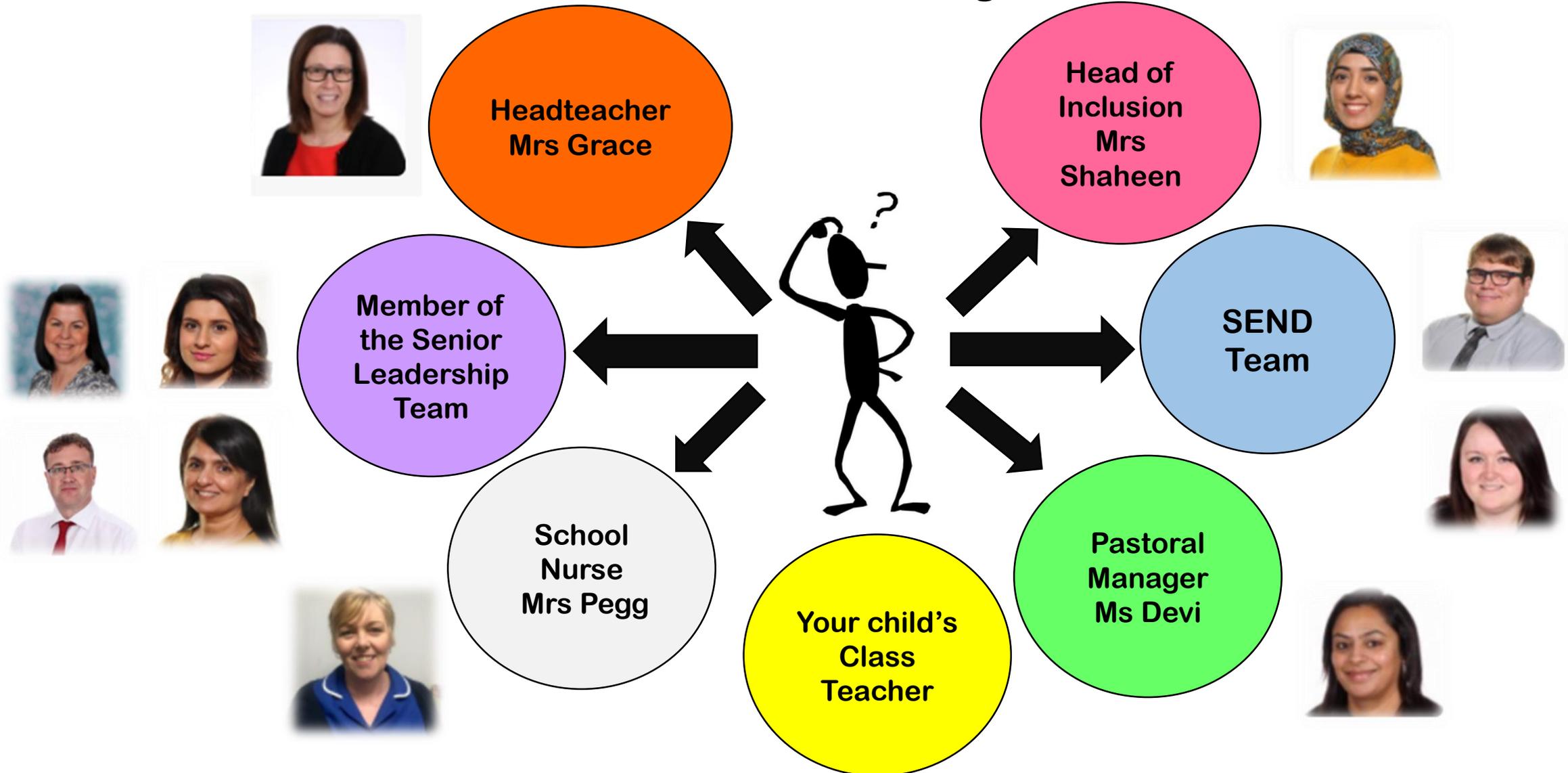


SEND Information Report



Approved by Governors on 22nd September 2022

Who are the best people to talk to if I have a concern about my child?



How does the school know if my child is SEND?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

You will be invited for a meeting by the SENDCo if your child has been receiving support that is 'additional to/different from' for a considerable amount of time. Following a consultation, and taking into account your views as parents, your child may be given a formal letter of SEND identification. The SEND list is a working document and some pupils may be identified as SEND for a short period of time only whilst others may remain on there for longer.

The school uses the **'Language and Literacy Toolkit'** designed by **Birmingham Local Authority Access to Education** to assess SEND children's needs in relation to areas such as spelling, punctuation and grammar, listening and understanding, vocabulary, reading fluency, phonics and understanding of reading, as well as through tracking children's progress and attainment through the **National Curriculum** using our data system **Target Tracker**. The school uses the **Maths Toolkit** designed by **Birmingham Local Authority Access to Education** to assess children's needs in relation to areas such as number, shape and calculations.

Children who are SEND but with little literacy, language and/or mathematical difficulties, are identified through medical assessments via doctors or specialist assessments made by outside agencies.

A2E Birmingham Language and Literacy Toolkit Reading Continuum (Pupil friendly version)		Name: Bilal Ali	DOB:	School(s):
		Year: N R 1 2 3 4 5 6 7 8 9 10 11		
	7. READING FLUENCY	8. PHONICS	9. ATTITUDE TOWARDS READING	10. UNDERSTANDING
Band 16 <small>National expectation at the end of Y6</small>	I can use my understanding of punctuation and grammar to read fluently and with expression. I can read all of the words in the Year 5/6 list. T&L	I can use the sounds I know to work out most words I don't know. T&L	I read different types of books for pleasure and to find out information.	When I am summarising a text, I use details and information from it to support me. I can compare and contrast parts of different texts e.g. characters, settings, theme. T&L
Band 15	When I am reading aloud I use the grammar and punctuation to make my reading interesting. I can read 50 of the words in the Year 5/6 list. T&L	I understand what hyphens do and can read words that have them correctly. T&L	I choose to read a wide range of different types of books.	I can use different parts of the text to find the information I need to summarise the main points. I can use what the text might mean, as well as what it actually says to provide evidence for what I think may happen next. I can use different ways to search for the information I need to answer specific questions about a text e.g. dictionaries, glossaries, bibliography. T&L
Band 14	I can use a variety of different ways to work out words I don't know and I know how punctuation and connectives work. I can read 25 of the words in the Year 5/6 list. T&L	I use the sounds I know to work out words with prefixes and suffixes. I can read words with silent letters. T&L	I can say who my favourite author is and why I like their books.	With support from an adult, I can compare and contrast parts of different texts e.g. characters, settings. I can use the words and information in the text to help me to ask questions about it. T&L
Band 13 <small>National expectation at the end of Y5</small>	I can read all of the words in the Year 3/4 list. I usually try different ways to work out words I don't know and I can read smoothly with expression. T&L	I can read words that start with wh , ed , -ck , in , -re e.g. disappear , misbehave , inactive , rescue . I can read with accuracy words that end with -sion , -tion e.g. tension , musician , permission . T&L	I can say what I think about poems and stories I have read and can say why I think it.	I use sounds and words I know to work out how a word I don't know is said. I can use information from different things to answer questions about a topic. I can sort out the main information in a piece of text and tell others about it. T&L
Band 12	I can read 50 of the words in the Year 3/4 list. I know what a comma is and use them when I am reading to my teacher to make the sentences make sense. T&L	I can read words that start with super , anti , and auto e.g. autograph , superman , anticlockwise . I can read words that end in -use , stion , ly e.g. adventure , sensation , usually . T&L	I can say what I think about harder poems and stories I have read or heard and can sometimes say why I think it.	I can use the words in the story to help me describe the characters in detail. When I am reading, I think about what the text might mean, as well as what it actually says so I can guess what is going to happen next. When I am reading non-fiction texts I can find the right information and words I need to use to answer questions. T&L

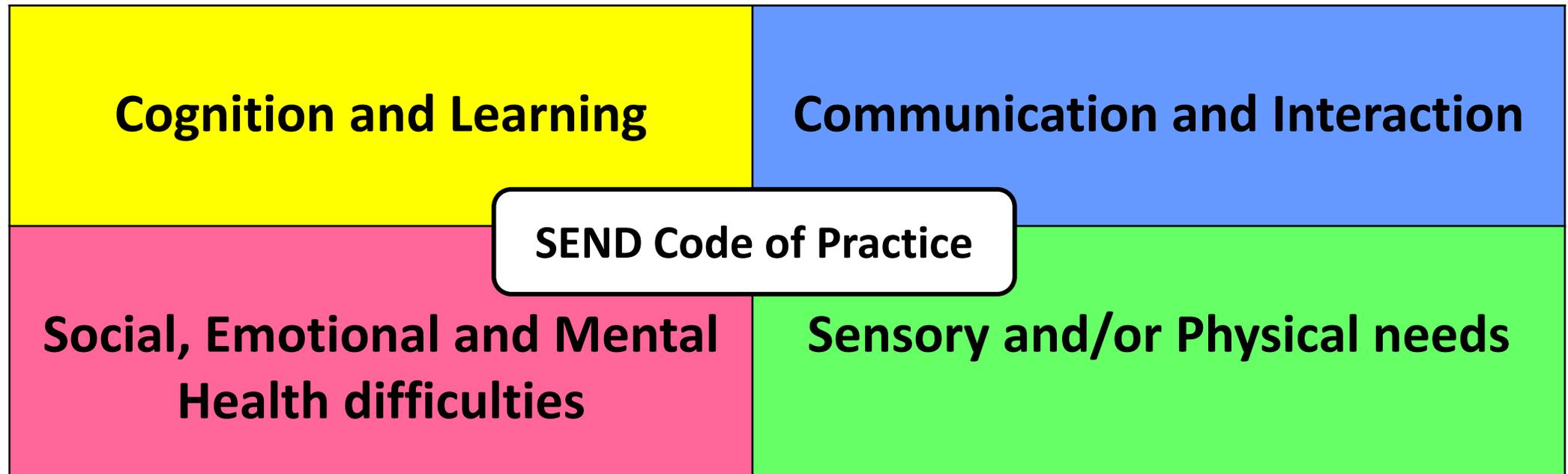


Summary of Pupil Assessment and Recommendations Report



What kinds of special educational needs and disability do we make provision for at Thornton?

SEND pupils at Thornton have a wide range of needs. Provision is focused on the child and supported by information and guidance from professionals.



Cognition and Learning

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller chunks of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support.
- Specialist learning approaches/strategies to support specific learning difficulties

Moderate learning difficulty
Severe learning difficulty
Specific learning difficulty (Dyslexia, Dyscalculia and Dyspraxia)
Profound & multiple learning difficulty

Communication and Interaction

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

Asperger's Syndrome
Autistic Spectrum Condition

Social, Emotional and Mental Health difficulties

Some children may need help to play and talk to other children and adults as they find it difficult to manage their own behaviours and cope with their feelings. They may need help to:

- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends.

Attention Deficit Disorder
Attention Deficit Hyperactive Disorder
Attachment Disorder

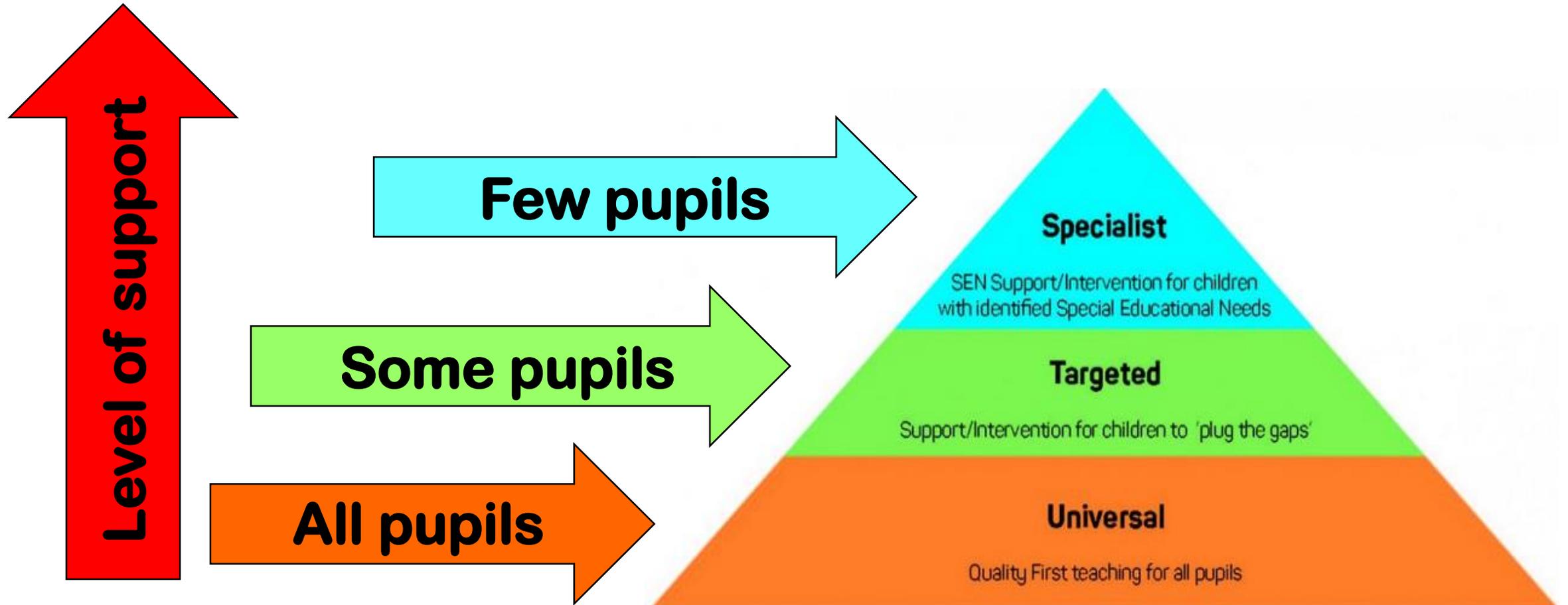
Sensory and/or physical needs

Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:

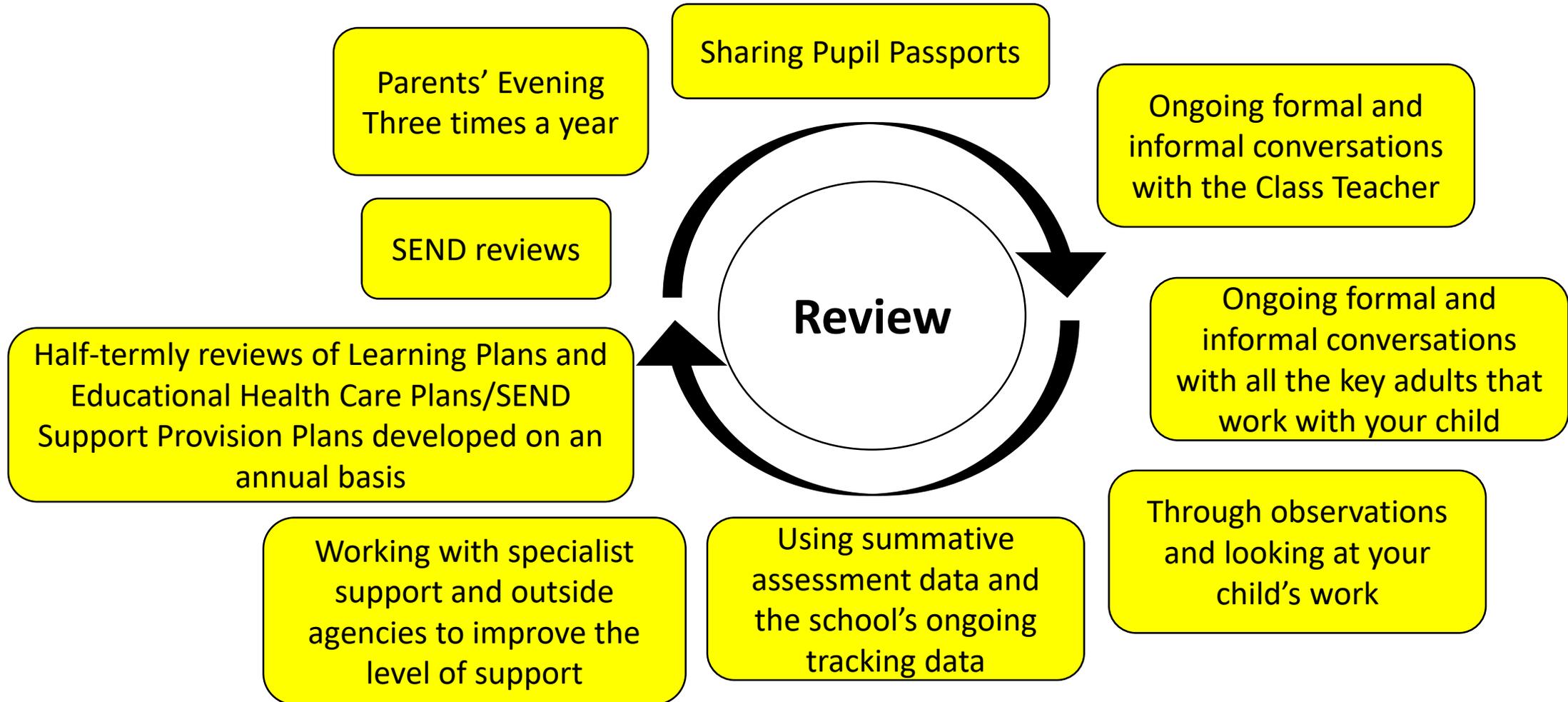
- help with their sight and/or hearing.
- help with moving around the school building safely.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- help with medical needs and medication
- Individualised plans for fire evacuations

Vision impairment
Hearing impairment
Multi-sensory impairment
Physical disability

How will school staff support my child?



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



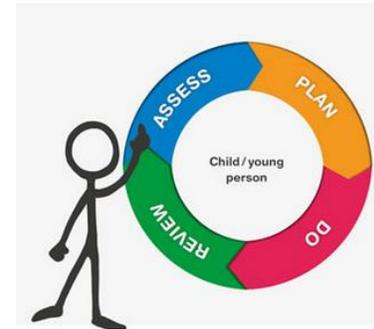
How will my child be involved in their own learning?

All SEND children have a **Pupil Passport** which captures the important information about a child with additional needs/special educational needs. Pupil Passports are written by the teacher using a pupil centred approach taking into account the pupil's viewpoint and perspective. All staff have access to Pupil Passports and use them to make reasonable adjustments to teaching and learning in order to maximise your child's progress, as well as to build a better understanding of the child's SEND.



How do we check support is working?

We assess the outcome of short term targets that have been set using the Language and Literacy Toolkit and the Maths Toolkit when reviewing your child's **Learning Plan**. We also use the school's ongoing assessment tracking system **Target Tracker** to monitor progress at least every fortnight. To evaluate the success of specific targeted interventions we use **Provision Map**.



Outside agencies may check that support is working by conducting specialist assessments before support starts and then after to give a clear picture of the progress made.

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

Thornton applies a **holistic approach** to education, looking at the whole child. The Inclusion Team provides support through social groups and pastoral care as required. This is based on referrals made by staff and/or parents. If needed, referrals to outside agencies such as 'Forward Thinking Birmingham' are made so that children can access appropriate mental health resources.

Please refer to whole school policies regarding PSHE and Mental Health for further information about children's well-being. This information can also be found on the school's website.



Please arrange to speak to our Pastoral Manager Shanti Devi if you feel your child needs pastoral support. This can be done by contacting the school office in the first instance.

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

School Nurse –
Miss Pegg

Communication
and Autism Team
(CAT)

Physical Difficulties
Support Service
(PDSS)

Educational Psychiatrists (EP)

West Midlands Speech
and Language Therapist
(WMSALT)



Pupil and School
Support teachers (PSS)

Forward Thinking
Birmingham

Sensory support- Visual
Impairment Teachers and
Hearing Impairment Teachers

Pastoral Manager-
Ms Devi

Previous CAT Associate - Mrs
Shaheen
ASD Lead – Miss Wilcox

Mental Health First
Aiders – Ms Devi
and Mrs Biddle-
Rawbone

What training are the staff supporting children and young people with SEND had/having?

All Staff	Identified Staff
Epi-pen training & Epilepsy (annual update)	Mrs Shaheen (National Award for SENCOs in 2019) Previous CAT Associate for Access to Education Birmingham
Asthma training (annual update)	First Aid at work
Autism training (Tier 1)	Senior Leadership Team, Pastoral Manager and Support Staff Positive Handling training (February 2019)
Attachment training	Diabetes training (tailored to individual pupil's needs)
Inclusive teaching (Quality First Teaching) Support staff- Quality Targeted Interventions	Supporting children with physical needs such as visual and hearing impairments. (tailored to individual pupil's needs)
Adverse Child Experiences (ACES)	SEND TEAM Miss Wilcox - AET Schools good autism practice Tier 2 & AET Leading good autism practice Tier 3 PECS – West Midlands Speech & Language Therapy Lego Therapy Dyslexia CPD – Pupil and School Support Flash Academy

SEND TEAM TRAINING

Miss Wilcox



- Autism Module 1 - Prospero
- Autism Module 2 - Prospero
- Autism Module 3 - Prospero
- The big transitions for autistic and SEND pupils after lockdown - SchudioTV
- Diagnostic Vs Standardised Assessment - Short Course PSS
- High Quality Teaching , The First Step - Short Course PSS
- Preparing Autistic and SEND children for going back to school - SchudioTV
- PreventCovid19 - Virtual College
- Scaffolding Learning in Maths - Short Course - PSS
- What do dyslexic pupils find difficult? - Short course - PSS
- Supporting Pupils with Memory Difficulties - Short Course - Short course - PSS
- Understanding the Impact of Overlearning - Short course - PSS
- Maths Fluency Short Course - PSS
- What is Number Sense? Short Course - PSS

- AET - Schools good autism practice [Tier 2]
- AET - Leading good autism practice [Tier 3]

Mr McAlinden



- Understanding of Dyslexia (Open University)
- Maths Fluency (PSS)
- SEND Diploma Level 2, 3 and 4 (New skills academy)
- Maths scaffolding (PSS)
- Number Sense (PSS)
- Understanding the Impact of Overlearning. (PSS)
- Supporting children with learning difficulties (PSS)
- What do dyslexics find difficult (PSS)
- Screening for speech and language (PSS)
- The big transition for SEND children after lockdown (Schudio TV)
- Preparing Autistic & SEND Children for going back to school course (Schudio TV)
- Online safety for children with SEND.
- Online safety for schools.
- An introduction to teaching phonics
- Supporting children through these difficult times (Dyslexia show)

School's physical and learning environment

How will my child be included in activities outside the classroom including school trips?

Thornton has a policy of inclusion for ALL children. Reasonable adjustments are made where necessary to allow all children to access activities. We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns. Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers. Some pupils may require an individual risk assessment prior to offsite visits that will be shared with key staff and parents.

How accessible is the school environment?

Thornton has some accessible areas, however currently many of the classrooms have a small step up into the room. There is a lift for access to the first floor classrooms and there are toilets with adaptations to support those with physical needs. Raised areas are identified using coloured tap.

How are the school's resources (equipment and facilities) allocated to children's SEND?

Resources are allocated as required, following discussions with parents, class teachers, the SEND team and outside agencies where relevant. Children for whom the school receives additional funding have additional resources purchased to support them. These are based on recommendations from outside agencies and based on the needs of the child, for example a child with a visual impairment may require a laptop for touch typing. The SEND Team will provide resources recommended by Occupational Therapy.

See Thornton's Accessibility Plan for more information

Some examples of resources/equipment used at Thornton



How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?

At Thornton we host **transition** meetings with secondary schools to share key information about your child's SEND. Parents/carers will be invited to these meetings and, if specialist services work with the transitioning child, additional staff may also be invited to attend.

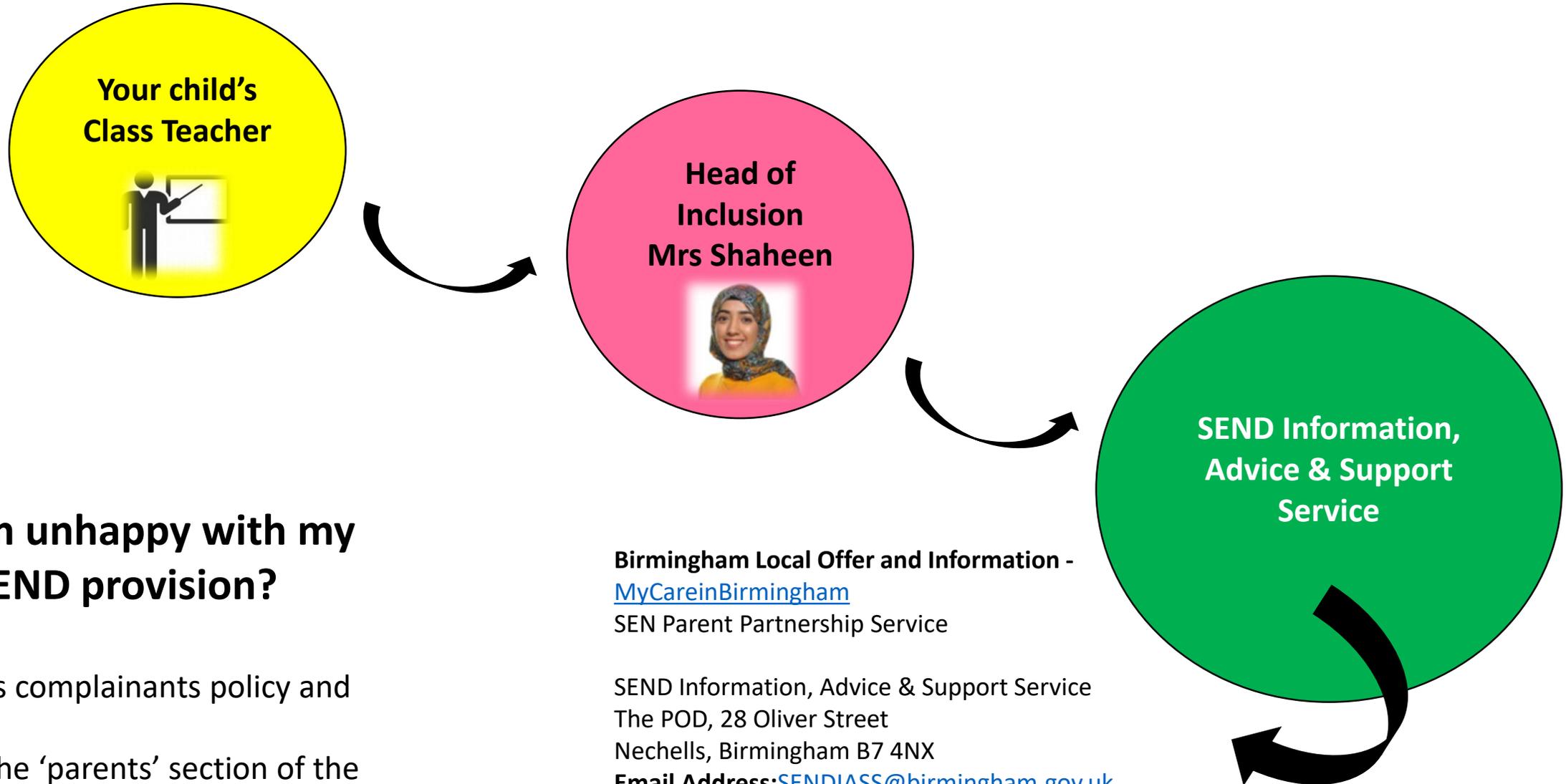
Some SEND pupils will be identified for 'early transition' which involves: visits to the secondary school they will be attending, completing transition related activities, consultations with specialist services and enhanced parent support to enable a smooth transition.

Documents that will be shared with the secondary school include:

- Pupil Passports
- Learning Plans
- SEND Toolkits
- SEND File
- Evaluated interventions
- SEND Review Logs
- Assessments
- Pupil Progress and Attainment Data

The image shows two sample transition workbooks. The left workbook is titled "Transition Workbook" and features a school crest at the top. Below the crest is a large empty box labeled "A picture of me". At the bottom, there are fields for "Name:" and "Secondary school I will be attending:". The right workbook is titled "Finding out about my new school" and contains several fields for school information: "The name of my new school is", "The address is" (with a box), "The telephone number is", "The name of the head teacher is", "School starts at ___ and finishes at ___", "I will travel by car/bus/walking/bike/train (circle one)", "To get to school on time, I will need to leave my house at about ___", and "I will attend the school from ___ September 2020".

Who can I contact for further information?



Or if I am unhappy with my child's SEND provision?

See school's complainants policy and procedure located in the 'parents' section of the school website

Birmingham Local Offer and Information - [MyCareinBirmingham](#)
SEN Parent Partnership Service

SEND Information, Advice & Support Service
The POD, 28 Oliver Street
Nechells, Birmingham B7 4NX
Email Address: SENDIASS@birmingham.gov.uk
Telephone Number: 0121 303 5004

SEND Glossary

National Curriculum	Programme of study that schools follow nationwide
Birmingham Local Authority	Local government body responsible for Birmingham
Access to Education (A2E)	Access to Education consists of three specialist services: Communication & Autism Team (CAT), Pupil and School Support (PSS) and Sensory Support (SS), who work together to ensure schools provide equal opportunities for pupils with SEND
intervention	A programme designed for pupils to improve an area of need.
Universal provision	High quality teaching and resources that all pupils can access.
specialist	A person who is highly skilled in a particular area.
Educational Health Care Plan (EHCP) SEND Support Provision Plan	Legal document that describes a child or young person's special Educational, Health and social Care needs. SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use and useful for demonstrating the provision being put in place for CYP where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.
Pupil Passport	A one page document that captures the important information about a child with additional needs/special educational needs
review	A process whereby you discuss what has worked well and what needs to be improved/changed.
observation	Closely monitoring something or someone
Self-assess	This involves children evaluating their own work and learning
holistic approach	Starts with the child's needs at its core and then designs tailored approaches to their education.

Monitoring arrangements

This SEND Information Report will be reviewed by Mrs Shaheen, SENDCo and Inclusion Manager **every year**. It will also be updated if any changes to the information are made during the year. Parents will be invited to review the report annually.

It will be approved by the Governing Body.

It will be available on the school website.

Modified hard copies can be requested from the school and the school can arrange for the information to be translated upon request.



Parent Review September 2022

What do you like about the SEND information report?

Very informative, clear and well written.

Easy to understand the key points

I really like the idea of the names and photos of who to contact on the first page.

What do you not like about the SEND Information report?

N/A

What can be improved?

Although I've not had the need to access the report. I do feel it does need to be highlighted to those parents who have little or no knowledge of how to use the internet.

Handing out hard copies to parents.

Any other comments.

My experience with the SEND team (Mrs Shaheen) has been brilliant always there when needed. It is really good to see the hard work that has been put into this document.

'Sometimes it's hard to understand the words and information so it's helpful if you can talk to someone at school so they can explain'

'information about support in the local community would be good'

A list of clubs that my child can go to

'I know who to talk to if I have a worry'

A sample of parents who have a child with SEND was selected across all year groups with varying SEND broad areas of need.