



Thornhill Primary School



SEN Information Report

The Different Areas of Need

The Special educational needs and disability code of practice: 0 to 25 years, (July 2014) states that there are four broad areas of need. These areas and their meanings are as follows:

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

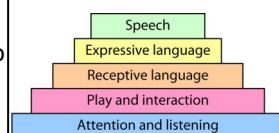
- **Attention / Interaction skills:** May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

- **Understanding / Receptive Language:** May need visual support to understand or process spoken language. May need different communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

- **Speech / Expressive Language:** May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the use of speech sounds. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.



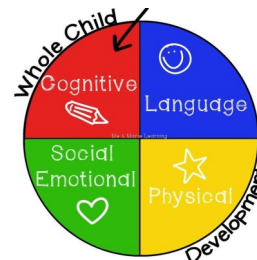
The Communication Pyramid



Social, Mental and Emotional health

May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image



Cognition and Learning

May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

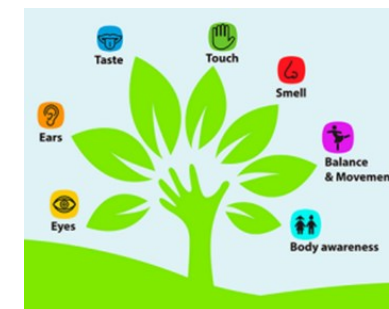


Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Sensory and / or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building (s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.





Who helps my child?

3

Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teachers are also responsible for:

- ⇒ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the Inclusion Leader know as necessary.
- ⇒ Writing SEN Support Plans, sharing and reviewing these with parents at least once each term and planning for the next term (with support from the SEN Leads or the SENCO).
- ⇒ Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ⇒ Ensuring that the school's SEN&D Policy is followed in their classroom and for all the pupils they teach with any SEN&D.

[See school website for 'Who's Who' of staff](#)

Pastoral Support

- ⇒ **Butterfly Nurture group** — Butterfly Group is a nurture group provision within Thornhill Primary supporting children who have barriers to accessing learning due to social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class. There are up to ten children in the group at any one time with two members of staff. We have two trained nurture leaders in school and we currently run a Key Stage 2 group in the afternoons.



Nurture Lead: Julie Whyte



Nurture support: Mrs Atkins

- ⇒ **ELSA** — ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social, emotional and behaviour development to particular areas of need and to specific casework. It recognises that children learn better and are happier in school if their emotional needs are met and addressed. ELSA's are trained to plan and deliver programmes of support to pupils in our school who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work will take place. At Thornhill Primary we have two trained and qualified ELSA'S at the school.

Learning Support Assistants

Our Learning Support Assistants are highly trained and experienced. Within our team we have the following:

- ⇒ **LSA's trained specifically in supporting attention and listening** - We have two learning support assistants that are trained in delivering Attention Autism, also known as Bucket Therapy.
- ⇒ **LSA's trained to deliver Precision Teaching** - We have two learning support assistants who run this structured intervention designed to help children to master specific skills.
- ⇒ **LSA trained to deliver Makaton** - we have two staff trained to support children who communicate through Makaton.

⇒ **Speech, Interaction & Language Support Assistant:** Mrs Chapman
Mrs Chapman works closely with our speech and language therapist, Mrs Sarah James and the NHS to deliver individual speech and language programmes and a range of interventions for our children who have significant barriers.
Mrs Chapman has a wealth of experience and knowledge and contributes to class support, provides resources and can write social stories.

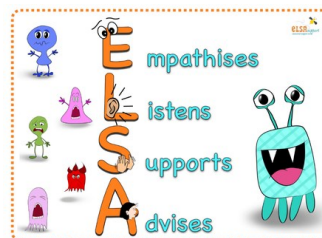


Mental Health Support



Southampton MHST

- ⇒ **Mental Health Lead:** Miss Dyke is our mental health lead and oversees our mental health support in school. She works with the Mental Health in School Team to ensure support is accessed where needed.
- ⇒ **Emotional Literacy Support Assistants:** Mrs Whyte and Miss Atkins have received specific additional training from Educational Psychologists to undertake their roles. They support children and young people in school to understand and regulate their own emotions, whilst also respecting the feelings of those around them.





Who helps my child?

Special Educational Needs Coordinator

Mrs Gemma Clair is our Special Educational Needs Coordinator who holds a **Postgraduate Certificate in Special Educational Needs Co-ordination (SENCo Accreditation)**, and is responsible for the strategic leadership of SEND provision in the school. This will involve:

- ⇒ Coordinating all the support for children with special educational needs or disabilities (SEN&D) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ⇒ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, etc.
- ⇒ Updating the school's SEND register (a system for ensuring all the SEN&D needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- ⇒ Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- ⇒ Making a request to Portsmouth Local Authority for an EHCP (Education, Health and Care Plan) if this is required and then co-ordinating annual reviews for any child that has an EHCP.

Ensuring that you are:

- ⇒ Involved in supporting your child's learning—through consultation and regular SEN Support Plan review meetings, meetings to discuss a SEND referral from a teacher, an EHCP target plan review, an Annual Review of an EHCP or to review involvement from an outside agency.
- ⇒ Kept informed about the support your child is getting
- ⇒ Involved in reviewing how they are doing.



SEN Administration Support

Mrs Amber King works alongside the SEN team to support us with all administrative tasks.



Area of Need Leads

The following members of staff lead the areas of need as stated. They will work with the class teacher in the first instance to create a plan of support, if required.



Communication and Interaction & Sensory & Physical:
Gemma Clair



Cognition and Learning—English:
Jane Garthwaite



SEMH: Lucy Carroll, supported by Adam Herring



Autism Champion:
Pippa Diaper

Outside Agencies

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- ⇒ Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Occupational Therapists, Physiotherapists, and SaLT (the Speech & Language Therapy service).
- ⇒ Educational Psychologists.
- ⇒ We also work very closely with Social Care.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of intervention. We also seek the views of our children about their learning if we are involving an outside agency. This is usually in the form of a 'This is Me' document which gives the child a chance to describe school and learning from their perspective.

[Please click here for further information about these agencies.](#)

Educational Psychologist: Mrs Nicky Phillips



SOLENT PSYCHOLOGY

Educational psychologists talk to children and work with them, like a teacher. Their job is to find out what things you like doing, what you're good at and what you need help with. They will try to get some more help for you if you need it.

Local Authority Educational Psychologist: Steph Lewis





Inclusion Pyramid

5

At THP we provide a graduated response to each child, dependent on their level of need. These are often referred to as the 'Waves of Intervention'.

Wave 3 - Intensive support

For children who require the personalised approach of a programme that is tailored to their specific difficulties. It is usually taught as a one to one programme by a teacher or a member of the support staff.

Wave 2 - Small group and one to one interventions

Some children require additional support to achieve well. This can often be provided through interventions that will advance children's progress and help them achieve in line with peers.

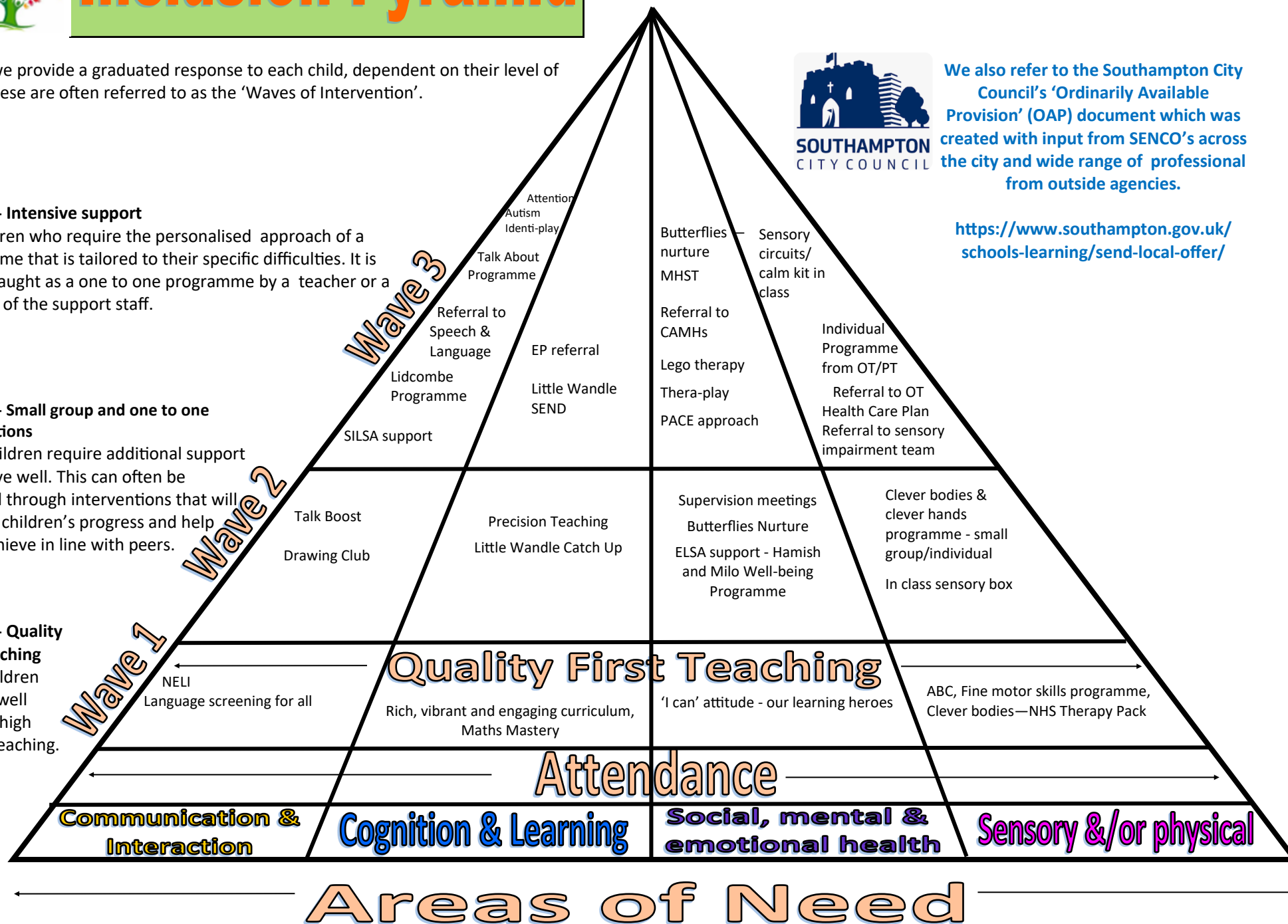
Wave 1 - Quality First Teaching

Most children achieve well through high quality teaching.



We also refer to the Southampton City Council's 'Ordinarily Available Provision' (OAP) document which was created with input from SENCO's across the city and wide range of professional from outside agencies.

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>





Medical Support

The school nursing team takes over from the role of the health visitor to help support the medical needs of school age children.

The School Nursing Service at this current time, are not offering parent school drop ins. This will be reviewed in the coming months and we will ensure we keep you up to date.

Any referrals you have for School Nursing will need to be via a referral form. Please contact the school office if you require the details.

This support includes:

- ⇒ Being available to meet with parents/carers to discuss their concerns within a confidential environment.
- ⇒ Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- ⇒ Arranging Community Asthma nurse support for parents/carers and staff.
- ⇒ Administering medication including asthma inhalers or train staff to do so.
- ⇒ Provide support in writing care plans for pupils with more complex medical needs.



Our Environment

Thornhill Primary School is an inclusive setting that welcomes all children regardless of their abilities. Classrooms promote a calm and orderly environment. We endeavour to make reasonable adjustments to help pupils, parents, staff and other visitors access the school site. The whole school building is across two levels, and is not fully wheelchair accessible, but we would consider moving a class downstairs in order that a pupil could have access.

We have one accessible disabled toilet and a shower. The school has one disabled parking bay.

We use signers as appropriate and, if required, we will provide interpreters.

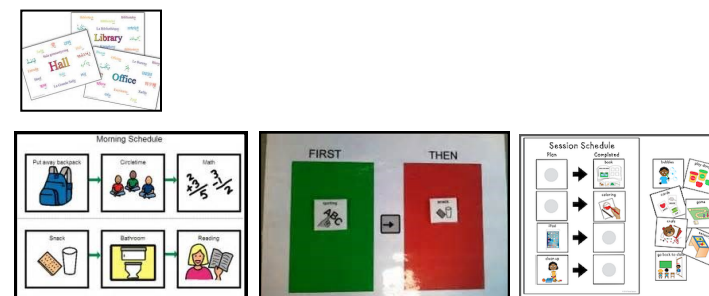
Where necessary we work with other professionals to ensure specialist equipment is provided. Any other resources needed for access may be recommended by the Occupational Therapy Team and/or Physiotherapy Team in order for us to ensure ease of access and safety for all. For example, individual children may need adapted scissors, cutlery or pencil grips to support writing.

The school is able to liaise with EMS (Ethnic Minority Service) who can at times assist us in supporting our families with English as an additional language to ensure that our environment is accessible to children who have English as an Additional Language.



We also adapt classrooms, where necessary, to meet the needs of other specific needs such as Autistic Spectrum Disorder/Condition/sensory needs.

We have implemented sensory boxes for every classroom and sensory circuits sessions for children with more complex sensory needs.



We ensure that equipment used is accessible to all children regardless of their needs and will work closely with parent and outside agencies to implement any recommendations.

We have recently engaged in whole staff training to support children who have experienced trauma and have implemented strategies such as whole class regulation stations, introduced calming breathing techniques and use a PACE approach in our interactions and calm kits for individuals.



Frequently Asked Questions



How does Thornhill Primary School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:-

- ⇒ Liaison with previous nursery/preschool
- ⇒ Child performing below age expected levels, despite quality first teaching (excellent class teacher input targeted in classroom teaching)
- ⇒ Concerns raised by Parent
- ⇒ Through ongoing monitoring by senior leaders and the head teacher
- ⇒ Concerns raised by teacher for example behaviour or self-esteem is affecting performance through the use of our SEN areas of need flowcharts and systems
- ⇒ Liaison with external agencies
- ⇒ Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles.

Children who are not making expected progress due to a barrier, they will supported by the class teacher in first instance. The teacher will use a flowchart and checklists to gather information about how the barriers that are hindering progress and will complete a support plan which will detail the individual provision required and then monitored for impact. The plan will be shared and agreed with parents.

What should I do if I think my child may have special educational needs?

Talk to us – initially contact your child's class teacher and tell them your concerns. If you require more information contact our SENCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Thornhill Primary School staff support my child?

Our area of need leads will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. The SENCO will become involved if your child has complex needs and may require an EHCP.

How will the curriculum be matched to my child's needs?

All work within the class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.



Frequently Asked Questions



How do we know if the support or strategies used have had an impact?

- ⇒ In school we will at times need to implement a support plan for a particular area of need and/or a tier plan for support any social or emotional needs. This will involve setting targets and reviewing the progress children make towards these targets and update or adjust the provision in place, if necessary. Learning may be broken down into smaller steps or a different approach may be used.
- ⇒ We may also implement an IEP if we believe an EHCP might be needed in the future, which will be reviewed termly to ensure appropriate support and resources are in place. This helps us to identify whether the interventions set are having the required impact.
- ⇒ The children may move off the SEN register if they make sufficient progress and no longer require provision different from or additional to that normally available to pupils of the same age. .

How will Thornhill Primary School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school and meet the headteacher, Mrs Carroll or a member of the senior leadership team, prior to starting so that they can be shown around the school and any concerns can be discussed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. Some or all of the following actions may also be undertaken:

- ⇒ We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties. We would encourage this to be a joint approach by asking parents/carers to share these at home too.
- ⇒ An individual transition meeting, with any professionals already involved.
- ⇒ School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate any anxieties.
- ⇒ We work with our 'feeder' secondary schools to devise programmes specifically tailored to aid transition for the more vulnerable pupils.
- ⇒ We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- ⇒ If your child has complex needs then an Education Health and Care Plan (EHCP) review may be used as a transition meeting during which we will invite staff from both schools to attend. We may also need to complete an additional transition plan.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Who should I contact if I am considering whether my child should join Thornhill Primary School?

You can contact the school office to arrange a meeting and a tour of the school with either the Head Teacher Mrs Carroll or our SENCO, Mrs Clair to discuss how the school could meet your child's needs.



Frequently Asked Questions



10

How is the SEND Information Report reviewed?

Our SEND Information Report is reviewed **annually** to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEN&D are invited to join our parent consultation group to help us match our school offer to the needs of their child.

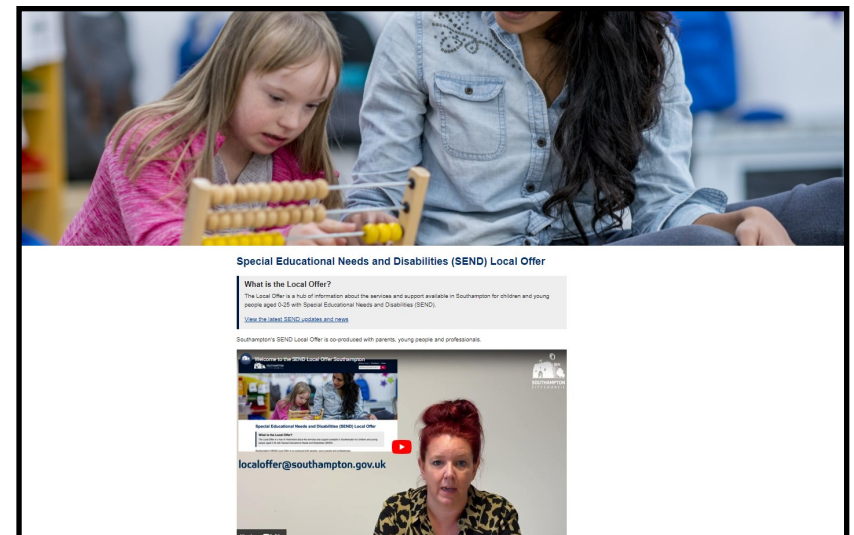
Where else can I go for relevant information?

At Thornhill Primary we hold a termly SEND coffee morning/drop in session to provide an opportunity for parents to meet the SENCO and outside agencies such as Speech and Language, Educational Psychology or MHST. This is an ideal time to gain further information and talk to others about their experiences and to gain valuable support from others.

Southampton Local Authority SEN&D Local Offer can be found at:

The Portsmouth SEND Local Offer details the information, support and services that Portsmouth City Council expects to be available in our local area for children and young people aged 0-25 with special educational needs and or a disability (SEND). It can be found at:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>





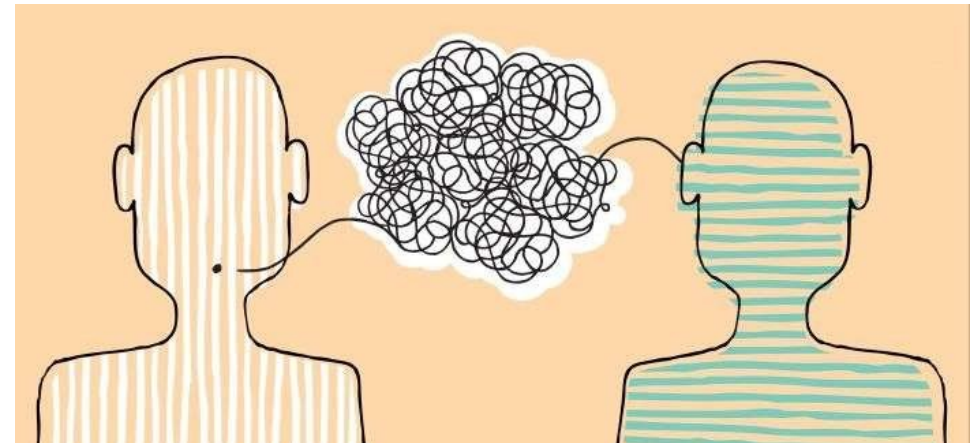
Frequently Asked Questions



What does it mean? A jargon buster!

Here is a list of terms that you may hear in conjunction with SEN and what they mean:

- ⇒ **ADD/ADHD** - Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- ⇒ **ASC /ASD-** Autistic Spectrum condition/ Autism Spectrum Disorder
- ⇒ **CAMHS** - Child and Adolescent Mental Health Service
- ⇒ **C&I**—Communication and Interaction
- ⇒ **C&L**—Cognition and Learning
- ⇒ **DEST**—Dyslexia Early Screening Test (infant age)
- ⇒ **DST**— Dyslexia Screening Test (junior age)
- ⇒ **EHA**—Early Help Assessment
- ⇒ **EHCP**—Education, Health and Care Plan
- ⇒ **EP**—Educational Psychologist
- ⇒ **HI**—Hearing Impairment
- ⇒ **IEP/learning passport**—Individual Education Plan
- ⇒ **LSA**—Learning Support Assistant
- ⇒ **MLD**— Moderate Learning Difficulties
- ⇒ **OCD**—Obsessive Compulsive Disorder
- ⇒ **OT**—Occupational Therapist
- ⇒ **PD**—Physical disability
- ⇒ **PT**—Precision Teaching
- ⇒ **PECS**—Picture Exchange Communication System
- ⇒ **PSP**—Personal Support Plan
- ⇒ **SaLT**—Speech and Language Therapy
- ⇒ **SEMH**—Social, Emotional and Mental Health
- ⇒ **SEN**—Special Educational Needs
- ⇒ **SENCo**—Special Educational Needs Co-ordinator
- ⇒ **VI**—Visual impairment



Please ask if you have any other terms that you need further explanation of.



Outside Agencies

NHS Speech and Language Therapy (SALT)

School currently has an NHS therapist that comes into school termly. The support from the therapy service may include discussion and advice on activities you can use at home, assessing pupils individual communication needs and supplying school /home with an individual SALT plan identifying targets to be worked towards, providing advice, games and activities for school /or home to work.

Private Speech and Language Therapy (SALT)

At Thornhill Primary we also have our own private therapist, Mrs Sarah James (Springboard Speech and Language), who will do all of the above but will be in school twice a week to assess or review individual children or work on whole school initiatives.

The Children's Resource Service

School has access to and works very closely with Children's Resource Service to ensure that children and their families receive the right help at the right time

Educational Psychologist (EP) Private

We have commissioned our own Educational Psychologist, Nicky Phillips from Solent Psychology. Access to an assessment will be dependent upon individual pupils needs through discussion with the SENCo, parents/Carers and class teacher. Our EP is able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify areas of need and how best to support your child in school.

Local Authority Educational Psychologist (EP)

We also have a Local Authority Educational Psychologist, Steph Lewis. Access to an assessment will be dependent upon individual pupils needs through discussion with the SENCo, parents/Carers and class teacher. Our EP is able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify areas of need and how best to support your child in school.

The School Nurse

We have access to a School nurse and range of other Specialist Nurses such as the asthma nurse, should they be required.

Child & Adolescent Mental Health (CAMHS)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

Child & Adolescent Autism Service

The local community based Southampton Autism Service is accessible via a professional referral for assessment and diagnosis of Autism.



Continued



Outside Agencies (continued)

Sensory Impairment Team

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have the appropriate resources and support needed to enable full access to learning.

Occupational Therapy (OT)

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.

Physiotherapists (PT)

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan.

SENDIASS

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) aims to empower parents/carers, children, and young people to play an active and informed role in making decisions about their education, health, and social care. Our role as an information, advice, and support service (IASS) is to help parents/carers, children, and young people build their knowledge, understanding, and confidence in SEND procedures, policies, practices, and law, and enable them to communicate their own needs, wishes, aims, and rights.





Useful Links

14

Thornhill Primary SEND Policy

Our policy details how children with SEND are identified, how their needs are assessed and how the provision for children with special educational needs is 'additional to' or 'different from' the provision made for all children throughout the school.

Southampton Local Offer

The government has outlined a new approach to special educational needs and disability. As part of this initiative the government requires all local authorities in England to set out a Local Offer.

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available to them in their area and how to access them. Please click on the link below:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

Thornhill Primary Supporting Pupils with medical conditions Policy

On the 1st September 2014, statutory guidance for supporting pupils with medical conditions will be introduced. Our policy sets out our duty to appropriately manage pupils with medical conditions. This ensures that pupils at Thornhill are able to fully participate in all aspects of school life.

2014 Code of Practice

This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

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

Accessibility Plan

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Please contact the school office if you would like a copy of our accessibility plan.