

THURLEIGH LOWER SCHOOL – SEND INFORMATION REPORT 2016

School's Inclusion/Mission statement:

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance including any reforms to these acts are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate any prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, and support staff as appropriate.

(*Except where disapplication, arising from an Education Health and Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND, or on the vulnerable children list.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who attend our schools.
8. To enable children to move on from us well equipped with a strong set of learning skills, learning aptitudes and attitudes, the basic skills of literacy, numeracy and social independence to meet the demands of future school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Regulation	Question	School Response
The kinds of special education needs for which provision is made at this school.	What kinds of SEND do pupils have in your school?	Child are identified as having SEND when they a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders him from making use of educational facilities of a kind generally provided

		<p>for children of the same age in schools within the area of the local authority (SEND regs. 2014).</p> <p>Students at Thurleigh Lower have a range of difficulties including communication and interaction cognition and learning, social emotional and mental health and sensory or physical.</p>
<p>Information in relation to main stream schools about the school's policies, identification and assessment of pupils with special educational needs.</p>	<p>How do you know if the pupil needs extra help?</p>	<p>The school uses the following assessment and reporting procedures throughout a child's school life. This is a range of sources that help us to spot when a child may need extra help.</p> <p>As well as these procedures we will use information offered from parents through observations and from external agencies.</p> <p>Once identified as having special educational needs a pupil will be added to our SEND list.</p> <p>We follow a graduated response to assisting children with special educational needs. This includes a range of strategies including well differentiated classroom activities, small group or individual work and work with external agencies.</p> <p>Assessment & Reporting Procedures</p> <p>On Entry:-</p> <p>Thurleigh 2 year old assessments – Health and Education – Shared with Parents.</p> <p>Thurleigh 'ASPECTS' 3 year old measures.</p> <p>Thurleigh & Thurleigh 'BASE' – 4 year old Base measure on entry to Reception year and 'Follow Up' at close of Reception Year.</p> <p>'Sounds Write Diagnostic' at close of Reception Year.</p> <p>Early Years Pupil Profiles & Recording of Early Learning Goals.</p> <p>Parents Consultation Evenings x 2 annually + Annual Report to parents.</p> <p>Year 1:-</p> <p>Writing Progress sheets plus Pedagog Statements / Targets – Every Half term</p> <p>Reading Progress Sheets plus Pedagog Statements / Targets – Ongoing – Hibernation sheets to HT every Half Term.</p> <p>Rising Stars – Comprehension and S.P.A.G. Assessments – Summer Term</p> <p>Head Start Maths Assessments – Every Term. – Copy to HT</p> <p>Year One Phonics Test – Summer Term</p> <p>Sounds Write Diagnostic</p> <p>Science record booklets.</p> <p>Interim Report Form to Parents – Every Half Term + Consultation Evenings x 2 + Annual Report to Parents.</p> <p>Year 2:-</p>

		<p>Writing Progress sheets plus Pedagog Statements / Targets – Every Half term Reading Progress Sheets plus Pedagog Statements / Targets – Ongoing – Hibernation sheets to HT every Half Term. Rising Stars – Comprehension and S.P.A.G. Assessments – Every Half Term Head Start Maths Assessments – Every Term. – Copy to HT Year Two Repeat Phonics Test if required – Summer Term S.A.T.s – Summer Term. Sounds Write Diagnostic Science record booklets. Interim Report Form to Parents – Every Half Term + Consultation Evenings x 2 + Annual Report to Parents.</p> <p>Year 3:- Writing Progress sheets plus Pedagog Statements / Targets – Every Half term Reading Progress Sheets plus Pedagog Statements / Targets – Ongoing – Hibernation sheets to HT every Half Term. Rising Stars – Comprehension and S.P.A.G. Assessments – Every Half Term Head Start Maths Assessments – Every Term. – Copy to HT Sounds Write Diagnostic if required. Science record booklets. Interim Report Form to Parents – Every Half Term + Consultation Evenings x 2 + Annual Report to Parents.</p> <p>Year 4:- Writing Progress sheets plus Pedagog Statements / Targets – Every Half term Reading Progress Sheets plus Pedagog Statements / Targets – Ongoing – Hibernation sheets to HT every Half Term. Rising Stars – Comprehension and S.P.A.G. Assessments – Every Half Term Head Start Maths Assessments – Every Term. – Copy to HT Sounds Write Diagnostic if required. Science record booklets. Interim Report Form to Parents – Every Half Term + Consultation Evenings x 2 + Annual Report to Parents.</p> <p>Year 5:- Rising Stars – Comprehension and S.P.A.G. Assessments – Every Half Term Head Start Maths Assessments – Every Term. – Copy to HT Science record booklets.</p>
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How the school evaluates the effectiveness of its provision for identified pupils.	How will I know that my child is making progress?	All students including those with SEND are assessed on a regular basis in accordance with our assessment and reporting procedures. Teachers assess and review progress at half termly intervals throughout the year and this is communicated to parents and carers by an Interim report form that is sent home. In addition to this parents evenings are held twice a year to discuss progress and next steps. All students with an EHCP will be subject to an annual review. Children on the SEND list will have an action plan for learning progress subject to twice yearly review.
The School's arrangements for assessing and reviewing the progress of pupils with special educational needs.	How do you check and review the progress of my child and how will I be involved?	The school will send you home half termly interim reports that will show your child's current attainment as well as reporting on a variety of other areas such as values, readiness for school, attitudes and attendance. If your child is on an action plan for learning progress we will have put a series of interventions in place. These plans are reviewed in line with parents evenings and your class teacher will be able to discuss your child's progress against their targets and set new interventions for a new plan. Parents can also keep in touch with school through home/school books as well as making interim meetings with the SENCO as and when required. Any child on an EHCP will also be subject to an annual review.
The school's approach to teaching children with special educational needs.	How do teachers help children with SEND?	All our teachers have high expectations of all students including those with SEND. All teachers will be aware of your child's individual needs and will adapt their lessons to meet their requirements. This may involve using a variety of strategies, more practical/the adaptation of resources and activities meaning that your child can access the lesson fully. Within school there are a variety of staff who help us fully support your child. Where it is felt the right thing to do a student could be offered additional help and support in which case this will be added to your child's APLP and would be discussed with you.

<p>How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>Most of our students follow a main stream curriculum however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include additional one to one support, nurture groups such as the Dinosaur school or small group support.</p> <p>Thurleigh is fully wheelchair accessible, with disabled toileting facilities in three zones, hall, new class facility and main building. All teaching areas are auditor ally good. The entire school has had the benefit of being recently fitted throughout with good LED lighting. In the case of parents or carers with a second language translation services are sought. The school works closely with external services to secure any equipment required.</p>
<p>Additional support for learning that is available for pupils with special educational needs.</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated?</p> <p>How is the decision made about how much or what support my child will receive?</p>	<p>We have a range of staff to support pupils and address needs that they may have. This includes Dinosaur School teachers, the SENCO assistant, the SENCO and Learning Support Assistants.</p> <p>The school holds a bank of resources known to support children with a variety of needs, including 'Rapid', 'Toe by Toe', Clicker 5, Dinosaur School, Colourometers, visual timetables, food. The school also has a bank of highly experienced staff in the form of HLTA's who are ready to support children in small group or 1-1 work as required. There is a policy of nil discrimination, so if a child needs a specific resource then that resource will automatically be sourced. Impact is measured via our continual assessesment and reporting arrangements see above.</p> <p>Students with ECHPs will have targets set at their annual review involving the student, parents, carers and any other professionals relevant. The decision is based on evidence of need and impact.</p>
<p>How the school enables pupils with special educational needs to engage in the activities of the</p>	<p>What social before and after school activities</p>	<p>The School hosts a Before and After School Club that is open and available to all pupils in our school. The school also has a variety of clubs which are also open to all pupils regardless of need.</p>

<p>school together with children who do not have SEND.</p>	<p>are available for pupils with SEND?</p> <p>How will my child be included in activities outside the classroom including trips?</p>	<p>All children in the school are encouraged to take part in extra activities, at break, lunch and after school. Residential trips are open to all children and your child's needs will be discussed in they need further help to access any trips.</p>
<p>Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>Before we can begin to help or guide our children through emotionally difficult times or stages in their lives we need to be able to identify which children it is that need our help. All adults involved in the daily school life and beyond, when multiple agencies are involved, need to know the children that may need our guidance, support and intervention.</p> <p>Measuring Vulnerability:- We can all be vulnerable in life from time to time and children especially can experience life events that can make them vulnerable this in turn has an impact on their ability to cope day to day. Clearly anything that emotionally impacts on a child's natural mental health and well-being then impacts on their experiences at school and their 'academic resilience'. With this in mind we have devised a 'measure' of vulnerability. This measure is known as our 'Vulnerability Index'. Every term in school all of our children are considered in terms of the Index and their scores are logged on to the index. This raises our awareness of who is vulnerable at any one time and enables us to put supportive measures into place.</p> <p>Children naturally can come on and off the index and this is a very fluid yet key document.</p> <p>The Vulnerability Index has been developed with the support of 'Young Minds'. Once a child has been tracked through the Index they have a raw score, the raw score is then turned into an index level of 1,2,3 or 4.</p> <p>This is an indicator that enables us to measure the possible impact of the level of vulnerability being experienced by any one child at any one time.</p> <p>Child Whispering—A Signpost for Life acts as the 'Foundation Stone' upon which we base all of our Social and Emotional Self –Help Strategies.</p> <p>The Children are taught with the help of the 'Heart Kids' what the 'Signpost' means.</p> <p>The 'Signpost' has many varied meanings:- The Hearts— Say we all need love and to love, we all need exercise and health, we all can have a heart to heart, we send our love out to those in need.</p>

		<p>The Hair - Says 'Shhhh' it's never acceptable to shout at one another, speak with respect. The Two Toned Faces - Say we are all the same on the inside, they are neither boy nor girl, they are neither able bodied or disabled, they have no ears so listen and be heard. The Colours - Red when we are on 'red' we are a danger to ourselves and others on red we need to be thinking of ways to change our situation or behaviour Yellow enables us to have reflection time it is the colour of change and improvement. Green is where we want to be when we are balanced and happy able to move forward and be successful in life.</p> <p>The Colourometer. The Colourometer is a communication tool. It is especially liked by children because they can relate immediately to colour in relation to feelings and emotions. Children also like the tactile and individual nature of the colourometer. The Colourometer can be used to understand emotions, to resolve conflict, to demonstrate understanding, to encourage movement towards a goal as well as other creative purposes. All our pupils have access to their own individual colourometer, they can use them whilst learning and playing, allowing for constant open and non threatening communications.</p> <p>The Heartkids and Heartfolk. The third and final strand to Child Whispering are the Heartkids & Heartfolk. The Heartkids all have their own unique characteristics. Children are able to relate to them and better able to understand separate types of behaviours. Children enjoy being able to see how behaviours affect various situations. The Heartkids help to teach us a variety of health & safety lessons.</p> <p>The Incredible Years Introducing 'The Dinosaur School'. Dinosaur School is a specialised Social and Emotional Well-Being Programme. It is designed to be taught to children in a small group setting and is there to help children through the early years of their educational experiences and day to day lives together. The School is headed up by 'Dina' the Dinosaur head teacher and she is ably assisted by 'Lucy' the teacher sheep and a couple of extra pupils in the form of 'Ricky' the raucous racoon and 'Timmy' the timid turtle.</p>
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In relation to mainstream schools, the name and contact details of the SENDCO	<p>Who shall I contact to find out more?</p> <p>What shall I if I think my child may have a special need?</p>	<p>The SENDCO is Verity Slaughter-Penney. Contact details head@ktfederation.co.uk Tel. 01234 771252.</p> <p>Talk to your child's teacher in the first instance.</p>
Information about the expertise and training of staff in relation to young people with SEND.	What training have the staff supporting SEND children had?	<p>The school works with external specialists when the need arises.</p> <p>All our staff are 'Child Whispering' trained and we do have a trained 'Webster Stratton' Strategy teacher. The HT is also a 'Protective Behaviours' Trainer.</p>
Information about how equipment and facilities to support SEND children will be secured.	What happens if my child needs specialist equipment or facilities?	We can access a range of services including visual and hearing impaired team, disability team and Ed Psychologists. These services are contacted when necessary and appropriate.
The arrangements for consulting parents of children with SEND about the education of their child.	How will I be involved in discussions about and planning for my child's education?	<p>The school operates an 'open door' policy. Parents are regularly to be found in school working with and supporting children.</p> <p>Arrangements for partnership with parents/carers:</p> <ul style="list-style-type: none"> • Staff and parents/carers will work together to support pupils identified as having additional needs. • Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate. • At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

		<ul style="list-style-type: none"> • ALP /EHCP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All ALPs /EHCP's and reviews will be copied and sent to parents/carers after meetings. • Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate. • Curriculum workshops are offered for parents/carers to attend. • Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request. • Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
The arrangements for involving young people with SEND about their education.	How will my child be involved in their own learning and decisions about their education?	The child's voice is always sought when and where appropriate. Children are included in their own Action Plans for Learning Progress as much as is possible as a shared goal is a better understood goal. Children's wishes and aspirations are key to documents such as EHAs and EHCPs
Any arrangements made by the Governors relating to the treatment of complaints from parents of children with SEND	Who can I contact for further information?	In the first instance contact your child's teacher who will refer you to a more senior member of staff if required. Alternatively contact the SENDCO. The School's Complaints Procedure is available on our School's website.
How the Governing Body involves other bodies including Health and Social Care, LA Support Services and volunteers in meeting the needs of pupils with SEND.	What specialist services and expertise can be access by your school?	Using early help assessments we can access a range of services via our multi agency support hub. These are wide and varied dependent upon the need. If you believe your child needs support from a specialist please contact your SENDCO.
Contact details of support services for parents of pupils with SEND.	Who should I contact to find out about support for parents and families of pupils with SEND?	http://www.bedford.gov.uk/education_and_learning/special_educational_needs_sen.aspx This is the link to the SEND support pages of the Borough website. This page is a window linking to many and varied support services.

<p>The school's arrangements for supporting pupils with SEND in a transfer between phases of education.</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school?</p>	<p>Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting. Where appropriate they will also undertake home visits.</p> <p>Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. Children transferring from our Federation to new schools will have a transfer form that gives details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request.</p> <p>The school works closely with parents and children to ensure smooth transitions including offering taster days to new pupils.</p>
<p>Information on where the local authority's local offer is published.</p>	<p>Where can I find out about other services?</p>	<p>http://www.bedford.gov.uk/system_pages/search.aspx?terms=local+offer</p>