded by the Thurrock Inclusion Panel.

The SENCo and school staff, work closely with outside agencies to identify individual needs and plan support for each individual child. This on-going assessment leads to a decision around where the child would be best suited to learn in the future.

Stepping Stones provides a very positive and supportive learning environment.

### **3) How will the school let me know if they have any concerns about my child's learning in school?**

At Thameside Primary School, the learning and progress of all children is monitored daily through observation and teacher assessment. This information is collated half termly and discussed with the Senior Leadership Team and class teachers. It is at this meeting that a need may be identified. Further evidence, observations or assessments may then be carried out and targets appropriately set, and interventions agreed. These targets and concerns will be shared with you at the Parents' Evenings by your child's class teacher and discussed with yourself and your child to ensure effective collaboration and child-centred approach.

If a need arises outside of the usual reviewing cycle, the class teacher will ask for you to come in for an initial meeting to share their concerns, the SENCo may be present at these meetings.

Targets and next steps will be discussed and agreed with you and your child.

During these early discussions with you and your child around whether there may be a SEN, we aim to ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to your child's record.

We formally notify parents when it is decided that a pupil will receive SEN support.

#### **4) How is the decision made about extra support and how is it allocated?**

After the concerns have been raised and targets drawn up by the class teacher, this is discussed with the SENCo about how best to support your child to achieve the targets. It may be in a variety of forms, ranging from in-class support, small group work and one-to-one additional support.

If your child has been awarded an Education, Health and Care Plan (EHCP), the teacher and SENCo will meet to discuss how best to support the needs of the child and determine what the support will look like. This will be reviewed with you annually, or at your request, as well as discussed during the Parents Evening meetings.

#### **5) Who are the other people providing services to children with a SEND in this school?**

We have access to the following services:

Outreach from Treetops

Educational Psychologist through the Local Authority

Occupational Health Team via NHS

Speech and Language Therapist via NHS

Speech and language Therapist via Thameside

Community Paediatric Service via NHS

Paediatric Physiotherapy via NHS

Thurrock Sensory Service (Hearing and Vision) Outreach

School Nurse

The inclusion team, including the SENCO, work closely with both social care in the local authority and the paediatric service. As a school, we use the MASH team for advice and guidance.

We offer a service to parents whereby a member of the SEND team will attend with the family on paediatric appointments, Speech and Language assessments or any other medical appointment where the school's input may be useful to create a more rounded picture of the child and their needs, should they wish the school to support them. This is subject to availability.

#### **6) How are the teachers in school supported to work with children who have SEND and what training do they have?**

The school SENCo and SENCo assistant are available to advise and support teachers on a daily basis. We also have staff who are trained in delivering a variety of interventions to support a range of needs. These include:

Language Focussed Play

Speech and Language Link

Speech and Language training for LSAs

Speech and Language interventions  
ChatterBug  
EAL Interventions  
Understanding and Supporting Emotional Regulation  
Intensive Interaction  
Sensory Processing  
Teaching New Skills  
Precision Teaching  
Core Vocabulary Board  
Communication Book  
Toe by toe  
Colourful semantics  
Numicon  
Subitising  
Flash Back in Four  
Fluent in Five  
Diabetic Care trained  
EpiPen trained  
Epilepsy trained  
Paediatric First Aiders  
First Aiders  
Safe Handling Trained

Training for all staff is ongoing, training sessions are held both internally at staff meetings and externally, where a member of staff attends a specific course and then disseminates the training to the remainder of staff where necessary.

### **7) How will the teaching be adapted for my child with learning needs?**

If a child is identified as having a special educational need/disability (SEND), it may be necessary for a school to intervene to provide additional support for that child. This support should be provided through a process known as 'SEN Support'. This is designed to help remove any barriers the child has to learning and put in place provision that will enable that child to benefit fully from their education, whilst also having a broad and balanced curriculum.

This support is provided through a continuously repeated 4-part cycle known as the 'graduated approach', revisiting and reappraising the support, and concentrating on what works best for the child. In this way, the support should become more refined and specialised over time, to ensure that the child continues to make good progress at school and that the desired outcomes are reached.

Your child's class teacher is responsible for the work that is done with your child, they work closely with Learning Support Assistants and any specialist adults involved with your child.

The school offers many different forms of additional provision. This can include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, recording methods etc.
- Adapting our resources and staffing
- Nurture provisions
- Access to a wide range of outside agencies

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Additional in-class support or additional out-of-class support
- Learning Mentor sessions
- School Counsellor
- Speech and Language Therapist
- Play Therapist

The most important point is that additional provision depends on the needs of the child.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional needs, overcoming physical issues (for example difficulties with fine motor control) ... the list is endless!

Teachers are advised by the SENCo about how to adapt the learning to ensure that all pupils have access to the curriculum. We use the advice sent in by professionals to support this. Learning is scaffolded according to needs and requirements. We work closely with the child and their family to ensure a child-centred and collaborative approach is taken.

### **8) How will you measure the progress of my child in school?**

Staff keep careful records of the children's progress through observations and assessment. The SENCo specifically monitors the outcomes of interventions and will advise accordingly.

It may be necessary to monitor children with SEND using a different tracking tool to the rest of the school, such a tool will have steps of progress that are broken down into smaller chunks, currently for this we use the Pre-Key Stage Standards, Dyslexia Screening Test-Junior (DST-J) and Boxall Profile.

Your child's class teacher will meet with you to discuss their progress at the Parents' Evening. The nature of the targets and support is discussed and negotiated, as appropriate, with you and your child. You can also arrange to see the SENCO via the school office.

### **9) How do you evaluate the effectiveness of the SEND provision?**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least termly
- Using pupil questionnaires
- Monitoring carried out by the SENCo and other school leaders
- Using provision maps to measure progress and track impact
- Holding annual reviews for pupils with EHC plans

### **10) How do you ensure a child centred approach?**

We understand the importance of gaining parent and child voice and working collaboratively in order to provide the best provision for the child. Children on the SEN register are regularly consulted on their provision, helping them to understand what helps them best and also providing an opportunity for them to develop self-advocacy skills. Children with EHC plans have an 'All About Me' document where their voice can be expressed. Parent voice is also regularly sought not only on their individual child's provision but on wider whole-school issues.

### **11) How does the school support social, emotional, and mental health development?**

All staff are aware of the emotional and social difficulties that children may experience, and needs are addressed by the class teacher and supporting LSAs. Where the need may intensify, we have a small team of staff to work with children including a Counsellor, Learning Mentor and a pastoral team.

The staff use a range of programmes such as; Social Use of Language Programme, Exploring Feelings and Zones of Regulations to help children develop strategies for understanding and managing feelings and behaviour.

Pupils with SEND are encouraged to be part of the school council and take part in activities outside of the classroom. We have a zero tolerance approach to bullying.

### **12) How have you made the school accessible to children with SEND?**

The school is made up of one building, over two levels. All classrooms on the ground floor are accessible by ramps on more than one entrance and exit. The second floor is accessible via a lift. Emergency evacuation procedures are in place. The school is a vision impaired friendly environment.

Further information can be found in the accessibility policy.

### **13) How do you ensure the inclusion of children with SEND in activities outside of the classroom?**

All children are invited to attend all trips or events, a risk assessment would indicate if it would be necessary for a family entrusted adult to accompany the child on a one-to-one basis, with support from the teacher or LSA when needed.

Decisions around residential trips would be discussed on an individual basis, well in advance of the trip.

### **14) How will you support my child when they are leaving the school or moving into a new class?**

When children are moving into a new class, the teachers meet to discuss the children and their needs. The children take part in the school's usual transition process and where necessary a bespoke programme will be arranged for them.

We would share necessary information with the relevant staff from other schools and where needed we will plan additional, individualised transition work for the children, beyond the one week transition they experience in year 6.

### **15) Arrangements for handling complaints from parents of children with SEND about the provision made at the school**

Complaints about SEND provision in our school should be made to the class teacher, Year Lead or SENCo in the first instance. You would then have to follow the school policy for complaints, the SEND Link Governor is Mr S. Lloyd. The complaints policy can be found here:

[Thameside Complaint Policy](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **16) The Local Offer and support services for parents of children with SEND**

The Thurrock Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in Thurrock for parents and young people. The local offer is part of the reforms to support children and young people with SEND under the Children and Families Act 2014.

The Thurrock Local Offer can be found here: [SEND Local Offer | Ask Thurrock](#)

**The School SEND policy can also be located on the school website.**

**This policy includes further information on the kinds of SEND that are provided for as well as information regarding admissions.**