



**Osborne**  
Co-operative Academy Trust



# **SEND Local Offer Policy**

## **Thameside Primary School**

**Last reviewed: February 2023**  
**Next review date: February 2025**

## **Thameside Primary School**

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

### **How does the school know if my child needs extra help?**

Informal and formal assessments, as well as formal and informal observations of pupils are carried out on a regular basis within the classroom. These assessments and observations are used by the class teacher to identify the strengths and difficulties any child in their class may be experiencing. As any concerns are noticed, they can be considered in a number of ways:

- The teacher may identify interventions and / or strategies that can be put into place within the classroom, with immediate effect
- The class teacher or LSA can take concerns to the SENCo to request advice, support and / or strategies
- Through discussion and decision making about the type of support or intervention needed by individual or groups of children during the termly Pupil Progress Meetings that include the Head teacher, a member of the Core Leadership Team, the SENCo and the class teachers in the year group

Children can also be identified by:

- A parent raising their concerns, firstly with the class teacher, who may then speak with or refer them onto a member of the pastoral team
- A teacher raising a child with a member of the pastoral team who then presents the concerns at the weekly 'Team Around the Child' meeting, which is attended by the Head teacher, the two Deputy Head teachers, the SENCo, the school's Social Worker, the school Family Support Worker, the Behaviour Support Co-ordinator, the Inclusion Manager, the alternative provision lead (if appropriate for them to attend), the Learning Mentor and the School Counsellor. Together, these pastoral team members considers the best suited available support and strategies that could be granted to the child and, in some cases, their family. This can include referral to the Educational Psychologist, Community Paediatrician, Speech & Language Therapy Team, Prevention and Support Service, Children and Mental Health Services (CAMHS), Thameside Children's Centre and the Sunshine Centre.
- The scrutiny of data by the SENCo after each termly data drop. Children at 'Working Medium' (W) or 'Working Low' (W-) for 2 areas from Reading, Writing and Maths within the year group curriculum or lower will be identified as needing additional intervention and will be placed on the Special Educational Needs (SEN) register. Children can be placed onto or removed from the register according to their grade and whether or not they have made progress after termly data drops. This scrutiny also enables the SENCo to suggest strategies and interventions that can be discussed at the Pupil Progress meetings as well as identify if the child may benefit from being referred to an outside agency e.g. Educational Psychologist. This approach to identification may differ if a child is determined, from information obtained from parents on the data collection form, as having English as an additional language (EAL)

### **How is the decision made about how much support my child will receive and who is involved in that decision?**

As a result of analysing termly assessment data, the SENCo and class teacher will discuss the needs of children that are working below expected levels and / or who aren't making expected progress, namely during the Pupil Progress meeting. Intervention(s) and support will be considered on an individual basis, in addition to in-class support and Quality First

Teaching (QFT), to meet objectives reflected in the termly year group Provision Map. Provision maps are reviewed by the class teacher at the end of each term, with new objectives being set for the new term, if further support and / or intervention is deemed necessary. If a child appears to have significant difficulties, parents will be asked to grant permission for referrals to be made to appropriate outside agencies to determine if additional identification of difficulties and / or support is needed.

If a child has an Education, Health and Care Plan (EHCP), or if one is granted at any time during their time at Thameside Primary School, the teacher and SENCo will meet to discuss each child on an individual basis and determine what support they need and how this can be delivered on a daily basis, across the week and during a term. The EHCP will be reviewed on an annual basis and will include parent(s), the class teacher, the 1:1 support staff (if applicable), the SENCo and any additional professional involved in the child's education, health or care.

### **How will I know how the school supports my child/and how is this communicated?**

A year group provision map will be written that sets out objectives to be worked on for each applicable subject / area, the provision or intervention to meet these objectives, who will carry it out and how often it will happen. Teachers will share the objectives and support / intervention to be given with parents during the Autumn & Spring term Parent Evenings along with progress made towards previous objectives. This information will be shared in the Summer term by means of the End of Year Report. Provision maps will be reviewed by the teacher towards the end of the term, a new year group provision map will be written to include your child if they require further support and / or intervention.

### **How will the curriculum be matched to my child's individual/specific needs?**

Class teachers are responsible for planning for and delivering tasks, according to the individual needs of the children in their class. A learning support assistant (LSA) may support individuals or small groups of children during the initial discussion / introduction of a subject / task, whilst the task / activity is being completed and / or during the plenary of a lesson. In addition, children may be supported 1:1 or within a small group intervention, delivered by the teacher, an LSA or Higher Level Teaching assistant (HLTA), on a regular basis to address specific and targeted areas of need, often decided upon when a child is either working at levels lower than those expected of their age or who aren't making the expected progress.

The areas most often addressed through interventions are literacy, numeracy and social / communication skills, along with speech and / or language difficulties. In addition, support can be offered for co-ordination / mobility difficulties, lack of concentration and difficulties in socialising / behaving appropriately with others. Advice from outside agencies will be followed as much as possible within a school setting.

### **How are the school's resources allocated and matched to children's special educational needs?**

There is a learning support assistant (LSA) attached to each class and they provide support to the classes and/or underperforming groups for numeracy, literacy and phonics in the morning. In the afternoon sessions, LSAs provide support within classes for any children identified by the class teacher or through running interventions for individuals or small groups. In addition, they may work 1:1 with children that would benefit from additional support / targeted intervention. HLTAs can be timetabled to carry out interventions or to take small targeted groups for developing basic numeracy, literacy and phonics skills.

In school, there are currently three nurture bases for children in Early Years, Key Stage 1

and Key Stage 2. The Key Stage 1 and 2 groups can hold a maximum of 12 children from either Key Stage. The children that access these bases often have significant education and / or social difficulties. Many have an EHCP whilst others are children for whom an EHCP is to be requested or whom the Educational Psychologist has been involved with. During the morning sessions, children can access literacy and / or maths sessions to develop their basic skills. In the afternoon, the focus is on developing social communication and interaction skills. In the Key Stage 2 nurture group children also develop their skills in PSHE, Art, Music, Science, History and/or Geography. Children can access both the morning and afternoon session or just one session according to their need. Attendees for the morning sessions are identified through their end of term data, whether or not they are making expected progress regardless of their ability levels and if they find it difficult to cope in class. The teacher is then asked to complete a Boxall Profile which ascertains if a nurture intervention is the correct intervention. Attendees for the afternoon session are considered based on their behaviour in the classroom, their interactions with their peers and other children or if they are experiencing behaviour difficulties that could be attributed to a specific diagnosis of a condition or an external emotional factor. Again, a Boxall Profile is completed to ascertain if a nurture intervention is the correct intervention. Boxall Profiles are completed each half term to establish progress and so as to consider the 'next step' whether this be integration into certain elements of the school day e.g. in class for all maths lessons, or if further advice and support is needed e.g. involvement from the Educational Psychologist. Where it is established that attending sessions in the nurture groups is not the most appropriate course of action for some children, consideration will be given as to how to support the children in class or whether a referral to the Learning Mentor would be more impactful.

If a child has an EHCP then support is allocated according to individual need. Some children may have 1:1 support all day and every day whilst others may receive a balance of 1:1 / small group / whole class support which could come from the class LSA, another year group LSA, a HLTA or the class teacher.

### **How does the school address my child's emotional, social and behavioural needs?**

The school has a Learning Mentor who will work with children on a 1:1 or small group basis to solve problems such as anxiety about coming to school and issues with friends. There is also a Behaviour Support Co-ordinator, who is supported by the Behaviour Support LSA. The Behaviour Support Team is based in 'The Bridge' – an area in the school where children may be taken to for 'Time Out' from the classroom, where their difficulties in class and resulting behaviour choices will be discussed with them before they return to class. Both members of staff will also go into classes to support those children who may be finding things difficult. The Bridge also houses the internal exclusion room where children will work if the consequences of their behaviour deem it appropriate for them to be removed from their classroom or the main school environment, for a specified period of time.

The school also has a full time counsellor who work with children on a 1:1 basis, if they have experienced any adverse childhood experiences that is impacting on their emotional well being and their ability to engage and enjoy learning and access the curriculum. There is also a Play Therapist who work in the school one day a week to support children who are not able to engage in 1:1 or group sessions with the Learning Mentor and School Counsellor because they are more responsive to a less intrusive approach to addressing their emotional, social and behaviour needs.

### **How will you ensure that my child and I are involved in discussions about, and planning for their education?**

Parents will be invited to attend two Parents Evenings per year – one in the Autumn term and one in the Spring term. At these meetings, objectives that your child is working to will be discussed. The school has an 'Open Door' policy where parents can request to speak with members of staff outside of these Parents Evenings. Teachers and the SENCo are happy to meet with parents – appointments should be requested via the office. There are also half termly after school 'Drop In' sessions when the teacher is available to speak with parents.

For children who have an EHCP, an annual review of their progress towards the long-term outcomes in their EHCP will be carried out. Parents, school staff and other professionals involved in the child's education, health and care will be asked to contribute their thoughts and opinions, as part of the review process. Parents, professionals, and the child (if appropriate) will be invited to the Annual Review meeting where progress and 'Next steps' are discussed, in readiness for a new EHCP to be written or for it to be determined that it is no longer necessary. An emergency Annual Review can be requested at any time to make changes to the child's special education needs, provision or to request a change of placement to a specialist provision e.g., Treetops School or Dilkes Primary School Personalised Learning Centre.

### **How accessible is the school environment for mobility behavioural, sensory, health and other issues?**

The majority of the school is on one level with ramps to the main access areas of the school building. There is a lift to the first floor of the two-storey element of the building. Playground areas are flat and level. Gates and doors are wide enough to enable wheelchairs and walking frames to pass through them easily.

All children with a health difficulty are placed on the school's 'Medical Register' which is updated on a regular basis. There is a copy of the Medical Register and Individual Care Plans in the main office and in the SENCo's office. The SENCo is responsible for meeting with parents of children with health needs to devise a Care Plan. Class teachers also have copies of Care Plans for the children in their class. EpiPens and individual medication for epileptic seizures are securely stored and locked away in respective children's classrooms. Children's dietary needs are recorded on Bromcom and shared with the kitchen staff on a daily basis. Children with dietary needs usually wear a lanyard with their dietary needs stated on it, as they collect their lunch. The lanyards are collected from the children after they have been served; the lanyards are returned to the Main Office where they are stored and retrieved from daily.

### **How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?**

Children are invited on all trips. In the case of day trips, if it is felt relevant, a parent or a family entrusted adult, may be asked to accompany their child on a 1:1 basis but with the support of a further LSA and class teacher, when needed. For residential trips, decisions around support will be discussed on an individual basis well in advance of the trip. Individual risk assessments are completed for some children to make it possible for them to attend school trips/educational visits irrespective of their category of need and/or health issues.

### **How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?**

There is a complete programme of transition in place from Nursery to Year 6. A number of visits are first made by the children to partner classes in the year group they are moving to. A series of visits are then made to the year group bases that the children will be moving into,

in their current class group with their current teacher during the week in which most year 6 children will be spending time at their new secondary school. Finally, children spend a number of sessions with their new teacher in their new classroom with their new class and the new Learning Support Assistant for the class. In addition, those children that are identified as needing additional transition support are supported. This can take the form of a Transition Book for moving from Nursery to Reception or Reception to Year 1; briefing and de-briefing sessions for Key Stage 2 children that give them a chance to talk through worries before and after visits with their new class teacher and moving into the new year group; information sharing between staff from nurseries, pre-schools and new secondary schools and relevant Thameside staff. All children receive a personally written portrait from their new teacher before the end of the summer term

### **What training have the staff supporting children and young people with SEND had or are having?**

- Training in delivering the 'Letters and Sounds' literacy programme
- Speech and Language Link training
- Speech and Language interventions training for LSAs
- Infant and Junior Language Link training
- ChatterBug in Early Years
- Language Focussed Play
- Colourful Semantics training
- In house training on Precision Teaching and addressing Dyslexic type traits
- Supporting children with EAL, provided by Havering College
- First Aid
- Training in the care of children with Diabetes or allergies that require the administration of medication via injection / EpiPen from the Diabetes Nurse Team and School Nurse Team
- Epilepsy training
- Level 2 and 3 NVQ in Learning Support
- Child Protection and Safeguarding
- Understanding and Supporting Emotional Regulation
- Intensive Interaction
- Sensory Processing
- Teaching New Skills
- Core Vocabulary Board and Communication Books
- Subitising
- Flash Back in Four and Fluent in Five KS2 Maths
- Paediatric First Aiders and First Aiders
- Safe Handling Trained

### **What specialist services and expertise are available at or accessed by the school?**

- A full time Special Educational Needs Co-ordinator (SENCo)
- A full time Assistant Head for Behaviour who is the SENCo for the on-site Alternative Provision
- Learning Mentor
- School Counsellor
- A full time school employed qualified Social Worker
- A full time Family Support Worker
- A full time Behaviour Support Co-ordinator
- A full time Behaviour Support Learning Assistant

- A full time Attendance Officer
- Visiting Specialist Teachers for Hearing & Visual Impairments
- Input from NHS Occupational Therapy Service, Paediatric Physiotherapist Team, Speech and Language Service and Community Paediatricians
- Treetops Outreach Support Worker
- Thameside Children's Centre for families seeking support
- School Nurse Team
- The Sunshine Centre
- Young Carers
- Domestic Abuse Support Services
- Coram
- Access to the Local Authority Educational Psychologist for commissioned work

### **Who can I contact for further information?**

In the first instance, concerns should be expressed to your child's class teacher. In the event of further advice needed or support to be given by the school, then the SENCo should be contacted via the school office, when an appointment will be arranged to discuss things further. The SENCo can be contacted by telephoning 01375 372188.

### **Thurrock SEND Local Offer**

'What is a Local Offer? A Local Offer gives children and young people in the borough, who have Special Educational Needs (SEN) and/or a disability, information in one place. 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'. (SEND Local Offer).

Some of the services that are available are as follows:

- Education Health and Care Plans
- Thurrock SEND Family Forum
- SEND Developments
- Thurrock SEND Communication and Engagement Newsletter
- Strategies and Policies – Support for special educational needs and disability
- Your Aspiration, Our Priority – the Thurrock SEND podcast
- SEND Provision Films
- Applying for Schools
- Early Years Support
- Phase Transitions: Nursery to Reception and Year 6 to Year 7 information

You can access Thurrock's Local Offer by visiting Ask Thurrock <https://www.askthurrock.org.uk/> or by clicking on this link [SEND Local Offer](#). Alternatively, you can contact them on 01375 652801.