



SEN Information Report

September 2023

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Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments

Every child is safe, happy and learning because every adult is caring, happy in their work and skilled.

We value:

working Together
happiness
achieve with out limits
fairness and equality
kindness
safety and security



Our aim is for every child to:

- feel safe and secure at all times, and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

Our commitment is to provide every child with:

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the 'powers' for lifelong learning and success.

Under the Children and Families Act 2014, Section 69 schools must publish an SEN information report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually.

The *Special Educational Needs Disability Regulations 2014* state the following items of information must be included in the SEN information report, which are listed in this document as a series of questions.

<p>What kinds of special educational needs does the school provide provision for?</p>	<p>Thorns Primary School is an inclusive mainstream school catering for children from the age of 4 to 11. We welcome and support all pupils, including those with a range of Special Educational Needs and Disabilities (SEND), which fall under the four broad areas of need as stated in the SEND Code of Practice (2014): communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.</p> <p>We use our best endeavours to meet the needs of all children with SEND in consultation with parents, the Local Authority, as well as specialist agencies from health, education and social care. However, Thorns acknowledges that a mainstream primary school, with large classes, may not always be the most appropriate setting for some children with particular severe and complex needs. For these children the school will work with the Local Authority, parents and the child (where appropriate) to access a full or part time placement within a specialist unit or school, which is better equipped to meet their particular needs. We may also refer to the Dudley Inclusive Pathways Document to support this process if appropriate.</p>
<p>How are pupils with SEND identified?</p>	<p>Children with a Special Educational Need (SEN) and/or disability are identified as early as possible. This is usually by the child's teacher but may also be through agencies working with the child and parents, for example the Health Visitors or Speech and Language Therapy Service. Reception Induction meetings give parents further opportunities to share information or mention any concerns they may have. In some instances, this leads to a personalised induction programme. For children new to our school, starting mid-year or in years 1 to 6, information about a child's SEN is passed on by the previous school or setting, the parents or any of the agencies working with the child. For children in the care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival. In some cases, a child's SEN or disability may not be obviously apparent until they are a little older. However, as soon as any needs are identified, information is shared immediately between the class teacher, parent and Special Educational Needs Coordinator (SENCo). Parents should raise their concerns with their child's class teacher in the first instance. Teachers keep parents and SENCo informed at all times about any concerns they have about a child and any additional support they currently provide. The SENCo and the teacher(s) and parents consider what additional information or assessments need to be undertaken to inform the planned support. Most of this information will come from school-based assessments and discussions undertaken in school and with parents. On some occasions further assessments</p>

	<p>may be requested from Occupational Health, Health Visitor, Educational Psychology or Learning Support Service – this will only happen with written permission from parents. At Thorns, we employ our own speech and language therapist who is also able to support us in identifying pupils with SEND.</p>
<p>How does the school evaluate its effectiveness its provision for such pupils?</p>	<p>The school evaluates the effectiveness of its SEN provision through a range of monitoring processes:</p> <ol style="list-style-type: none"> 1. The SEN Record: The SENCo maintains a list of children with SEN and disabilities and records the level of need presented by each child. The level of need is currently recorded as SEN Support or EHCP. Pupil progress is monitored half-termly and cohort meetings take place to review the progress made by individual pupils and the next steps required. 2. Termly Assessments – using INSIGHT Online Tracking completed by class teachers. 3. The Whole School SEN Provision Map – this details the ‘menu’ of provision we as a school have the capacity to offer. For some pupils on the SEN Record, provision is then recorded on an Individual Provision Plan (IPP). The IPP details specific targets, the time needed for provision, the member of staff delivering the provision, which informs the SENCo of the cost of running each provision. During cohort meetings each provision is discussed, progress is measured and decisions are made about whether a provision will continue. <p>All of the above are discussed during cohort review meetings and reported to the Senior Leadership Team and Strategic Governors on a half termly basis. Mr Hinkley meets with the SEN Governor each term to discuss any matters arising.</p> <p>*Termly assessment data is collected for all pupils including those with SEN and disabilities. This data provides an overview of progress against national benchmarks (SATS Levels and End of Year expectations). Data is broken down into a number of discreet groups and is analysed further.</p>
<p>What are the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs?</p>	<p>All children are given individual targets to meet. Where children are not meeting targets, the SENCo, in discussion with class teacher and Teaching Assistant, may consider whether this is the result of a special educational need. Part of this discussion will be to consider what additional or different support might be appropriate at this time. Children working on additional interventions including speech and language programmes, maths, phonics and reading booster groups will have their progress monitored termly by the class teacher and teachers/teaching assistants complete an individual Provision Plan noting the impact of their sessions with the child. Some children have additional assessments and targets set by outside agencies including speech and language therapists, Learning Support Service and Occupational Therapy. The programme of work is delivered by teachers and teaching assistants in school. Some outside agencies, such as a Speech and Language, may also deliver some of the interventions. Progress towards targets is reviewed by the appropriate outside agency to their own protocols and a written report is submitted to school. Parents are invited to attend a review meeting in most cases.</p>

	<p>Children with EHCPs also have a multi-agency review at the end of the year (annual review) which is reported to the Local Authority. Parents are invited to attend review meetings and/or parents evening appointments as part of the review process.</p>
<p>What is the school's approach to teaching pupils with SEN?</p>	<p>Thorns Primary School has high expectations for all pupils. Class teachers are expected to plan and resource class work with the developmental needs and specific abilities of all pupils taken into account. Certain pupils may require additional support within lessons from either the class teacher or a teaching assistant. Interventions may also be carried out on a one-to-one basis or as part of a small group to ensure pupils with SEN have the support they require. Children with SEN are expected to make a rate of progress each year that is in line with their peers' progress each year in Reading, Writing and Maths but is of course relative to their starting points. We understand that this is not possible in some cases and that children may need to achieve smaller steps before they can achieve the expected level. Each term, parents will be made aware of the 'level' their child is working at during parents evening and how their 'levels' compare with the expectation for a child in that year group. Some children may use additional technology to support their learning – for example the use of laptops or E-Pen readers. All information regarding individual pupils is discussed at the end of the year and passed onto the new teacher by the current teacher and the SENCo.</p>
<p>How does the school adapt the curriculum and learning environment for pupils with SEN?</p>	<p>At Thorns Primary School, we work hard to ensure that the needs of all pupils are met effectively and that all pupils play an active part in school life. It is essential that all pupils are given the opportunity to succeed both academically and personally. All pupils need to be given the tools to succeed through motivation, aspiration and inspiration. Children have access to a range of practical resources to support their learning and adult support is allocated where possible to support the adaptation of the curriculum for SEN pupils. All children access a broad and balanced curriculum, which includes SATs in years 2 and 6 and Phonic testing in year 1. For a small number of our pupils, it is necessary for the curriculum and testing arrangements to be modified to meet their very specific needs. Where modification is necessary, it is discussed with parents and the child before official tests are carried out. On some occasions a child may be disapplied from national tests if they are working too far below the expected levels and, in consultation with parents, it is decided that it is not in their best interests to sit the test. The school building is fully accessible to parents and children with disabilities and is all on one level. There is a care room with a shower for the disabled and disabled toilet facilities. The school building is fully compliant with the requirements of the Disability Act – please refer to the Accessibility Policy. There is parking for the disabled in the main school car park. For parents with English as a second language, information may be relayed using dictionaries, translations on 'Google', other parents (with permission), family members (with permission), appropriately skilled members of staff where possible and/or interpreters. Translated documents written by the local authority on SEN and EHCPs are available.</p>
<p>What additional support for learning is available to pupils with SEN?</p>	<p>Specific details of the type of support, interventions, strategies and resources that may be used to help meet the needs of each child can be found in the school's SEN policy. Once a child's needs have been identified and the relevant assessments have been undertaken, the class teacher and/or SENCo will inform parents about the specific</p>

	<p>support to be provided and what they can do to help at home. This support may take the form in a variety of ways:</p> <ul style="list-style-type: none"> • Special equipment e.g. pencil grips, writing slopes, coloured overlays • Additional teaching assistant support within the classroom directed at a group of children to work on a specified focus • Targeted individual support within the classroom to work on a specific focus for example language based, support to develop working memory, fine motor skills. • Larger print size/ coloured paper • Specially adapted keyboard or mouse as required • Reading interventions • Precision Teaching • Better Reading Partnership • E-Pen readers • Social communication support • Gross motor co-ordination e.g. Get Moving • Speech and language therapy support • Targeted individual or small group support to meet targets set by Learning Support Service
<p>Are there any activities that are available for pupils with SEN in addition to those available in accordance with the curriculum?</p>	<p>Children with Special Needs are actively encouraged to access activities before and after school. Additional support is made available if a child has a particular need that could be a barrier to their participation. Additional support is provided for off-site visits when required – this is usually detailed in a child’s support plan and risk assessments. For children with physical or sensory needs additional support is provided when necessary.</p>
<p>What support is available for improving the emotional and social development of pupils with SEN?</p>	<p>Specifically trained support staff can provide 1:1 and group sessions for children who require time to talk or who need to explore their feelings through the use of art therapy. Sycamore Behaviour Support can be used to offer bespoke support to pupils who require it. Barnardos support may also be accessed for pupils who meet specific requirements. Training from our Educational Psychologist provides strategies to support children in emotional and social development. The Reflexions Team can provide small group and/or 1:1 sessions for children with early signs of potential Social and Emotional, Mental Health needs.</p>
<p>Who is the SENCo?</p>	<p>Mr Hinkley (Assistant Head Teacher: SENCo & Inclusion Lead).</p> <p>Mr Hinkley can be contacted on 01384 818285 or by emailing info@thorns-p.dudley.sch.uk.</p> <p>SEN Governor: Mrs Tilley</p>
<p>How are staff trained in relation to children and young people with SEN?</p>	<p>Staff training needs are identified by staff during SEN reviews and through appraisal meetings which are also conducted by members of SLT. Training is sometimes delivered by the SENCo and other staff within school and additional training may be delivered by outside agencies such as Educational Psychology, Learning Support Service and Speech and language therapy. The SENCo attends training events relating to SEN practice and shares this information to staff and governors as appropriate. Specific training is delivered to teaching assistants by outside agencies when an individual pupil requires discreet target work. The school maintains links with a range of</p>

	professionals such as therapists, School Health Advisors and Children and Adolescent Mental Health Service (CAMHS) and is able to access support and advice readily. The support of such professionals in giving informed advice and making referrals to other health departments is invaluable. Thorns Primary also assists parents in accessing support networks and websites, detailing specific information about their child's particular disability or need.
What equipment and facilities to support children and young people with SEN will be secured?	Children's specific needs are identified through the SEN review process. Where specific equipment is deemed to be necessary to support learning, it is recorded onto reports submitted by outside agencies and included on the child's support plans. Any requirements are discussed with SLT and resources are purchased accordingly.
What are the arrangements for consulting parents of children with SEN about their child and the involvement of partners in the education of their child?	In the first instance, class teachers are responsible for keeping parents informed when they identify that their child may have a special educational need. They will inform parents that they will be discussing this with the SENCo of their concern. All parents are invited to attend parents' evenings 3 times a year; it is an opportunity for parents to gain an overview of their child's progress and a chance to look through their child's books. Parents will be invited to meet with the SENCo to discuss any concerns that have been raised. Parents of children with special needs form part of a special support team around their child. Before involvement of any outside agency, parents must give permission for this to happen. When assessment or monitoring by outside agencies is carried out, parents are invited to discuss the reports and a copy is always given to parents. Of course, parents are always welcome to come into school and discuss any concerns they may have at any time.
What are the arrangements for consulting young people with SEN and involving them in their education?	All children are asked about their friendships and any worries they may have in school. Children are also encouraged to speak to any member of staff they feel comfortable with if they have a concern or are worried about someone or something. Children who have an EHCP play an active role in annual review meetings. Pupils are asked to complete a piece of work detailing their feelings about school and how they learn. This is sometimes completed with adult support or independently where appropriate. Pupils, if deemed appropriate, are invited to attend part of annual review meetings so that their views are included in the process and successes can be celebrated.
How do I make a complaint regarding concerns about my child's SEN provision?	Parents are actively encouraged to come into school as soon as they have a concern, however small. Concerns can usually be rectified quickly, and we feel it is important for parents to feel they can come to speak to a member of our Senior Leadership Team at any time. Complaints regarding SEN should be taken to Mr Hinkley in the first instance. Please ring 01384 818285 to make an appointment or ask at the main office. If he is not available or if the complaint is about him or if he is unable to resolve the issue please call Mrs Jordan, Head Teacher. If parents still have concerns they should write to the Chair of Governors, Mrs Rebecca Dalgliesh and the formal complaints procedure for Dudley LA will be followed.
How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organizations	School purchases the support and advice from the Learning Support Service and Dudley Counselling Service when required. Our Educational Psychology Services are provided by Educational Psychology For Everyone. School can refer to the Physical and Sensory Support Service and Occupational Therapy can be referred to via School Health Advisors. We have also employed a Speech and Language Therapist to work directly in schools one day per week. Autism Outreach work

<p>in meeting the needs of pupils with SEN and support the families of such pupils?</p>	<p>closely with the school with children who have received a diagnosis of Autism. Referrals to CAMHS are made by the GP however school will write to the GP detailing concerns, support provided in school and its impact, in order to support a referral. School can also refer directly to CAMHS. The SENCo will always discuss any referrals with parents and ask them to sign a consent form before any work commences.</p>
<p>What are the contact details of support services for parents of pupils with SEN including those for arrangements made in accordance with clause 32?</p>	<p>There are a range of agencies able to support parents and/or their children in the voluntary sector. School will happily discuss referrals into these agencies and support parents in making referrals should they wish.</p> <p>If parents wish to seek further impartial support when attending meetings in school, they can contact Dudley special educational needs and disability information, advice and support service (SENDIASS) on 07900161363 or 0792977744.</p> <p>Further information regarding this service is available on the internet at www.dudley.gov.uk/dudleysendiass</p>
<p>How does the school support pupils with special educational needs in transferring between phases of education?</p>	<p>Information about individual pupils is passed onto the receiving school as soon as possible. In the early summer term, Thorns meets with receiving high schools to ensure key information and reports are shared. From these meetings, any support required can be planned before a child starts at their new school. Additional visits can be made for some children before and after induction week. Additional visits for parents can also be arranged in consultation with the SENCo. External agencies, such as Autism Outreach, may also provide more specific support for certain pupils who may benefit from additional assistance when transferring to secondary school.</p> <p>For pupils who leave Thorns Primary School midway through an academic year, a telephone call is made in the first instance to inform the SENCO of the important information relating to the child's needs and how they might best be met. If possible the SENCo will invite a member of staff from the receiving school to attend a 'passing on' meeting at Thorns or at the new school. Parents are welcome to attend this meeting to ensure that key messages and reports are passed on. Further planned visits for the child and parent to visit the new school can be arranged where necessary. Photo books, social stories etc. can be made available for children who may struggle to cope with the change in setting. The same process can be reversed for children coming to Thorns.</p>
<p>What is the Local Offer?</p>	<p>The Local Authority Local offer provides details of all support that can be offered to children and young people within Dudley. It can be found on the Dudley MBC website:</p> <p>https://www.dudley.gov.uk/residents/dudleys-local-offer/ https://dudleyci.co.uk/send-local-offer</p>