



THAKEHAM PRIMARY SCHOOL

SEND ANNUAL INFORMATION REPORT

JULY 2019

What types of SEND do we provide for at Thakeham Primary School?

Thakeham Primary School is an inclusive school. We believe that all pupils are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential.

We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2014) which states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice (2014) - Introduction xiii and xiv

Pupils who have been identified as having a special educational need or disability and who are receiving support have been placed on the school's SEND register. We currently have 19 pupils on the SEND register. This equates to 19% of the total number of pupils on roll.

In line with the SEND Code of Practice (2014), pupils' SEND has been categorised into the following four Broad Areas of Need:

- Communication and Interaction e.g. Autistic Spectrum Condition, expressive and receptive language difficulties
- Cognition and Learning e.g. dyslexic difficulties
- Social, Emotional and Mental Health Difficulties e.g. ADHD
- Sensory and/or Physical Needs e.g. visual or hearing impairment

At Thakeham Primary School, pupils who are on the SEND register have needs which fall into at least one of the four Broad Areas of Need.

How do we identify and assess pupils with SEND?

At Thakeham Primary School, we have a clear approach to identifying and responding to SEND. Class teachers, supported by the Headteacher and Inclusion Co-ordinator (InCo), make regular assessments of pupils' progress. When monitoring pupils' progress, class teachers look for pupils who have made less than expected progress given their age and individual circumstances. They have looked to see if progress:

- is significantly slower than that of their peers from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers

If the school has concerns about the progress of a pupil, it has taken action to remove barriers to learning and put effective special educational provision in place. The school has adopted a graduated approach to this support. The pupils have been supported through different waves of provision. Wave 1 provision has included strategies that are available to all pupils. Wave 2 provision has included small group interventions whilst Wave 3 provision has been individual targeted support. The three waves of provision are discussed in greater detail below.

Wave 1 Provision

If a class teacher has concerns about the progress of a pupil, the school's first response has been to ensure that the pupil receives high quality teaching, targeted at the area of weakness. The class teacher has completed a Nature of Concern Wave 1 monitoring form. This form has identified the pupil's current level of attainment, together with the views of the pupil and parent. The form has also outlined which Wave 1 strategies the pupil is using. Wave 1 provision includes strategies like table top spelling lists and voice recorders. Strategies have been available to all pupils. After an agreed length of time, the pupil's progress has been reviewed. If the pupil has made progress, the pupil has continued to be monitored at Wave 1. However, the decision has sometimes been taken to put Wave 2 provision in place.

Wave 2 Provision

Wave 2 provision is when a pupil accesses a small group intervention that is in addition to the class teacher's standard planning. For pupils who have accessed Wave 2 provision, the class teacher, teaching assistant (TA) or Inclusion Co-ordinator (InCo) has completed a provision map which has monitored the impact of any intervention in place. Each pupil on the SEND register has also had an Individual Learning Plan (ILP). The ILP contains approximately three

	<p>targets which have been reviewed termly.</p> <p>Wave 3 Provision</p> <p>Wave 3 provision is individual targeted support. The InCo has put Wave 3 provision in place if a pupil has failed to make progress through Wave 2 support.</p> <p>In addition to on-going formative assessments, the school has also used a range of specialised tests to assist in the identification of children’s learning difficulties and to monitor progress. Tests that the school has used include:</p> <ul style="list-style-type: none"> - Parallel Spelling Test - Nelson Single Word Spelling Test - Phonological Assessment Battery (PhAB) - York Assessment of Reading for Comprehension (YARC) - The Dyslexia Screening Test - Sandwell Numeracy Test - Raven's Progressive Matrices - The British Picture Vocabulary Scale
<p>Who is the special educational needs co-ordinator (SENCo) and how can he/she be contacted?</p>	<p>Since September 2018, our designated teacher responsible for special educational needs is Mrs Alison Mullineux. At Thakeham Primary School, our SENCo is known as the Inclusion Co-ordinator (InCo) to reflect wider responsibilities. Parents can contact Mrs Mullineux through the school office.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>At Thakeham Primary School, every teacher is a teacher of SEND. Class teachers are responsible and accountable for the progress and development of the pupils in their class. Class teachers work closely with the InCo to plan and differentiate activities to meet the needs of all the pupils in their class.</p> <p>In addition to differentiated class work, pupils with SEND have also accessed specific interventions. Pupils have either worked in small groups or on a one-to-one depending on whether they have accessed Wave 2 or Wave 3 support. The interventions have been led by either the Intervention teacher, InCo or TAs. They have taken place in the classroom environment or a quiet group room. Interventions are delivered on a flexible timetable to guarantee that pupils do not miss key learning in class. Examples of intervention which have taken place this year include: phonics, precision teaching (overlearning), number, speech and language therapy, Jump Ahead (gross and fine motor skills), Write from the Start (handwriting), social skills and Narrative Therapy.</p>

<p>How do we adapt the curriculum and learning environment?</p>	<p>All of our pupils access either the Early Years Foundation Stage Curriculum or the National Curriculum. Class teachers, the InCo and TAs differentiate tasks to make them more accessible for some pupils. Multisensory learning across all curriculum areas has been promoted and pupils have been encouraged to use visual, auditory and kinaesthetic learning styles to further their skills.</p> <p>As part of the school's Wave 1, quality first teaching, class teachers ensure that their classroom environments provide pupils with access to resources to encourage independent learning. For example, all classrooms are rich language environments which promote pupils' language and literacy skills.</p> <p>The school building and outdoor areas are accessible to all pupils.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Thakeham Primary School is committed to ensuring that every aspect of the school day, including extra-curricular clubs, is accessible to all pupils. This has been achieved through implementing a number of strategies. Class teachers have made effective use of TAs in the classroom to ensure that pupils can access activities. For example, TAs have supported with the reading or writing required for a pupil to access a group task.</p> <p>Where possible, pupils have worked in mixed ability groups where they are encouraged to support one another. Pupils are encouraged to collaborate and engage with all the pupils in their class and across the school. Class teachers have also ensured that pupils with SEND are able to engage in activities with pupils in the school who don't have SEND by differentiating classroom activities and making necessary adaptations to resources. For example, resources have been enlarged or provided on coloured paper.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>At Thakeham Primary School, we have an open door policy where parents/carers are encouraged to discuss any concerns they may have with the class teacher. If appropriate, a meeting with the InCo is arranged.</p> <p>Parents/carers are kept informed about their children's progress at Parent Consultation Evenings, which are offered termly with the class teacher and InCo. However, parents/carers are encouraged to meet informally with staff to discuss their child's progress throughout the year. Information has been shared with parents/carers about how they can support their children at home.</p> <p>For pupils who have an Individual Learning Plan (ILP), class teachers and the InCo have met with parents/carers to discuss targets and support each term. Parents/carers are involved in reviewing targets and their views are recorded on the ILP.</p>

	<p>All pupils who have an ILP also have a written report in the summer term.</p> <p>Updates on the curriculum have been shared with parents/carers through newsletters, the school's website and through curriculum meetings led by class teachers.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Pupils have been fully involved in their education. Class Teachers and the InCo regularly discuss targets with pupils so that they understand areas for development. All pupils have the opportunity to comment on their progress and their views are recorded on their ILPs. Pupils on the SEND register also share their views on how they can best be supported through their One Page Pupil Profile.</p> <p>Throughout the day, pupils receive regular verbal and written feedback. All marking follows the school's marking policy which clearly identifies a pupil's strengths and ways forward.</p>
<p>How do we assess and review pupils' progress towards their outcomes and evaluate the effectiveness of our SEND provision?</p>	<p>Regardless of whether a pupil has accessed Wave 1, Wave 2 or Wave 3 provision, the support has taken the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and members of staff have checked that the intervention in place is both relevant and effective.</p> <p>Assess – The InCo and class teacher carry out a clear analysis of the pupil's needs. This analysis draws on the class teacher's assessments, previous attainment and progress of the pupil, as well as the views of the pupil and parent.</p> <p>Plan – The InCo and class teacher have agreed, in consultation with the parent and pupil, the interventions and support put in place, along with a clear date for review.</p> <p>Do – Although the class teacher remains responsible for working with the pupil on a daily basis, the pupil may have accessed either Wave 1, Wave 2 or Wave 3 interventions or a combination of these. At Thakeham Primary School, interventions are delivered by class teachers, the InCo, TAs and by outside agencies such as play therapists.</p> <p>Review – The effectiveness of the support and interventions and their impact on the pupil's progress have been reviewed and evaluated in line with the agreed date. Parents and pupil have the opportunity to review progress and their views are recorded on the ILP. The InCo and class teacher have also revised the support in light of the pupil's progress and development, deciding on any changes that need to be made to the provision.</p> <p>This year, ILPs show that pupils have worked hard on their targets. Most pupils have shown that in focused tasks, they have achieved the targets set. Some pupils now need to work on transferring skills to their independent work.</p> <p>In addition to ILP learning outcomes, the school has also monitored pupils' progress through the school's assessment</p>

tracker. Every half term, class teachers have inputted data on pupils' attainment. This data has been discussed during regular Pupil Performance meetings.

Progress data is available for sixteen pupils on the SEND register for 2018 – 2019.

READING	WRITING	MATHS
Number of pupils who achieved typical or better than typical progress.	Number of pupils who achieved typical or better than typical progress.	Number of pupils who achieved typical or better than typical progress.
16 Pupils	12 Pupils (4 pupils were 1 level below typical progress.)	12 pupils (3 pupils were 1 level below typical progress.)

Two pupils on the SEND register have had their progress monitored using the Wakefield Progression Steps rather than the school's monitoring system. One pupil on the SEND register joined the school mid-year and progress data is not available.

For those pupils who have accessed the advice of outside agencies, like the Speech and Language Therapy Service, the school has also drawn on assessments carried out by these specialists to help monitor progress. The goal sheets and termly reports provided by the Speech and Language Therapy Service reflect the positive progress these pupils have made.

How do we support pupils with SEND to improve their emotional and social development?

The school aims to provide a happy, caring and supportive environment for the pupils through the promotion of positive behaviour strategies. The expectations of behaviour are set out in Thakeham's Behaviour Policy and Anti-bullying Policy.

Throughout the year, the school has offered pastoral support for pupils who are encountering emotional or social difficulties

	<p>For pupils experiencing emotional or social difficulties, the class teachers work closely with the Headteacher, InCo, parents and child. Pupils are offered either Wave 2 or Wave 3 support. Support during the year has included play therapy, social skills groups, and 1:1 support for pupils experiencing difficulty with managing their emotions.</p> <p>The school also uses Pastoral Support Plans (PSP) to support pupils' emotional and social development. For pupils on a PSP, the school has worked closely with the parent/carer and the child to monitor progress against short term targets.</p> <p>At Thakeham Primary School, we recognise the importance of developing pupils' social skills and promoting their emotional well-being and these are fostered at every opportunity.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>The InCo at Thakeham Primary School attends regular meetings with the other teachers responsible for special educational needs in the locality. Through these meetings the InCo accesses the skills and advice of other InCos/SENCOs as well as training opportunities from outside agencies. Training received by the InCo and other members of staff at Thakeham Primary School over the last academic year includes:</p> <ul style="list-style-type: none"> - Internal & external training – Maths Mastery (All staff) - Speech & Language Therapy Service – Speech Sounds (2 TAs attended) - Speech & Language Therapy Service – Narrative Therapy (2 TAs attended) - Speech & Language Therapy Service – Vocabulary (SENCO attended) - Supporting children with expressive and receptive language difficulties through visits from the Speech & Language Therapist (Teacher, SENCO & TAs) - Safeguarding training (All staff) - First Aid at Work & Paediatric First Aid (Class Teacher & TAs) - Asthma training (All staff) - Adrenaline Auto-injector training (All staff) - Supporting pupils with Autism (InCo attended)

	<ul style="list-style-type: none"> - Metacognition (InCo attended) - Attachment – (InCo & LSA attended) - Beacon House - Sensory Processing (InCo & LSA attended) - Cruse Bereavement Care (All staff) - SENCo Conference (InCo attended) - Locality SENCo meeting (half termly meetings) - Pre-Key Stage Standards Assessment Training (InCo attended) <p>The school also benefits from close links with outside agencies. The InCo draws on the expertise of the specialists through meetings, phone calls and emails.</p> <p>Class teachers at Thakeham Primary School receive training through weekly staff meetings as well as locality and county training sessions. Staff have observed teachers working within the school and have also visited other schools to observe good practice. The InCo has supported class teachers and TAs with individual pupils' needs.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Throughout the year, the school has accessed the advice and support of a number of outside agencies including:</p> <ul style="list-style-type: none"> - Speech and Language Therapy Service – Expressive, Receptive and Social Communication - Learning and Behaviour Advisory Team – Consultation and Review Meeting - Autism and Social Communication Team – Consultation and Review Meeting - Educational Psychologist - Community Mental Health Liaison Service - Child Development Centre - School Nurse

	<ul style="list-style-type: none"> - Children and Family Centres - Early Help Team - Family Support Workers - Social Workers - Play Therapist - Cruse Bereavement Care <p>The school benefits from a good relationship with each of these services. Some pupils in the school have accessed direct support from these specialist services and they have provided advice and guidance on learning outcomes. Some of these services have also worked directly with parents, providing information and offering support.</p>
<p>What are the arrangements for supporting children in moving between phases of education?</p>	<p>This year, staff have ensured that transition between schools for children starting or leaving Thakeham Primary School has been smooth.</p> <p>For pupils entering reception, the following arrangements have been in place:</p> <ul style="list-style-type: none"> - All pre-schools/nursery schools have been invited to attend a locality meeting to discuss the pupils starting school. - Parents have attended meetings with the Headteacher and Class Teacher. - The Class Teacher has visited pupils in their home. - The InCo has visited some pupils in their pre-school/nursery setting. - Pupils have been offered visits to their new reception class. - For pupils with SEND, the InCo, Headteacher and Class Teacher have met with the parents, pre-school/nursery staff and outside agencies involved with the pupils.

- The school has ensured that the relevant records have been transferred to the school.
- Pupils have been linked with a Year 6 buddy to support them during break and lunchtimes as well as during other whole school activities.

For pupils moving on to secondary school, the following arrangements have been in place:

- The Y6 Class Teacher has met with the member of staff at the secondary school responsible for Y7.
- The InCo at Thakeham Primary School has met with the SENCo at the local secondary school to discuss the pupils' needs.
- Pupils in Y6 have attended the whole school transition day.
- All records have been transferred to the new school.

For pupils entering or leaving Thakeham Primary School mid-year, the following arrangements have been in place:

- The Headteacher has met with parents and pupils individually.
- The Headteacher and/or InCo has spoken to relevant staff at the previous/new school.
- All records have been transferred.
- Pupils have been linked with a buddy to support them during break and lunchtimes as well as during other whole school activities.

For pupils transferring to new classes within Thakeham Primary School, the following arrangements have been in place:

- All pupils have visited their new class teacher.
- For pupils with SEND, additional visits to new class teachers and classrooms have been arranged.
- For pupils with SEND, additional time with teaching assistants has been organised.

Where can the school's	Services available for identifying and assessing children and young people with special educational needs from birth to
------------------------	---

and West Sussex's Local Offer be found?	<p>age 25 can be found on the West Sussex Local Offer website. Areas covered are education, health, social care, support services and leisure.</p> <p>The provision, support and resources available at Thakeham Primary School which is part of the STARS and Chanctonbury locality group can be found in the school's Local Offer. This can be found on the school's website. There is also a link to the West Sussex Local Offer.</p>
How do we handle complaints from parents of children with SEN about provision made at the school?	<p>The school aims to work in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are heard through the school's complaints policy and procedure.</p>