



THURSBY PRIMARY SCHOOL

Special Educational Needs (SEND) Information Report 2026-2027

Approved by			
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Position:	Headteacher / SENDco		
Signed:	<i>C. Barnes</i>		
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REVIEW SHEET

Each entry in this table summarises the changes to these procedures made since the last review (if any).

Version Number	Version Description	Date of Review/Revision
1	Original – V11. Review sheet condensed. Version descriptions on previous policies.	2017 - 2025
12	Minor changes to formatting and wording to improve clarity.	September 2026

SEND Information Report- Thursby Primary School

Introduction

Thursby Primary School works within Cumberland Councils' guidance on provision for children with SEND, in a mainstream setting. This is done in order to ensure that all pupils regardless of their specific needs, make the best possible progress in school.

This SEND Information Report is published annually in accordance with the Special Educational Needs and Disability Regulations 2014 and should be read alongside the school's SEND Policy, Accessibility Plan and the Cumberland Local Offer.

What is the Special Education Needs Information Report?

School utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that Thursby Primary School is able to provide. This is referred to this as 'The Special Education Needs Information Report'. This report sets out how we, as a school identify and provide for SEND in our setting. It adheres to the requirements and guidance set out in the 'Special educational needs and disability code of practice: 0 to 25 years' July 2014/2015 and 'The Children's and Families Act – 2014'.

What is the Local Authority Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect will be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'. Refer to Thursby School 'Response to Local Offer' as an addition document of how Thursby School fulfils the duties within Cumbria's Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available locally. You can access Cumberland Councils Local Offer at:

[Cumberland's SEND Local Offer | Cumberland SEND](#)

Annually the SENDCO, Carl Barnes, sends all SEND parents an update on the Cumberland LA offer and key information for parents to access. Information is also given verbally during meetings with parents and the SENDCO is available to show parents how to navigate around the Cumberland LA offer site.

Definition of Special Educational Needs

The *Special educational needs and disabilities code of practice: 0-25 (2015)* states that a child has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for extra provision due to:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

The four broad categories of needs set out by the *Special educational needs and disabilities code of practice: 0-25 (2015)* are as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What are the broad areas of SEND need?

Communication and interaction *(Taken from Special educational needs and disabilities code of practice: 0-25 (2015) pg. 97 Section 6.28 & 6.29)*

Children and young people 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, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning *(Taken from Special educational needs and disabilities code of practice: 0-25 (July 2014) pg. 97 Section 6.30 & 6.31)*

Children and young people with cognition & learning difficulties struggle with learning or accessing learning at a level which is appropriate to their age. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment; and specific learning difficulties (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties *(Taken from Special educational needs and disabilities code of practice: 0-25 (July 2014) pg. 98 Section 6.32 & 6.33)*

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs *(Taken from Special educational needs and disabilities code of practice: 0-25 (July 2014) pg. 97 Section 6.34 & 6.35)*

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

For some pupils following the key stage framework may be too advanced and they may be unable to access. At this point school will use the Engagement Model for SEND pupils. This guidance sets out the statutory requirements for using the engagement model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2). It describes best practice on how to use the engagement model, to support teachers and staff involved in assessing the progress of these pupils, and can be used by schools from September 2020. Schools will be required to use the engagement model from the 2021/22 academic year.

How can I let the school know that I am concerned about my child's progress in school?

In the first instance you should make an appointment to speak to your child's class teacher to discuss your concerns (at this point your child's teacher may speak to the SENDCO and/or a member of the Senior Leadership Team (designated person is Carl Barnes) to seek advice.

Who are the best people to talk to at Thursby Primary School about my child's difficulties with learning/ special educational needs or disability (SEND)?

The Class Teacher

Responsible for:

- Planning and reviewing support for their pupils with SEN, on a graduated basis, in collaboration with parents, the Inclusion Leader SEND and the pupil.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Using appropriate assessment to set targets which are deliberately ambitious.
- Planning lessons to address potential areas of difficulty and to ensure that there are no barriers to pupils achieving and learning.
- Seeking advice from the Inclusion Leader SEND.
- Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with any SEND.
- Ensuring that you are involved in supporting your child's learning.

The SENDCO: Mr Carl Barnes

sendco@thursby.cumbria.sch.uk

In line with the recommendation in the *Special educational needs code of practice 0 - 25* (2015), the SENDCO will be responsible for:

- Being a qualified teacher.
- Ensuring compliance with current SENDCO qualification requirements and engaging in ongoing professional development.
- Collaborating with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of the SEN/D policy and provision in the school.
- Working with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertaking day-to-day responsibility for the operation of the SEN/D policy.
- Coordinating the specific provision made to support individual children with SEN/D, including those who have EHC plans.
- Liaising with the relevant designated teacher where a looked after pupil has SEN/D.
- Advising on a graduated approach to providing SEN/D support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEN/D.
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
 - Providing professional guidance to colleagues and working closely with staff members, parents, carers, and other agencies, including SEN/D charities.
 - Accessing Continuing Professional Development for SEND
 - Being familiar with the provision in the Local Offer and being able to work with professionals providing a support role to the family.
 - Ensuring, as far as possible, that pupils with SEN/D take part in activities of the school together with those who do not have SEN, including on forums.
 - Ensuring that the school keeps the records of all pupils with SEN/D up-to-date.
 - Informing the child's parents that SEN provision is being made, where the child does not have an EHC plan.
 - Meeting termly with class teachers/staff to review SEN provision.
 - Meeting termly with all stakeholders to review and plan SEN provision.
 - Carrying out appraisals for the SEN team.
 - Working with Senior Leadership Team analysing national data and in-house tracking.
 - Implementing and monitoring a cycle of assess, plan, do and review.
- Maintaining and analysing the whole school provision map for SEND and vulnerable learners in consultation with the Senior Leadership Team.

The Head Teacher: Mr Carl Barnes

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Is responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

The SEN Governor: Ms Julie Stewart

Responsible for:

- Fully engaging parents and / or young people with SEN/D when drawing up policies that affect them.
- Using their best endeavours to secure the special educational needs provision called for by a child or young person's SEN/D.
- Designating an appropriate member of staff (the Inclusion Leader SEND) as having responsibility for co-ordinating provision for pupils with SEND.
- Appointing a designated teacher for 'looked after' children where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.

- Publishing annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publishing annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publishing accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 -4 years.
- Developing complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Providing suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

School contact telephone number: 01228 711180

School email address: admin@thursby.cumbria.sch.uk

SENDco email address: sendco@thursby.cumbria.sch.uk

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals in order to support your child.

How are children with Special Educational Needs identified and assessed?

At Thursby Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with feeder nurseries on transfer.
- Information from and liaison with child's previous schools.
- Analysis of data including entry profiles, reading ages, other whole-school pupil progress data.
- Monitoring grid with cross referenced evidence of strategies used but limited progress made
- Concerns raised by pupils.
- Concerns raised by parents.
- Concerns raised by school staff.
- Classroom-based assessment and monitoring arrangements (cycle of planning, action and review).
- Further school-based assessments carried out by the Inclusion Leader SEND or staff on the SEND team.
- Tracking individual children's progress over time.
- Assessment via external agencies using the SEND referral process. This is completed by the class teacher, SENDco, yourself (parent/guardian/carer) and your child. Using school based, parental and other agency evidence a service is selected e.g. Educational Psychologist or Specialist Advisory Teacher who will then come and formally assess your child.

- Contact from the Health Services.
- Thursby School follows a pre-SEND monitoring cycle known as 'cause for concern', which ensures a possible 6-week cycle of identifying need based on evidence in school for quality first teaching and limited progress from their starting point.

What are the different types of support available for children with SEND in our school?

All pupils, regardless of whether they have a SEND need or not are able to access and engage in activities available to them at Thursby School. This includes school visits/trips and adaptations through varying support based on waves 1-3 levels of support.

a) Class teacher input, through targeted classroom teaching (Quality First Teaching- wave one).

Quality First Teaching needs appropriate targeted differentiation in place according to pupil need.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- That specific strategies (which may be suggested by the Inclusion Leader SEND or other specialists) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's previous progress focusing on identifying a gap or gaps in their understanding and learning which may require extra support in order for your child to make the best possible progress.
- Personalised provision through targeted, layered and time limited progress measures
- Access to resources, reasonable adjustments eg technical aids, word mats, class room matching environment, concrete apparatus, visual representations, dyslexia friendly reading books (non exhaustive)

b) Specific intervention which may also include Early Help, access to external professionals for advice and support at wave 3 identified but remain within wave two unless a high needs identification is recognised (wave two)

Intervention programmes which can be matched to meet your child's specific needs. These may include (based on need):

- Classroom based small group intervention run by a TA. (such as Lexia-Technology based programme, Primary Maths Timestables -Maths multiplication Tables, Spelling Shed and Ed-Shed)
- Small group withdrawal (intervention) – such as nurture practical activities and social skills board games, emotional resilience eg 'starving the Anxiety Gremlin', social stories or for developing fine and gross motor skills, Anna Freud Wellbeing toolkit assessments and emotion coaching. Phonics Keep-up lessons, pupil wellbeing sessions eg ELSA/Other pastoral support, Reading Intervention, Toe by Toe. We develop the whole child and as such have skilled staff, who lead emotional and social development. We recognise, that in order to achieve individual success, pupils need support with removing barriers to learning, raise confidence and self-belief and self-regulation. We offer consistent and open support for all pupils, regardless of whether they have an identified SEND need for extra pastoral support and arrangements. We value pupil views through pupil voice and analyse pupil voice results to target provision for whole school, class, small group, paired or 1:1 pastoral arrangements to improve social skills and prevent bullying or behavioural concerns.

- 1:1 withdrawal (intervention) - such as Toe by Toe or Reading Intervention, Power of 2 and Power of Plus 1 (1:1 Maths intervention) or to follow Speech therapy targets and Physiotherapy targets/activities for example.

c) Specialist support (wave three)

This means a pupil has been identified by the SENDCO and teaching staff as needing extra specialist support from a professional outside the school (which will be requested using the SEND Early Help Assessment form). This may be from:

- Local Authority services, such as Specialist Advisory Teachers and behaviour and wellbeing officer
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Outside agencies such as the Educational Psychology Service, Behaviour and Welfare lead, Occupation Therapy, Springboard Development Centre, Fairfield Centre and NHS reports eg private consultations through Newcastle Hospital

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- In order to make a referral Thursby School needs to complete a referral form application. Which is a standard Cumberland SEND template updated from January 2024. This replaces completing an Early Help for a SEND referral as pre-2024. If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

At Thursby Primary School we recognise the importance of Ordinarily Available Provision. High-quality teaching, adaptive teaching strategies, reasonable adjustments and evidence-informed classroom practice form the foundation of support for all pupils, including those with SEND, before additional interventions are considered.

At Thursby School we monitor and financially budget for resources/aids required to match individual pupils needs. Examples: Ear defenders, school laptop to support writing, Non-verbal communication cards, voice recorders through IPADs and Talking Tin Lids, C-Pen scanning pens, visual timetables, activity boxes, rewards boxes, staff support books eg Dyscalculia. We always strive to provide sufficient resources for individual needs to support learning and removing barriers to success.

At Thursby we are very fortunate to have an open snug area for those pupils who may, at times, require a quiet secure area. This is next to the main office and Head's office.

We utilised the Education Endowment Foundation's (EEF) evidence based guidance reports to continue to support SEND outcomes for pupils. We most recently utilise the EEF's '5 a day' and 'SEND in Mainstream' guidance.

d) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning which cannot be overcome via *Quality First Teaching* and differentiated intervention groups – either within the classroom or through withdrawal groups.

Your child will also need specialist support in school from a professional outside the school, which may include specialist advisory teachers and/or a specific specialist agency.

For your child this would mean:

- The school (or you) can request that the local authority ‘conduct an education, health and care needs assessment (*Special educational needs and disabilities code of practice: 0-25 years – 2015*)’. This is a legal process with a clear structure and timetable (see below for steps in the process):

Step 1 - After the school has sent the request for assessment to the Local Authority they, the Local Authority, will decide whether they think your child’s needs seem complex enough to require an ‘*Education, Health and Care Needs Assessment*’. The Local Authority arrives at their decision to assess or not, based upon supporting evidence – which will include yours and your child’s views; evidence of interventions already tried/or in place; and supporting evidence from specialists.

Step 2 - Once the Local Authority decides to proceed with the assessment they will contact you. They will then gather further information for the ‘*Education, Health and Care Needs Assessment*’. Once they have gathered all the supporting data/evidence they will then make a decision whether to award an ‘*Education, Health and Care Plan (EHCP)*’. An EHCP will only be awarded if they decide that your child’s needs are severe, complex and lifelong.

Step 3 - The EHCP will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

Step 4 - An additional adult may be used to support your child with whole class learning; to run individual programmes; or run small withdrawal groups which include your child. Other resources may also be secured through this funding however this is a collaborative decision involving education or health care professionals; the school; your child and yourself.

How is extra support allocated to children, and how do they progress in their learning?

The school budget is received from Cumberland Council and includes money for supporting children with SEND.

- The Head Teacher/ Inclusion Leader SEND Governors and they decide on the deployment of resources for Special Educational Needs and Disabilities.
- The Inclusion Leader SEND identifies the needs of SEND pupils on a provision map. This identifies all support given within school. The SEND provision map is reviewed termly so that the matching of intervention to need remains effective and evidence based.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.

- The SENDCO
- Volunteers and parent helpers work with small groups to support reading
- We make sure that children who have SEN are represented on the school council/house captains/part of schools community ambassadors so that their views are heard.
- All SEND pupils have full access to after school clubs, and attendance at these is analysed termly for governors
- All SEND pupils are given a voice during each year to record their views of current support levels via a 'Pupil Passport'
- If required, a member of staff works as a key worker for children who require more support.

Local Authority Provision delivered in school

- Specialist Advisory Teachers – Severe Learning Difficulties; Specific Learning Difficulties; Physical Medical Difficulties; Autism Spectrum Difficulties; Deaf and Hearing Impaired , visual impairment
- Educational Psychology Service
- Parent Partnership Service
- Speech and Language Specialists - NHS
- ESLAC (Educational Support for Looked After Children)

Health Provision delivered in school when required

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- Paediatricians (Community Child Health - Springboard)
- We have a policy for the administration of medicine 'Supporting pupils with medical conditions' as a statutory requirement, which is reviewed annually. We have robust procedures for administering medicine in line with safeguarding, which is paramount at Thursby School.

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and Speech and Language difficulties as well as general SEND training for Quality First Teaching and Teaching Assistant Deployment roles and responsibilities.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg Dyslexia, Autism.
- The SENDCO, a qualified teacher, on senior leadership team as the Headteacher, will undertake the National Award for SEN Coordination within the first three years of appointment.
- TAs receive a range of training as part of their ongoing CPD and in order to respond to the needs of individual children they are working with. We currently have TA's and some teachers trained in:
 - SEND in Mainstream (EEF)
 - Quality First Teaching
 - Autism
 - Lexia

- Reading Intervention
- Toe By Toe
- Making best use of Teaching Assistants (EEF)
- SEND and Pupil Premium dual need and school context
- Emotional resilience and wellbeing
- Mental Health First Aid
- Talk Boost intervention (EYFS and Key Stage 1)
- SEND code of practice-statutory requirements

Previous and recent academic training for staff included:

- Senior Mental Health leader qualification-DSL/AHT (DFE recommended)
- ELSA
- Oracy (Reading Leader/SENDSCO)
- SEMH for all staff (National College)
- SEND and Computing (Teacher)
- Autism Awareness 6 hours- all staff led by Cumberland LA and Autism Education trust
- Autism and depression (SENDSCO)
- SENDSCO Networks (one per term led by Cumberland Council) (SENDSCO)
- SEND Steering Group (SENDSCO-professional group for improving policy and practice in Cumberland Council)
- Alternative Provision Quality Assurance (SENDSCO-for Cumberland Council)
- SEND conference (SENDSCO) led by the Cumberland Council SEND team
- Challenging Behaviour for SEMH (Teacher)

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Other ways in which the teaching and learning will be adapted include the use of:

- Support staff, under the direction of the class teacher, to assist in delivering an adapted curriculum in order to support the needs of your child where necessary.
- Specific resources and strategies to support your child individually and in groups.
- SEND Support plans will be used to define the area of need that your child requires extra support in as well as the intervention strategies required to support that need. The above plans will clearly set out overarching aims and short term, achievable targets which will be measurable within a specified time frame. We follow the graduated approach as set out in the SEND Code of Practice (2014) for Assess, Plan, Do, Review (APDR)

How will we measure the progress of your child in school?

- Your child's progress will be monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the Senior Leadership Team every term in reading, writing and numeracy; through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum age related expectations, a more sensitive assessment tool used is the pre key stage assessment framework, which shows children's attainment in more detail – breaking learning down into smaller steps.
- At the end of each Key Stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Pre-Key Stage assessments are used for those working below the SATs expectations.

- Where necessary, children will have an additional support plan based on targets agreed by teachers, parents, your child and the Inclusion Leader SEND and / or external agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly; evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved in the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book studies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. At Thursby we have an open door policy for parents. We consult with parents regarding parent voice through surveys and face to face meetings. Class teachers regularly contact parents regarding their child's educational needs and support parents with homework and home learning eg reading at home.

- The Inclusion Leader SEND is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please ask for an appointment via Mrs Shaw at main reception.
- All information from outside professionals will be discussed with you; your child and all other individuals involved in supporting your child. In most cases a written report will accompany this.
- Additional support plans will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Barnardos -www.barnardos.org.uk

How is Thursby Primary School accessible to children with SEND?

- We have an accessibility plan which aims to cater for children regardless of need or disability. Due to the new build work of an additional classroom in the key stage 2 area of school complete in October 2019, we now have additional access for disability and wheelchair users within key stage 2. We also have a new separate Early Years (EYFS) entrance/exit appropriate for wheelchair users.

How will we support your child when they are joining the school, leaving the school or moving to another class?

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

If your child is joining us from another school:

- The SENDCO will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children when appropriate.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and our school.
- Your child will be able to visit our school and stay for a settling transition.

- Extra transition activities may be arranged to prepare your child for their move to our school.

If your child is moving to another school:

- We will contact the school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Extra transition activities may be arranged to prepare your child for their move to the school.
- A passport photo book can be made with information about their new school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND Support plans and tracking will be shared with the new teacher.
- Extra transition activities may be arranged to prepare your child for their move to their new class.

In Year 6:

- The SENDCO and class teacher will discuss the specific needs of your child with the SEND leader of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the SEND CO/ class teacher/SEND support staff from the new school.
- Your child will participate in focused learning relating to aspects of transition in order to support their understanding of the changes ahead.
- Where possible, your child will visit their new school and in some cases staff from the new school will visit your child in this school.

How will we support your child's emotional and social development?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents'/carers first point of contact. If further support is required the class teacher liaises with the Inclusion Leader SEND for further advice and support. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers.
- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. (Refer to our Behaviour Policy annually reviewed on school website and available in school)
- If a child has behavioural difficulties an Individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. There is provision for pupils requiring 1:1 nurture support within school. We have individual risk assessments and Personal Evacuation Plans (PEEP) for pupils who may require additional support at crisis points.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult; when appropriate completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. All behaviour incidents deemed beyond level 1 minor inappropriate behaviour is logged on our online CPOMs system for reference. Behaviour incident summaries are given annually to Governors. For further information please see the school Behaviour Policy.

- Attendance of every child is monitored on a daily basis by the school administrator (Jen Shaw). Lateness and absence are recorded and reported upon to the Headteacher and an internal 6 weeks Attendance review meeting occurs. Where a child falls below 90% attendance school will monitor attendance closely over 6 weeks and may write a letter to parents regarding low attendance. When attendance consistency falls below 90% then a formal attendance review meeting will take place. (Refer to Attendance policy)
- The school recognises that some pupils with SEND may experience barriers to attendance. Attendance concerns are considered on an individual basis and support plans may be developed where appropriate to promote successful attendance and engagement.
- We actively encourage each child to express their views on all aspects of school life. This is usually carried out through the school council meetings and pupil voice/surveys for a variety of school life eg SEND, after school clubs.
- Children who have SEND support plans discuss and set their targets with their class teacher/Learning Support Assistant; yourself; and in some cases the SENDCO.
- We have regular pupil questionnaires where we actively seek the viewpoints of children – this is particularly important in establishing open and honest links between adults and children so they feel they can approach any member of staff if they have a worry that they wish to discuss. Children’s opinions and thoughts on our school are also sought in our whole school assemblies and class based reflection time.
- We gather information on children’s views of the curriculum (content and delivery) and school life through pupil interviews and through school council. If your child has an EHCP their views may be sought via a questionnaire before any review meetings.

Question/Area of focus	Comments
How is SEND Identified?	-Pupil progress meetings (specific section for SEND and waves 1-3 strategies) -SENDCO pupil observations (recorded and shared with relevant staff) -book looks led by subject leaders -Parent discussions/parent voice -tracking of progress and attainment -teacher voice -termly assessments in class -external assessments (GLD, Phonics, KS2 SATs) -SENDCO reference to Cumberland SEND Handbook strategies -Wellbeing Measurement Framework assessment (Anna Freud) -ELSA criteria checklist IF SEN identified may require future actions of: SEN Support Plans/Early Help Assessments, CPD for relevant staff If a pupil is ‘at risk’ of being on the SEN register teachers complete a ‘cause for concern’ sheet with strategies used in class and references to evidence for the SENDCO. This then forms an initial discussion between teacher/SENDCO and the SENDCO may also observe the child at times if relevant, to support. If it is appropriate for the child to be placed on the SEN register then a meeting with the parents will commence. Prior to school identifying an ‘at risk’ of SEN teachers will already have held meetings/phone calls for example discussing concerns of limited progress with parents in the first instance.
How is the send money spent?	EHCP top up funding is used directly on TA support for EHCP pupils who require 1:1 support as stated in Section F provision of the EHCP (if relevant) and there is a set timetable of provision which is consistently in place and covered by another TA in absence

	of linked TA. PCLA Pupil Premium funding allows for a Teaching Assistants to work on aspects of EHCP outcomes/targets and based on interests where relevant above the EHCP funding, where relevant. Remainder of TA support for all vulnerable groups is taken from schools staffing budget. An overview of all TA costings is recorded with an overall figure and identified in detail per hour cost on the school's individual pupil tracking maps
How do we assess and meet the needs of children?	-Quality First Teaching - differentiation, feedback, teacher /TA knowledge -TA provision matches group need with some interventions where relevant eg Toe by Toe, Power of 2 or Plus 1 (Maths) Reading Intervention, emotional resilience, Phonics, Gross & fine motor skills, behavioural challenges, keep up phonics (Little Wandle) -CPD in place for staff based on specific SEND needs eg Autism -Termly pupil progress meetings with separate section for SEND -Teacher moderation sessions across school to focus on progression and challenge -Pupil Premium funding supports provision (1:1, paired, small group and pastoral support) via TAs -Assessment system now allows for recording progress based on prior key year objectives to show progress measure against 'others'
How is pupil independence promoted	Small group focus work within the class room rather than 1:1 and out of class as far as individual needs allow TAs follow the 7 recommendations from EEF for TA deployment Pre/post teaching as support to aid value in directed sessions Pupil voice- surveys Identified on EHCP/SEN Support Plans Resources to support an inclusive classroom eg dual coding, individual number lines, class displays, knowledge organisers, cushions, fidget box, dyslexia friendly reading books, worry boxes
How is M&E of SEND used to inform development	-Pupil progress meetings identifies next steps and/or review of provision -observation of pupils leads to recommendations of strategies for relevant staff -book studies allow for pupil voice with SENDCO and written feedback given to staff -monitoring of pupils attainment and progress allows for Early Help identification, staff CPD (internal & external), parent discussions and agreements
How do we deliver outcomes for SEND children?	Statutory outcomes are analysed in terms of attainment and progress. Governors monitor attainment of SEND pupils Internal outcomes across all subjects termly Termly pupil progress allows for gap analysis and further targeted support Pupil wellbeing outcomes from interventions supports progress from baseline (pre assessment) to end of intervention (post assessment)

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, Mr Carl Barnes, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents can escalate their complaints in line with school's complaints procedure. A copy of the school's Complaints Procedure is available on request from the school and available on the school's website.

If you have any questions, concerns or complaints or compliments about our provision for pupils with SEND.

The first point of contact would be your child's class teacher. They will be happy to make a time with you in order to discuss any concerns.

Alternatively an appointment with a member of the Senior Leadership Team (Mr Colombi-Assistant Headteacher) or Headteacher/SENDco (Carl Barnes) Contact information is as follows:

Thursby Primary School
School Road
Thursby
CA5 6PN

01228 711180

admin@thursby.cumbria.sch.uk

sendco@thursby.cumbria.sch.uk

Abbreviations used in this report

CAMHS - Child and Adolescent Mental Health Services

EHCP – Educational Health and Care Plan

ESLAC - Educational Support for Looked After Children

HI – Hearing Impairment

LA – Local Authority

LJEP – Learning Journey Individual Education Plan

MLD – Mild Learning Difficulties

MSI – Multi Sensory Impairment

PMLD – Profound and Multiple Learning Difficulties

PD – Physical Disability

SENDco – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SLCN – Speech, Language and Communication Need

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

SLT – Senior Leadership Team

VI – Vision Impairment

Documents used in writing this report

Special educational needs and disability code of practice: 0 to 25 (2015)

School SEND Policy and Response to Local Offer

Children and Families Act 2014

Equality Act (2010)

Attendance policies

Behaviour Policy

Online Safety Policy

Safeguarding/Child Protection Policy