

SEND Information Report



Approved by Governors

Your questions about SEND provision answered...

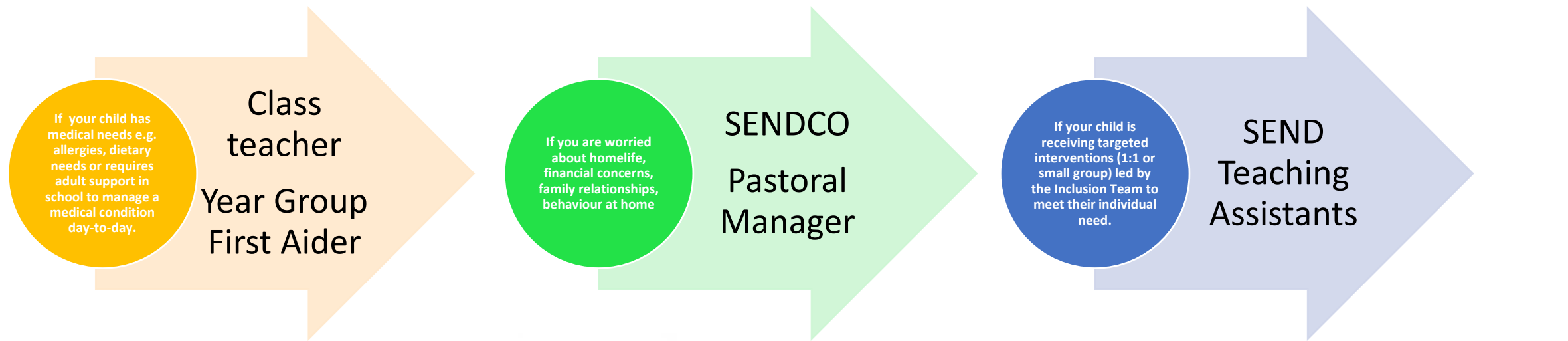
- Who are the best people to talk to if I have a concern about my child?
- How does the school identify additional needs?
- SEND Code of Practice
- Which needs we make provision for at Thornton?
- How will school support my child?
- What specialist services support school?
- How will I know how well my child is learning?
- How will my child be involved in their own learning?
- How do we check support is working?
- What training are the staff supporting children with SEND having?
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Who are the best people to talk to if I have a concern about my child?



SENDCO - Mrs Price

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



SENDCO - Mrs Price



Pastoral Manager - Ms Devi



Mr McAlinden



Miss Wilcox



Mrs Mahmood

How does the school identify additional needs?

A child or young person has special educational needs if he or she:

- **Has a significantly greater learning difficulty than most others of the same age.**
- **Has a disability which prevents or hinders them from using facilities for education or training of a kind generally provided for others of the same age in schools or settings.**

Health and medical professionals can identify needs before, at, or soon after birth. The needs of other babies and children may become evident over time and parents might be the first people to notice these, or others could notice them.

At school, we can help most children overcome the barriers their difficulties present quickly and easily, but very few children will need extra help for some, or all their time in school. The way that school assesses and identifies whether a child has a special educational need or disability varies. Thornton Primary School follows the SEND code of practice.

SEND Code of Practice

The code sets out the processes and procedures that all these organisations should follow to meet the needs of children and young people.

The current SEND code of practice was published in June 2014 by the Department for Education and implemented from September 2014. This was updated in April 2015 to include new requirements for supporting children and young people with SEN when they are detained in youth custody.

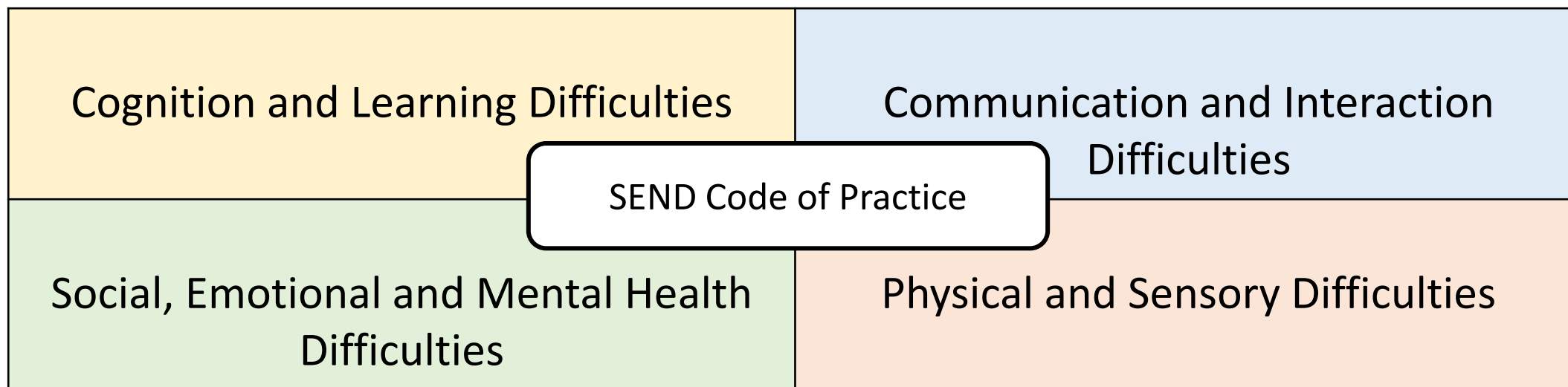
You can view the code of practice and other useful documents below:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Which needs we make provision for at Thornton?

Pupils with SEND have a wide range of needs which fall into **4 broad main areas of need**. Our provision is focused on the child and supported by information and guidance from external professionals.



Cognition and Learning Difficulties

A child or young person with cognition and learning difficulties might learn at a slower pace than their peers, even when learning tasks are changed to support them.

Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD), **severe learning difficulties** (SLD), through to **profound and multiple learning difficulties** (PMLD).

Children and young people with MLD or SLD are likely to need support in most if not all areas of the curriculum and may also have difficulties with mobility and communication.

Children and young people with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction Difficulties

Communication and interaction difficulties, also known as a **speech, language and communication needs** (SLCN), means that children and young people may have difficulties either saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication, which makes it harder to build relationships with others.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Autistic Spectrum Condition (ASC) is a communication and interaction difficulty. Children and young people with ASC are likely to have particular difficulties with social interaction. Autism is a lifelong neurodevelopmental condition that affects how people perceive, communicate and interact with the world. Autism is referred to as a spectrum condition because, although autistic people often share certain difficulties, their autism will affect them in different ways.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of underlying, unmet social and emotional needs which show themselves in many ways. These may include withdrawal or isolation, as well as verbal and physical aggression or agitation.

Other mental health difficulties such as anxiety or depression can cause self-harm, substance misuse, eating disorders or physical / psychosomatic symptoms that are medically unexplained.

Some children and young people may receive diagnoses such as ADHD which do not necessarily explain the underlying cause.

Physical and Sensory Difficulties

If a child or young person has a physical or sensory difficulty it means that they have a disability which makes it challenging or prevents them from making use of the mainstream educational facilities generally provided.

Sensory Difficulties

Children or young people with sensory difficulties are those with **hearing impairment (HI)** or **vision impairment (VI)**. Some children may also have a combination of hearing and vision difficulties which is known as a **multi-sensory impairment (MSI)**. Many children with these sensory difficulties will require specialist support and/or equipment to access their learning.

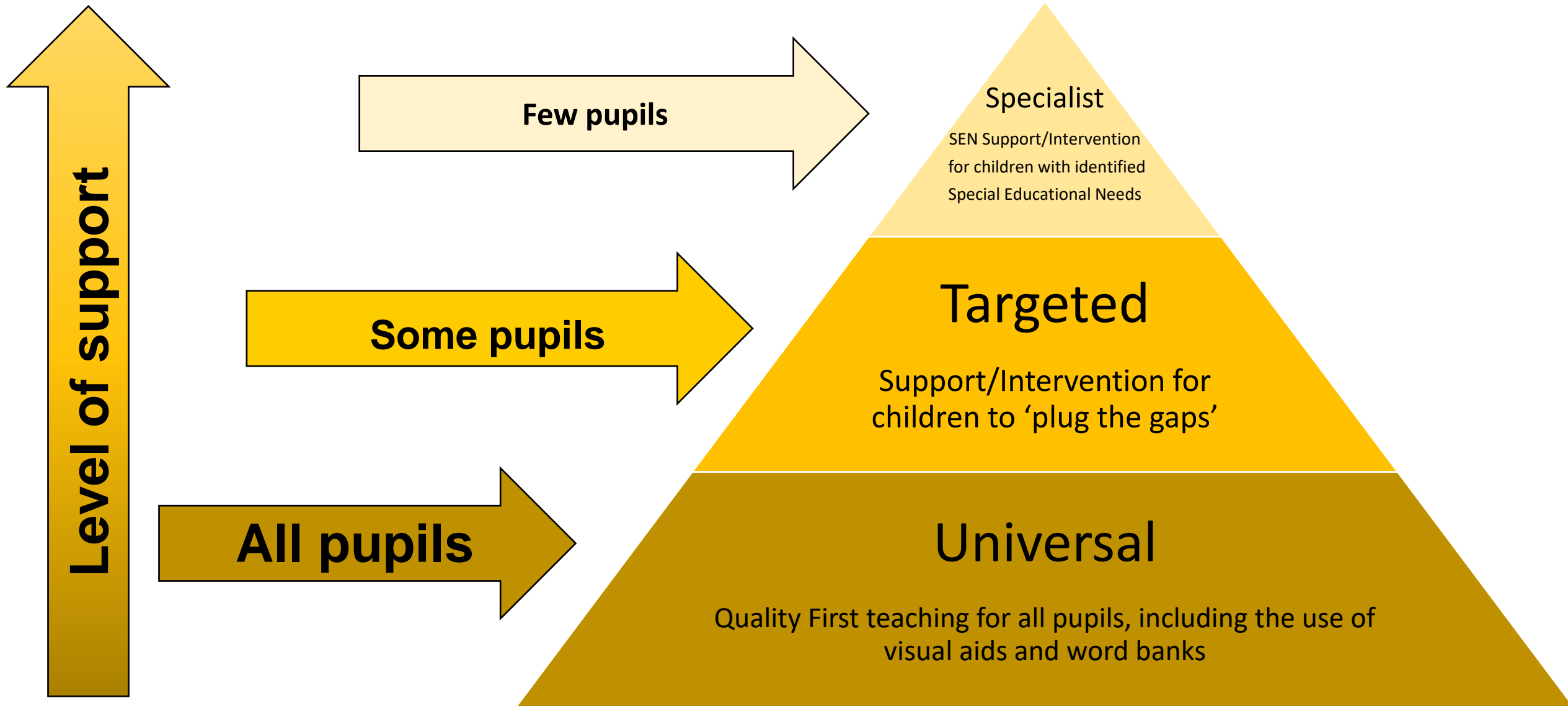
Physical Difficulties

Some children and young people with **physical difficulties (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers, including access to learning. These physical difficulties are usually linked to a medical diagnosis.

Other types of need:

Disability	There is no direct link between having a disability and having special educational needs. However, there will be some forms of disability where a child or young person is more likely to have SEN. The critical factor is whether the disability prevents or hinders the learner from using the education or training that is generally provided.
English as an Additional Language	A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.
Healthcare Needs	Healthcare needs Not all learners with a medical or healthcare need will have SEN. Medical conditions will not be regarded as SEN where: They do not cause a significantly greater difficulty in learning, or Where they do not constitute a disability that necessarily affects access to education or training generally on offer. However, if a healthcare need does impact on a child or young person's capacity to learn, they may require some adaptation to the curriculum which is set out in an Individual Health Care Plan

How will school support my child?



What specialist services support school?

COMPASS
Mental health &
wellbeing

Communication
and Autism Team
(CAT)

Physical Difficulties
Support Service
(PDSS)

Educational Psychologist (EP)

West Midlands Speech
and Language Therapist
(WMSALT)



Pupil and School
Support teachers (PSS)

Forward Thinking
Birmingham

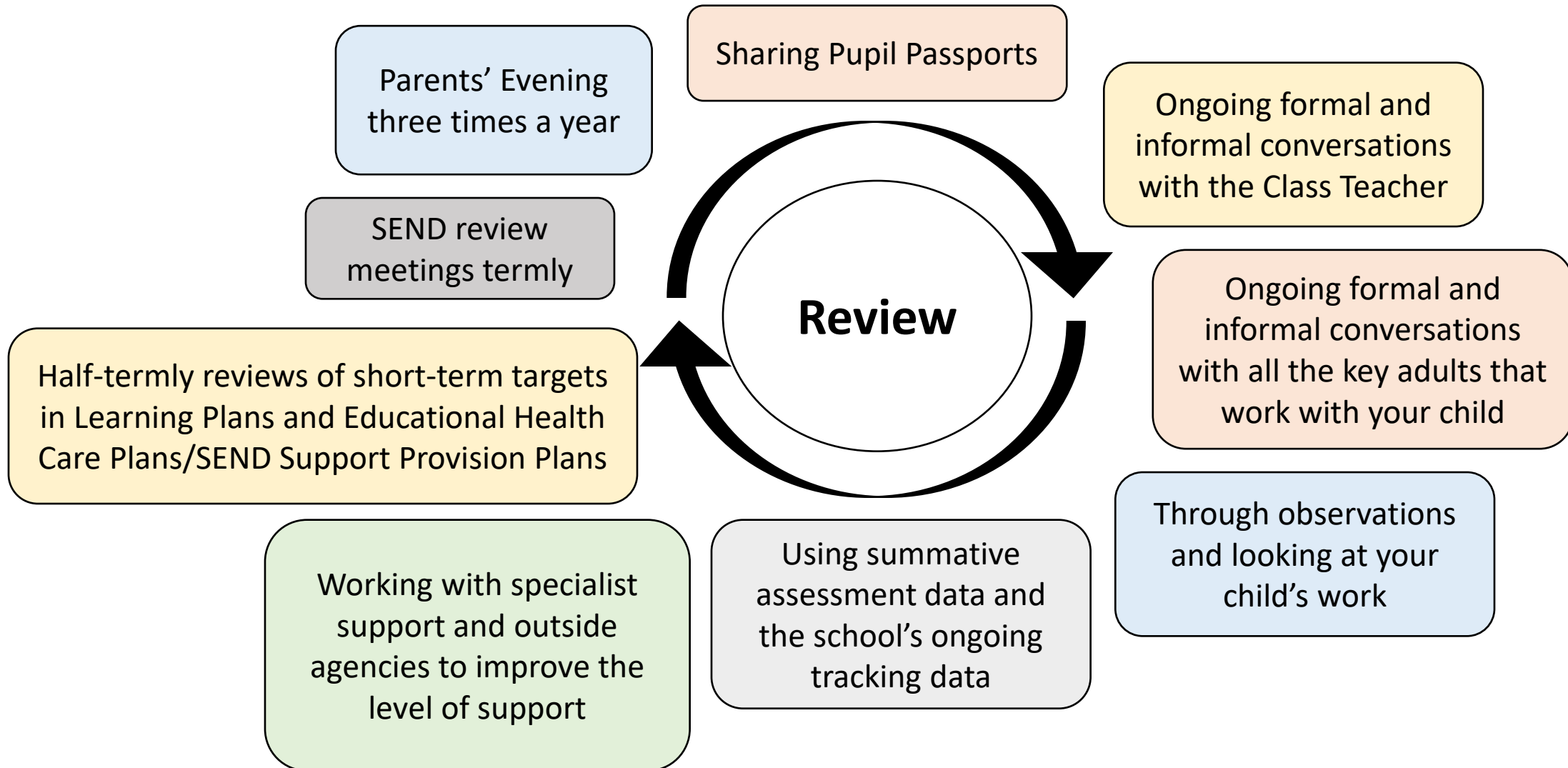
Sensory support- Visual
Impairment Teachers and
Hearing Impairment Teachers

Pastoral Manager-
Ms Devi

ASC – Miss Wilcox

Mental Health First
Aiders – Ms Devi
and Mrs Biddle
Rawbone

How will I know how well my child is learning?



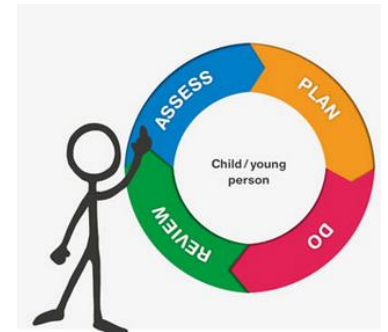
How will my child be involved in their own learning?

- All children with SEND have a **Pupil Passport** which captures the important information about their additional needs/special educational needs.
- Pupil Passports are written by the teacher using a pupil centred approach considering the pupil's views. These are shared with parents in the Autumn Term.
- All staff, including supply staff, have access to Pupil Passports and use them to make reasonable adjustments to teaching and learning to maximise 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 when reviewing the pupil's **Learning Plan**. We also use the school's ongoing assessment tracking system **Target Tracker** to monitor academic progress at least every fortnight. Specific targeted interventions, including non-academic, are recorded and evaluated using **Provision Map**.
- Outside agencies 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 training are the staff supporting children with SEND having?

Training for all Staff	Identified Staff
Epi-pen, Asthma & Epilepsy (annual update)	National Award for SENCOs – Mrs Price, SENDCO
Positive Handling training	First Aid at work
Autism training (Tier 1)	Diabetes training – First Aiders (tailored to individual pupil's needs)
Attachment training	Supporting children with physical needs such as visual and hearing impairments – class teacher and TA (tailored to individual pupil's needs)
Inclusive teaching (Quality First Teaching) and Quality Targeted Interventions	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 IDL
Adverse Child Experiences (ACES)	
Provision Map Literacy and Maths Toolkits Target Tracker	

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)

Accessibility – the 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 tape.

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 appropriate 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, located on the school website under the 'Inclusion' tab, for more information

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' or COMPASS 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.



How is transition supported?

Moving from 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 additional specialist services work with the transitioning child, additional staff may also be invited to attend.

Some pupils with SEND will be identified for 'early transition'. This involves visits to the secondary school during the final few months of the summer term they will be attending, completing transition related activities, consultations with specialist services and enhanced parent support to enable a smooth transition.

Moving to Thornton

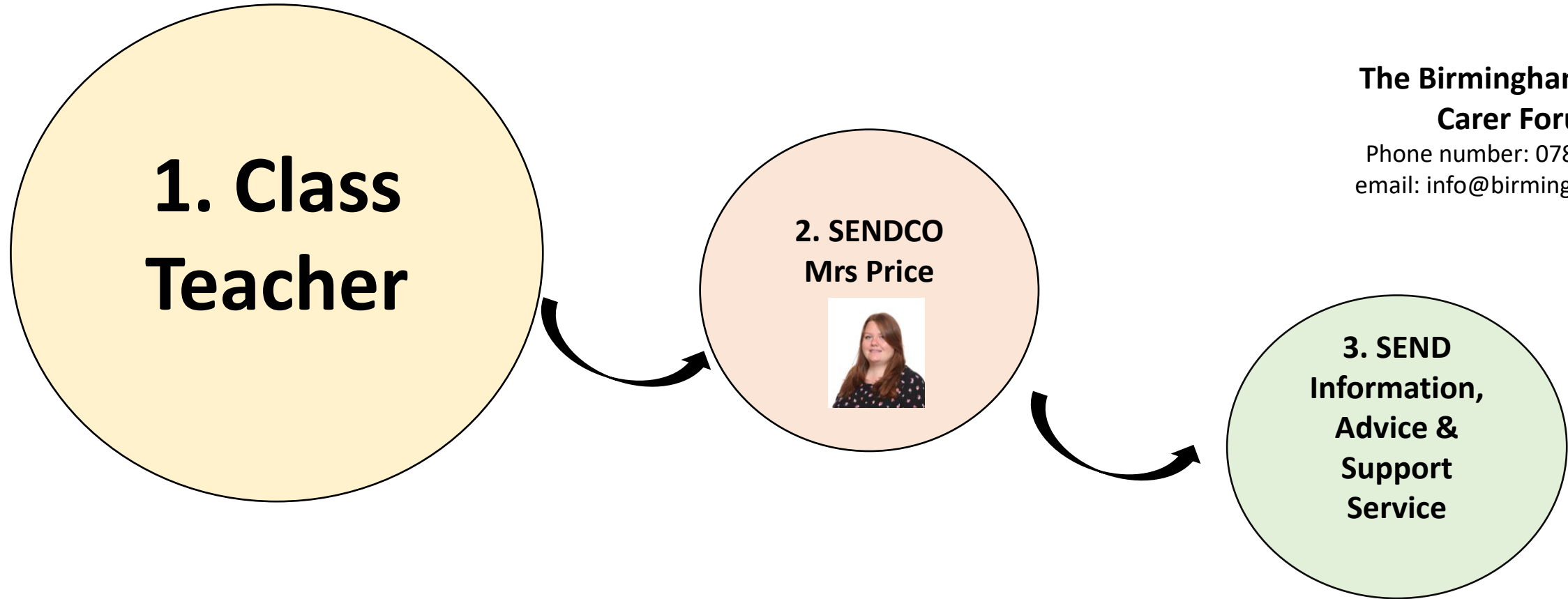
A similar process is well established with our feeder infant school, Sladfield Infants, to support all pupils with SEND making a smooth and positive transition to Thornton.

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 transition workbooks. The left one is titled 'Transition Workbook' and features the Thornton School logo, a large empty box for a picture, and fields for 'Name:' and 'Secondary school I will be attending:'. The right one is titled 'Finding out about my new school' and contains a form with fields for 'The name of my new school is', 'The address is', '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?



The Birmingham Parent Carer Forum

Phone number: 07842706112
email: info@birminghampcf.org

Or if you are unhappy with your child's SEND provision?

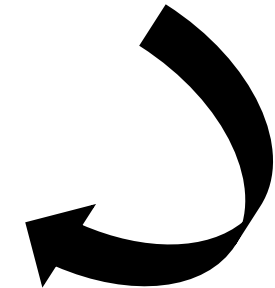
Please see the school's complaints policy and procedure located in the 'parents' section of the school website

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Phone: 0121 303 5004 (8:45am to 5pm, Monday to Friday)

Email: sendiass@birmingham.gov.uk

Write to: SENDIASS, PO Box 16270, Birmingham, B2 2HN



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)	Legal document that describes a child or young person's special Educational, Health and social Care needs.
SEND Support Provision Plan	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 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 Price, 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

'The SEND Information Report has lots of useful information'

'It's good to have photos and names'

'Opportunities to meet with the SEND team regularly – coffee mornings to share information'

'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'

'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. 22.11.2024