



Thackley Primary School

Special Education Needs and Disabilities Information Report

Thackley Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to ensure all pupils achieve their potential personally, socially, emotionally and academically, in all areas of the curriculum (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

We are a fully inclusive school with disabled access. All children have access to the full national curriculum as well as the wider curriculum and enrichment opportunities. We understand that some children may have Special Educational Needs and Disabilities (SEND) that require additional support when progress has slowed or stopped. We are committed to ensuring that all children in our care have access to exciting learning opportunities that fully meet their needs.

This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It **will** not list every skill, technique and resource we employ in order to achieve this, as these are continually developed and used to modify our provision. **This is to help towards** meeting the changing requirements for individual pupils. We are committed to early identification of SEND through a range of assessment tools and to collaborate with all agencies and stakeholders.

All provision for SEND pupils is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Special Educational Needs Coordinator who is a member of the SLT. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how needs are being met. The voices of children and young people and their families are valued and honoured and there are always opportunities for them to influence change as we continually try to improve provision at Thackley Primary.

Different kinds of SEND

Thackley Primary School follows the SEND Code of Practice (2015) that names the four broad areas of need. We support children in each of these areas with a range of needs such as:

Cognition and Learning: This area covers a wide range of needs including, Moderate Learning Difficulties, Severe Learning Difficulties and Specific Learning Difficulties such as dyslexia, dyspraxia and dyscalculia.

Communication and Interaction: Pupils 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. Pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.








Social, Emotional and Mental Health: There are a number of ways that social and emotional difficulties can manifest themselves. These may include becoming withdrawn or isolated and/or displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Attention Deficit Disorder (ADHD) or attachment disorder also come under this area of need along with disruptive behaviour. However, disruptive behaviour alone does not necessarily indicate a Special Educational Need (SEN).

Physical and Sensory: 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 include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), **where a child may** require specialist support and/or equipment to access their learning.

Identifying children with SEND at Thackley Primary School

Thackley Primary has a clear approach to identifying and assessing children with SEND. Children who require additional support are added to the SEND register and we work in partnership with parents to discuss and plan the special education provision for a child.

We identify SEND children from:

-  Regular assessments by the class teacher. If a child is not making expected progress and is significantly below their peers, this will be highlighted in their test scores and general performance in class.
-  A change in a child's behaviour.
-  Pupil's asking for help themselves.
-  A health professional such as a GP or Health Visitor following a medical diagnosis.
-  Outside agencies identifying a specific need of SEND children e.g SALTS, CAMHS, School Nurse, SCIL Team, STASS, and Low Incidence Team.
-  Information from the pupil's previous school.
-  Concerns being raised by parents/carers









If parents/carers wish to make an appointment with the class teacher or SENCO to discuss their concerns relating to SEND, they can: **email individual year group email addresses; email the SENCO on senco@thackleyschool.com** or contact the main school office on the 01274 414437.

Assessing and teaching children with SEND at Thackley Primary School

At Thackley Primary School we endeavour to offer individually assessed provision in a mainstream setting for children with any **of the needs identified above**. Children with SEND are assessed using the Bradford Matrix of Need:

1. **Below aged related expectations** - A child's SEND needs will be able to be met through Quality First Teaching (QFT) in the classroom. Children may be placed in small focus groups or 1:1 interventions. This will be run by a member of staff in school. The interventions will be regularly reviewed by all

involved to ascertain the effectiveness of the provision and to inform future planning. The impact of the intervention is recorded on a termly basis by using teacher assessments. Slight adjustments to learning environments, seating plans and/or lesson planning will be made through Quality First Teaching.

2. **SEND Support** - It may be that a child will require a 'Support Plan.' At Thackley, we call this an IGAP (Individual Graduated Approach Plan.) The plan provides a more coordinated, family centred and personalised approach to meeting the requirements of a child with complex needs. It will be drawn up by the class teacher, parents and young person and will include a summary of the child's strengths and barriers to learning **as well as** the young person's point of view **where appropriate**. It sets individual targets and states how Thackley Primary School will make provision to meet these. Parents will receive an agreed copy of the IGAP and regular meetings will take place to review the provision of the young person.
3. **Education Health and Care Plan (EHCP)** - A child has been identified as needing a high level of individual support which cannot be provided from the budget in school.
 -  Specialist professionals will have been involved in trying to meet the child's needs.
 -  The school (or parent) can apply to the Local Authority for a statutory assessment of the child's needs. This is a legal assessment in which parent views and those of professionals who have worked with the child will be considered.
 -  If the Local Authority agrees that the child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan.
 -  Parent and child will be asked to contribute to this.
 -  An EHC plan will have long and short term goals for the child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help the child to meet their goals.
 -  Thackley Primary will review their provision regularly and there will be a targeted approach towards meeting their needs.
 -  The EHC plan will be reviewed at an annual meeting in which parent and the professionals involved with the child's provision will discuss their progress and set new short term targets.
 -  If the Local Authority do not agree that the child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.




Further information relating to the Bradford Matrix of need can be found at:






[Bradford Matrix of Need](#)

Consulting pupils and parents









How do we involve parents in their child's education?

All parents are informed regularly about their child's progress at three points during the school year. This involves Parent's Evening in the Autumn and Spring term and an end of year report in the Summer term.

-  The child's teacher will speak with parents either at parents evening or at an arranged meeting to discuss their concerns.
-  The teacher will listen to parent views on the child's learning.
-  They will discuss with parents any additional support that they feel would benefit the child and will discuss short term targets for the coming term.







-  Together with the parent and child, the class teacher will write a plan of provision called an IGAP. It is important that this document is coproduced so we can meet the needs in a holistic manner.
-  Where further support is needed, the SENCO will contact parents to discuss possible referrals to outside agencies.
-  Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
-  The Learning Mentor may contact parents to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
-  We value our partnership with parents in all aspects of supporting children's needs whilst at Thackley Primary school and we operate an 'open door' policy where parents are always welcome.

How do we involve children in their own education?



-  Together with the parent and child, the class teacher will write a plan of provision called an IGAP. It is important that this document is coproduced so we can meet the needs in a holistic manner.
-  All children are invited to participate in the review of their EHCP if deemed appropriate.
-  Children are invited to complete a 'This is me' section of their support plan should they need one. This way, we can establish the child's likes, dislikes and ways that help them to learn.
-  Pupil voice surveys.
-  School Council representatives, voicing the views raised by class members.
-  Regular conversations with key staff members that children feel comfortable with.
-  Opportunities to speak to the Learning Mentor, if a child requests this.
-  Worry boxes are accessible in every classroom for children to request support.

Adapting the curriculum to meet children's needs

At Thackley Primary School, all children follow a broad and balanced curriculum. Teachers have high expectations of all our learners. When a pupil has been identified with special needs, the following support is offered:

-  Differentiation by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
-  A teaching assistant may be allocated to work with the pupil on a one to one or small group basis during parts of the school day to target more specific needs.
-  If appropriate, specialist equipment may be given to the pupil e.g. pen/pencil grips, overlays or coloured paper, chair bands, and wobble cushions.
-  A range of interventions (support programmes) will be used in small groups or one to one situations to accelerate progress.
-  Where needed, there will be extra pastoral support arrangements to aid the social, emotional and mental health development of children with SEND. The class teacher, teaching assistants, SENCO, Learning Mentor and Behaviour Support Worker are readily available for pupils who wish to discuss issues and concerns.
-  Handover meetings take place with the current and new class teachers and this information, along with assessment data, helps to plan a differentiated curriculum in the classroom. Their in-depth knowledge of a child's strengths and difficulties helps to create a personalised way of learning.















Pupils with medical needs

-  If a pupil has a medical need, a detailed **Individual Healthcare Plan (IHP)** is compiled in consultation with parents/carers. These are discussed and accessible to the whole staff so that everyone is aware.
-  Where necessary and in agreement with parents/carers, medicines are administered in school where **written instructions and signed consent have been given by primary carers**. Prescribed Antibiotics and other prescribed medication will be administered on completion of a medication form by the parent/carer.

Specialist services and expertise available at or accessed by the school









External agencies








It may sometimes be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

-  Child Protection Advisors
-  Educational Psychologist
-  SCIL Team which includes: **Specialist teachers for SEMH, Cognition and Learning, Communication and Interaction**, Autism, Learning Support, Early Years Intervention Team.
-  Low Incidence team which includes: Visual Impairment team, deaf and hearing impairment team, Physical and Medical team
-  STASS (Specialist Teaching and Support Service)
-  School Nurse
-  Early Help
-  SEND Assessment Team
-  CAMHS (Child & Adolescent Mental Health Service)
-  Speech and Language Therapist
-  Paediatricians
-  Child Development Service (CDS at St Luke's Hospital)
-  Social Services
-  Other agencies as required

Staff training







All staff receive some training related to SEND. This is constantly reviewed and considerations are made about staff CPD for SEND. Recent training has included:

-  Team Teach Positive Handling Techniques
-  Lego Therapy
-  Understanding ASD & ADHD
-  Recognising and Managing Literacy Difficulties in the classroom
-  ACES (Adverse Child Experiences)
-  Precision Teaching
-  EpiPen Training
-  Diabetes Training

-  Pathological Demand Avoidance (PDA)
-  Brain Development
-  Zones of Regulation
-  Positive regard training
-  Rapid Phonics
-  Understanding Dyslexia
-  IGAP writing training

The SENCO attends SENCO Network meetings. At Thackley Primary School, we are committed to the development of all staff working with children with SEND and encourage and support them to enhance their skills in order for the young person to be able to meet their learning and cognitive needs.






Reviewing the effectiveness of our provision for SEND children







-  The progress of SEND children is monitored through assessments at three points throughout the year by class teachers.
-  Pupil Progress Meetings are held on a regular basis. This is a meeting where the class teacher meets with the Headteacher or a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
-  SEND Pupil Progress Meetings are also held regularly by the SENCO. This is so that specific support can be offered to the class teacher to ensure we are meeting the needs of the children.
-  The SENCO speaks regularly to outside agencies who are involved in individual cases and we discuss what is working and what else we can do to support children.
-  We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 'Graduated Approach', known in our school as an IGAP. These will be reviewed and updated at least 3 times a year with parents.
-  Annual reviews take place for children with an EHCP with the SENCO, class teacher, parent and child. Outside agencies are also invited to participate if they are involved with the child.

Roles and Responsibilities

Your child's class teacher

Is responsible for:

-  Recognising the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and overcoming barriers to learning
-  Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
-  Working with the SENCO to decide the action required to assist the pupil to make progress
-  Working with the SENCO to collect all available information on the pupil
-  Developing and reviewing IGAPs (Individual Graduated Approach Plan) with parents and the child at least three times a year in addition to parents evenings.

















-  Working with SEND pupils to deliver the individual programme set out in the Individual Graduated Approach Plan (IGAP)
-  Developing effective relationships with parents
-  Being involved in the development and review of the school's SEND policy
-  Continuously assessing pupil progress and identify the next steps to learning
-  Keeping parents informed of pupil progress
-  Working with the SENCO to identify their own training needs around SEND

The SENCO - Miss P Stanworth

Email: senco@thackleyschool.com

Phone: 01274 414437

Is responsible for:





-  Writing and overseeing the day-to-day implementation of the school's SEND policy
-  Work alongside governors to ensure budget allocation is spent appropriately to meet SEND across school
-  Ensure staff, parents and governors are kept informed of any legal requirements or changes to SEND legislation
-  Co-ordinating and evaluating provision, including interventions, for children with SEND
-  Monitoring the progress of children with SEND alongside the class teacher
-  Reviewing and monitoring the IGAP with the class teacher in pupil progress meetings
-  Liaising with and advising teachers whenever necessary
-  Monitoring and evaluating the quality of provision
-  Overseeing the records of all children with SEND
-  Advising on appropriate purchase and use of resources within budget limitations.
-  Maintaining the SEND provision register
-  Liaising with parents of children with SEND
-  Organising and delivering any CPD to meet the needs of staff
-  Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
-  Being part of the school's senior leadership team
-  Liaising with local high schools so that support is provided for Year 6 pupils as they prepare to transfer

Headteacher - Mrs A Patterson

Email: admin@thackleyschool.com

Phone: 01274 414437








Is responsible for:

-  The day-to-day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
-  Working closely with the SENCO and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
-  Keeping the Governing Body informed of any issues related to SEND.
-  Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body

The designated governor for SEND is Mrs Annmarie Malcolm.






The Governing Body are responsible for:

-  Determining the school's policy and approach to provision for pupils with special educational needs, in co-operation with the Headteacher and SENCO.
-  Establishing the appropriate staffing and funding arrangements and maintain a general overview of the school's work
-  Having regard to the Code of Practice
-  Ensuring appropriate provision is made for any child with SEND
-  Ensuring all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
-  Appointing a representative of the Governing Body to oversee SEND provision
-  Ensuring they are involved in developing and reviewing SEND Policy

Transition Support



Joining Thackley Primary School or transferring to a new school

Thackley Primary School understands what a stressful time moving school can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. Some of these strategies include:







-  Parent/carers are invited to visit the school so that they know what to expect and are encouraged to share any concerns with the school.
-  Parent/carers and child may be invited to a transition visit, where they can spend time in the setting. For children with additional educational needs, a member of their current setting may attend this session also.
-  Our Foundation Stage Leader and teaching staff contact all pre-school settings to discuss the need of the children. Where possible, staff will also visit the setting to meet the children.
-  Class teachers may provide photographs of key people or the setting to familiarise the child with them before their start date.
-  Staggered start dates are in place for children entering Reception. This gives staff chance to get to know each child well before the whole cohort return together.

Transition to the next year group





Although not officially leaving the school, moving from one year group to the next can be unsettling for some children. To prepare all children we:

-  Provide opportunities within the last few weeks of the summer term for the children to visit their new classrooms with their new class teacher and teaching assistant.
-  Handover sessions between the class teachers and teaching assistants also happen to ensure relevant information is shared.





Secondary Transition

-  The Learning Mentor Mrs Shiel, SENCO and class teachers work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
-  Secondary school staff visit pupils prior to them joining their new school.
-  The SENCO and the class teachers meet the SENCOs from the secondary schools to pass on information regarding SEND pupils.
-  Children attend a transition day particular to the school they are going to.
-  Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.
-  Additional visits or transition activities may also be arranged for children who require extra support.

Transition within the school year

-  Currently we give all children a tour of the school with their parent/carer.
-  Children are introduced to their new teacher and shown around their new classroom environment.
-  A start date is agreed. The child's previous school is contacted for records.
-  Where there are concerns, the SENCO will be contacted by phone.

Useful Contacts and Further Information

-  **School Nurse** - If you would like to speak to your school nurse you can call the team direct via the Single Point of Access (SPA) team. To request the number for the school nurse please contact the school's main office.
-  **SENDIAS** - If parents/carers require additional any further support or advice concerning SEND this is available via SENDIAS (SEND information, Advice and Support). This organisation offers free, impartial information and advice on matters relating to special educational needs and disability:
Telephone: 01274 513300
Website: <https://b.barnardos.org.uk/bradford-sendiass/contact-us-bradford.htm>
-  **Bradford Council Local Offer** - <https://localoffer.bradford.gov.uk/>
-  **Bradford Matrix of Need (May 2021)** - <https://bso.bradford.gov.uk/content/revised-range-guidance>

Complaints

If parents/carers of a child with SEND have concerns about progress or provision, they should consult the class teacher first. If parents/carers feel that concerns are not addressed, they can consult with the key stage leader, the SENCO or the Head Teacher. Please call the school office on 01274 414437

Alternatively, our Complaints Policy can be found on the School Website.

<http://www.thackleyschool.com/website/policies/240324>

Miss P Stanworth
October 2023