



Thongsley Fields Primary and Nursery School

SEND Information Report 2016/17

This document specifies some information that is specific to Thongsley Fields Primary School and Nursery School. It answers questions raised by parents regarding children with special educational needs and disabilities (SEND) or additional needs. It explains exactly what Thongsley Fields can offer these children. If you require any further information please contact Mrs. Theresa Buttery, Headteacher, or Lisa Moule, Special Needs and Disabilities Coordinator (SENDco). Copies of our SEND policy, Accessibility policy and many other school policies can be found on our website: www.thongsleyfields.cambs.sch.uk . Paper copies are available by request from the school office. Information about what is on offer from Cambridgeshire Local Authority can be found by using the following link. A short cut is available on our school website under the inclusion tab. http://www4.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All pupils' progress is carefully tracked using the school data system Target Tracker and is reviewed through regular half termly pupil progress meetings between the teacher and the Senior Leadership Team. Any children who are not achieving age related progress will be monitored closely and additional support may be provided. If the class teacher has any concerns about your child they will share them with you and the Special Needs and Disabilities Coordinator. Additional assessments may take place to identify what their additional needs are and to decide if support can be provided by the school or from outside services.

If you have any concerns about your child you need to speak to the classteacher. If you would like further advice and support regarding your concerns you can speak to Lisa Moule, Special Needs and Disabilities Coordinator (SENDco). If you have any further concerns you can speak to the Headteacher, Mrs Theresa Buttery or the SEN Governor (contact can be made via the Clerk).

You may already have involvement and assessments from other services, which you will be able to share with the school to help them make provision for your child. For example, your child may have involvement from the Early Support service or there may be reports from a paediatrician or speech and language therapist. These will inform the school of the type and level of need your child may have and even offer programmes of work to support them. If your child has no previous involvement with external services and there are no initial reports to identify need, the school will allow a 'settling in period' and monitor the child, making regular assessments of their behaviour and progress. These, along with more formal assessments, will build a picture of their needs and help us to select the necessary external advice and support, if required, which will be sought in partnership with parents, and reviewed regularly. Those children starting school with an identified specific or severe need

will be planned for in advance, to ensure a smooth transition.

How will school staff support my child?

Thongsley Fields Primary and Nursery School provides a range of support for children in the school. All children in the school will get support that is specific to their individual needs. This may be provided by the class teacher, other staff in the school or outside services. Additional in-class support provided by teaching assistants is available in classes, including delivery of Wave 2 and Wave 3 support to improve their educational attainment. Other groups also take place that are targeted at children's specific emotional, social, behavioural or physical needs.

Parents/carers will be informed of and asked to give their consent for other professionals to work with their children. Specialists from a range of support services might be working with a child on a regular basis, over a set period of time (e.g. weekly for 1 term). Their role will be clarified and explained by the Special Needs and Disabilities Coordinator to parents. The school governors will be informed of the on-going work of the Special Needs and Disabilities Coordinator and the provision in school. It will be the school governors' responsibility to ensure that effective provision is available.

How will the curriculum be matched to my child's needs?

As a school we are committed to giving every child an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Teacher assessment and formal tests will be used to assess how well any child is progressing, and adaptations to teaching and learning will be made where necessary. All teachers differentiate work within their classes and assess progress continually. Differentiation means that lessons are planned to take account of different learning styles and ability. If a child is not coping at the level expected, flexible planning and provision will be used to tailor lessons to suit your child, with the aim of the fullest integration possible. Gaps in learning or difficulties with specific concepts will be addressed through a range of interventions and support, which may include anything from review and reinforcement within the lesson to 1:1 tutoring. Children are encouraged to take an active role in planning their own learning and identifying the next steps to make progress. All children have access to challenge activities to extend their learning.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

As mentioned earlier all children's progress is closely monitored. All intervention groups are timetabled and monitored by the Senior Leadership Team. Support for children who are identified as having an additional need or who have a Statement of Special Needs or Education Health and Care Plan have SEN support plans. These are records of their support and the targets they are working towards that are reviewed three times a year and shared with parents. The Special Needs and Disabilities Coordinator (SENDco) also meets with class teachers twice a year to review the progress and support for children with additional needs.

In addition:-

- Parents /carers will be able to meet with their child's teacher informally after school on most days if they have a concern, but more formal appointments may be made at any time and can usually arranged within a week.
- Parents'/carers' evenings are held regularly over the school year, when information about progress is shared and support suggestions given. During parents' and carers' evenings, parents are encouraged to discuss their role in supporting their children at home.
- Parents /carers will receive an annual written report at the end of each academic year.
- The Special Needs and Disabilities Coordinator is also available for appointments to discuss specific provision and any SEND related issues.
- There are more informal ways of communicating regularly, such as a home-school book for sending messages back and forth between home and school, and the opportunity to speak to a member of staff informally at the end of each day or by appointment.
- There is an overview of the curriculum for each year group on our website so that parents/carers are aware of what is being taught. Homework will also be set to match children's needs.
- There will be a range of opportunities to visit and join in with learning activities.
- Opportunities are available for parents to meet informally to discuss matters relevant to them, and receive training or get involved with practical activities; sometimes these are specifically to support parents/carers with helping their children.
- Some parents/carers of children with additional needs may be invited to additional meetings (e.g. pastoral support plan, school based plan, looked after children reviews, annual reviews and provision mapping).

What support will there be for my child's overall well-being?

Thongsley Fields Primary School and Nursery School is proud of its inclusive ethos and this means that part of our everyday practice is focused on your child's overall wellbeing.

In addition:-

- The ethos of the school is shown through values such as respect, responsibility for others, resilience, aspiration and readiness.
- The school nurse is available to discuss matters relating to your children. She visits the school regularly and a meeting can be arranged with her if you have any concerns.
- Support from the Locality Team may be accessed to work with children and families. This can be accessed by completing an Early Help Assessment which unpicks.
- Trained adults are available to meet with children on a 1:1 basis and discuss their problems and worries. Mrs James works Monday to Wednesday and supports children work through a range of issues including bereavements, separation, anxiety etc.
- Teaching assistants provide additional adult support for children who require it.
- Circle time is held to give children a chance to talk about matters of personal and social development.
- Emphasis is placed on regular and well planned PSHE (Personal, Social and Health Education) teaching across the school. These plans are based around the Cambridgeshire PSHE scheme of work.
- Key staff are trained in basic first aid procedures, with some holding advanced first aid qualifications, including Paediatric First Aid for the under 5s and administration of medicines certificate.

- Some clubs may be run by qualified sports coaches who are subject to required safeguarding checks.
- A clear behaviour and discipline policy, with stepped sanctions, is followed. This complements a positive approach to behaviour management where good behaviour is recognised and celebrated.
- Exclusions may be used for persistent and disruptive negative behaviour or very serious incidents. Support from external services may be sought. Parents /carers are encouraged to work with the school to avoid exclusion.
- There is a School Council that meets regularly to discuss a range of issues relating to school management.
- Systems are in place for children to 'buddy' others, and older children are encouraged to help younger children with integration at playtimes. Some pupils are trained as Play Leaders and Peer Mediators to assist in this.

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

Our staff regularly receive training in specific areas such as Dyslexia, Speech and Language, Behaviour Management, Autistic Spectrum Disorder and children's emotional needs.

In addition, we have access to a range of service which can be accessed by completing an Early Help Assessment which will be referred to the Early Help Hub. From here support may be provided from one of these teams:-

- SEND Specialist Services: a local authority service, delivered in three areas across Cambridgeshire. They work in schools and settings with children and young people (0-25 years) and their parents/carers, providing targeted support and training in all aspects of Special Educational Needs (SEN). The main aim is to help meet the needs of children and young people within their local community. The team aim to help children and young people with SEND to progress with their learning, as well as their emotional and social development.
- Social Care team: lead professionals in all cases where a child protection plan is required. The social work team intervene to support families where children are at risk of neglect or abuse of a physical, emotional or sexual nature. Referrals may be made for support or to investigate risk of harm.
- The Locality Team: a team of family workers who can support children and families at home and they work closely with the school.
- The Early Support: a team who support children aged 0-5 years with disabilities and complex needs. They can offer support at the child's home, pre-school and through the early days at school. They also have information on local parent and toddler sessions and training for parents and professionals working with young children.
- The Speech and Language therapists: a team who support children and young adults with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication.
- Educational Psychology Service: children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best of their ability.
- English as an additional language: the Cambridgeshire Racial Equality Diversity Services) provides language support for pupils whose first language is not English.
- Language and learning support: the Language and Learning Support Services (LLSS) offer specialist support for pupils with language, communication and literacy difficulties. LLSS have teachers accredited to identify and support dyslexic pupils.
- Mental Health: the Child and Adolescent Mental Health Service (CAMHS) can offer

the following support to parents, carers, children's services professionals, and young people with severe mental health disorders: advice on appropriate support diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties. CAMHS may diagnose attention deficit hyperactivity disorder (ADHD) amongst other mental health conditions.

- School nurse: the nurse will work in school to check on children's general health and growth. They are particularly involved with children who may be supported by a Child Protection Plan.
- Visual and hearing impairments: guidance for schools on supporting children with visual and hearing impairments is available on line. If you need further guidance or have any questions about additional support please contact the Service for Children with Sensory Needs.