



Thrunscoe Primary and Nursery Academy SEND Information Report 2023-2024

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1. What is an SEND Information Report?

A SEND Information Report should help children, young people and their families understand the support and provision available to children and young people with SEND in a school, as scheduled within regulation 51 of The Special Educational Needs and Disability Regulations (2014). The Children and Families Act (2014) and The Equality Act (2010) set out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEND Information Report should therefore help families to make informed choices about what provision and support is best for their child. Our Thrunscoe Primary and Nursery Academy SEND Information Report should answer all the questions that you may have about how we meet the needs of our pupils with special educational needs and disabilities.

2) What are Special Education Needs and Disabilities?

A child or young person has SEND if they experience a difficulty or barrier, which inhibits their ability to learn and/or access the curriculum.

The Special Educational Needs and Disability Code of Practice (2015) states:

- 'A pupil has SEN where their learning difficulty or disability calls for special educational provision
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age
- A child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

The Equality Act (2010) states people who experience SEND may have a disability, which is considered to be:

- 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

When a child or young person has SEND, their needs are categorised under one of four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A child may however have needs across multiple or all, of the broad areas and sometimes these needs may be categorised as primary need (the area that presents as the greatest need), secondary need or multiples.

3. Who do I speak to if I think my child has SEND or is already identified as experiencing SEND?

If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will be the member of staff that will be working with your child most closely and know them best. If you have more specific questions relating to SEND, which the teacher is unable to answer, the teacher will seek advice from the Special Education Needs and Disabilities Coordinators (SENDCos) and will feed this back to you.

In the case that your child has already been identified as experiencing SEND and you have further concerns, again the class teacher or teaching assistant is your first point of call, as they will be able to offer further advice, support and strategies they use day to day to support you and your child. Staff will also speak with the Academy SENDCos if they have any concerns about your child and this will be recorded on our internal monitoring system (CPOMS), so the concern can be addressed by the most appropriate person.

4. What is a SENDCo and how can they help?

A SENDCo is responsible for anything relating to SEND within the academy. They make sure that any special educational needs are identified early and that the most appropriate support is put in place to help our pupils SHINE.

Examples of these duties include:

- Supporting staff with resources, strategies and giving advice
- Supporting parents/carers with ideas of how to help their children at home
- Making referrals to relevant outside agencies
- Seeking advice, support and strategies from outside agencies
- Monitoring provision within the classrooms to ensure pupils have the correct support they require
- Promoting successful transitions from class to class, key stages and settings

Our academy SENDCos are Ms Reynolds & Mrs Herd. If you need to make an enquiry after discussions with your child's class teacher, please contact us at enquires@thrunscoe.academy

5. How do we identify and assess the needs of pupils with SEND?

At Thrunscoe, we embrace and promote the fact that every child is different and, therefore, the educational needs of every child are also different.

We know that pupils require further support if:

- Concerns are raised by parents/carers, teachers or the child and these concerns are ongoing
- Limited progress is being made across one or more of the four broad areas of need

Where it is decided to provide a pupil with SEND support, a request for SEND support document will be completed by the class teacher and parents will be an integral part of helping us agree on what outcomes we would desire and how best to reach them.

This is part of a five-part cycle known as our **graduated approach**.

- Cycle 1 involves classroom-based intervention, through quality first teaching
- Cycle 2 involves personalised targets on a Pupil Passport, additional intervention and the child being placed on the SEND register
- Cycle 3 involves seeking specialist advice from an external agency and if no progress is still observed or further investigation is required, then support from an Educational Psychologist will be gained (Cycle 4)
- Cycle 5 a child will only be escalated for a statutory assessment (Education, Health and Care Needs Assessment Request - known as an EHCNAR), if we feel we have explored every avenue and after a thorough plan, do, review cycle has taken place generating substantial evidence to support this request

6. What is a SEND Register?

This is a list of all the pupils in the academy who have SEND. This makes it easier for the SENDCos and staff to monitor those pupils who need extra help. If your child is placed on the SEND Register, then they will start to receive additional support. This will be set out on a Pupil Passport, so that you can see what additional support your child is receiving, from who and how often. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register after a discussion with parents/carers.

7. How do I get a 'diagnosis' for my child?

Pupils do not receive a 'diagnosis' of special educational needs. Pupils only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that can be identified by an expert/medical practitioner/psychologist, to be a particular barrier to learning, such as a social communication need, ADHD or a medical need (this is not an exhaustive list).

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENDCo will work with the class teacher to obtain sufficient evidence for an Access Pathway referral. These are completed in partnership with a SENDCo, a Wellbeing Mentor and parents.

If you are concerned that your child has a learning difficulty such as Dyslexia, the SENDCo can make a referral to a Specialist Advisory Teacher if staff have shared concerns that this is impacting upon their progress. Our school buys in the services of a Specialist Teacher from the Local Authority. They can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENDCo can make a referral to the NHS 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide advice about how best to support their needs. Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer; on average it can take between three to four months to receive an appointment.

If you are concerned that your child has physical or sensory needs, we can support your child with an intervention programme of support to help identify specific areas requiring development. We can also produce a supporting letter for you, which will detail the outcomes of this intervention for you to take to your GP, to ask for your GP to make a referral to the Occupational Therapy Service for their involvement and possibly a potential diagnosis.

Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable amount of time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year. However, we do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them. If a diagnosis is made, we will ask advice from the relevant Outside Agencies about how best to help your child. This advice will be identified on your child's Pupil Passport and shared with you and/or discussed at a parent meeting. We will put this advice in place straight away or once the relevant resources/equipment have been obtained.

8. What equipment and resources does the school have to help my child?

Over the years, we have gained a wealth of experience supporting many pupils with a variety of difficulties and highly complex needs. We therefore have a range equipment and resources already in the academy and regularly update and review these resources in response to the ever changes needs of our pupils. Below are some examples of the types of resources we have:

- Disabled toilet
- Sensory circuits equipment
- Seating cushions, wedges, chair bands and wobble boards for feet
- Writing slopes, standing desks and privacy boards
- Pencil grips, specialist-writing pens, coloured overlays
- Calmers (squeeze/stress balls, fidgets, textured materials etc.)
- Sand timers, digital timers

9. What enhanced adult support is available?

If the SENDCos and Head Teacher feel that the significant extra support already in place, is not helping your child to make progress, we may consider changes our approach to supporting your child through adapting intervention, changes ratios and providing a key person to be available during key transitional periods for your child. The amount of support that a child receives would be different for every child, depending on their significant needs and how much progress they have made. A child would be identified as having substantial needs before we would consider providing extra adult support and this would only be in only the most extreme circumstances (to ensure your child's, other children's and adult safety).

10. How will you make sure that my child can take part in all school activities?

We make the following adaptations and reasonable adjustments to ensure that all pupils' needs are met, through:

- Adapting our curriculum to ensure that all pupils are able to access it, for example: grouping, individual support, practical approaches, lesson content, methods of recording etc.
- Adapting our resources and staffing
- Use of equipment such as: laptops, I-pads, visual aids, social stories, coloured overlays, larger font etc.
- Adapting our teaching, for example: giving longer processing times, pre-teaching of vocabulary, post teaching for understanding etc.

Staff always work hard to plan lessons and activities that all children can take part in, to ensure all children can achieve their potential. Any strategies and professional advice identified on the child's passport, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible. We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any Outside Agencies who give us advice about how to best support each child so that they can take part, this includes school trips and residential. It may be that we increase the number of staff members to support such trips, or where appropriate, parents may accompany children to ensure the visit is both a successful and positive experience.

11. How will you assess and review the progress my child is making?

You will have the opportunity to meet with class teachers three times yearly during open afternoons and parents will receive an annual report towards the end of the academic year. Parents of pupils with SEND are offered an extended parent's evening appointment to discuss progress against your child's individual passport targets.

Parents can also make an appointment to meet with the SENDCo's at a mutually agreed time.

If the academy has any concerns in between these times, you will be contacted to arrange an appropriate time for a discussion.

The Head Teacher holds progress data for all students centrally, whilst class teachers are responsible for monitoring and evaluating individual pupil progress.

The SENDCos review the progress data of all SEND pupils termly and will then arrange to meet with teachers, to discuss next steps, if any SEND children are not making their expected progress. The SENDCos are also responsible for ensuring high expectations are set for all SEND pupils and that good progress is being effectively promoted, through the development of a SEND assessment expectations document and via target setting meetings with the Head Teacher.

12. Who is involved in supporting my SEND child?

All staff are committed to supporting all our children in the academy, primarily through quality first teaching and by providing further interventions for those pupils requiring specific, targeted support.

The class teacher has overall responsibility and accountability for ensuring that academic, social and emotional support is given to your child on a daily basis. Staff refer closely to the curriculum policies that detail how pupils with SEND should and are to be supported in each individual subject.

The teacher will work closely with the teaching assistants and specialist staff to plan and assess the impact

of support and how it can be embedded in classroom teaching.

Specialist advice will be sought, if deemed necessary, and the academy will follow the recommendations suggested by these agencies.

There is one SEND TA working with targeted children/groups which allows these pupils to focus on specific targets, in a specialist learning environment suitable for them.

The academy also has two Wellbeing Mentors who can support pupils and their families with challenges they are experiencing at home. Our Wellbeing Mentors work closely with our Wellbeing Lead, alongside Compass Go and Fortis to provide 1:1 or small group sessions for identified pupils.

The Academy SENDCos, Wellbeing, Behaviour and Safeguarding Leads meet regularly to identify which pupils would benefit from this support.

13. What support will there be for my SEND child?

The package of support we offer is unique to each child and is dependent upon their individual need/s. The provision is designed by the class teacher; working alongside the SENDCos, child, the child's family and, where necessary external agencies.

SEND pupils also have their individual pupil passports, which detail: what support they are receiving, what targets they are working towards, the outcomes intended and how this is to be achieved. To promote an effective home/academy partnership, SEND parent meetings will be held on a termly basis (as part of parent open afternoons) to discuss the support provided.

For the majority of children, targets will be connected to personalised learning and will often be specifically linked to developing their literacy, numeracy or SEMH skills. For other children, provision may involve support with their social interaction and communication skills or overcoming a physical barrier to learning (for example, supporting and developing a pupil's fine motor control). The academy offers many different levels of provision.

These can include:

- Additional in-class support
- Additional out of class support
- One-to-one intervention
- Small group support
- Access to specific resources such as pencil grips, writing slopes, coloured paper, fidget toys- to name a few
- Nurture, Restorative approaches and Emotion coaching
- Access to external agencies e.g. FORTIS, Specialist Advisory Services etc.

Additional provision is overseen and monitored by the academy's highly-qualified SENDCo's and is designed and implemented by an excellent team of teachers and support staff.

All Thrunscoe pupils benefit from a range of teaching and learning styles, a differentiated curriculum, an extensive range of learning materials (both for reinforcement and extension), rigorous assessment and moderating procedures that emphasise pupils' strengths and achievements, access to ICT, booster classes and a broad range of extra-curricular activities - that all children are encouraged to join and participate in.

14. Do you use any expertise from outside the school?

The SENDCos would normally decide that the school needs advice from an Outside Agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

An Outside Agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The SENDCos can refer to some of these agencies directly.

Most agencies used by the school are to provide expert advice, but the SENDCos can also refer to, or advise you, about services that can support a parent/carer or family – this may be done in partnership with the Wellbeing Mentors.

Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission.

Our school uses the following Outside Agencies:

Cognition and Learning (Learning Needs)

- Educational Psychologist – For assessments and observations within the school setting to provide advice about educational needs
- Specialist Advisory Teacher - For assessments and observations within the school setting. The assessments then outlines a pupil's strengths and weaknesses and can identify, for example, issues/challenges with phonemic awareness, memory or processing

Communication and Interaction (Speech and Language)

- Speech and Language Therapy Service (SALT) - Pupils can be seen by appointment at the hospital, assessed within the school setting or assessed online

Child Development Centre (CDC)- SENDCos will work in partnership with early years teachers to collate evidence for a referral. The CDC will visit the academy, observe your child in setting and provide specialist advice

Social, Emotional and Mental Health

- Specialist Advisory Teacher - For assessments and observations within the school setting to provide advice for social, emotional and behavioural needs
- Counsellor (Fortis) - Direct work provided to support the pupil's emotional or mental health needs on a 1:1 basis

Wellbeing Support (CompassGo) – Work with parents/carers or directly with children to support pupil's emotional wellbeing and support low level mental health needs

- Young Minds Matter (YMM) – Referrals to this service and made in conjunction with the Wellbeing Mentor and support is usually provided in clinics

Medical, Physical and Sensory Needs

- Community Paediatrics (NHS) – This service can be accessed by referrals undertaken by your GP or Health Visitor. They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital
- Teacher of the Hearing Impaired - They provide advice to the school about how to support a pupil with a hearing impairment and usually visit children in school
- Teacher of the Visually Impaired - They provide advice to the school about how to support a pupil with a visual impairment and usually visit children in school
- Physiotherapist - They provide advice about physical difficulties (gross motor) and can be accessed by visit to your GP
- Occupational Therapist - They provide advice about physical difficulties (fine motor) and can be accessed by a visit to your GP
- School Nursing Service – They can provide advice within their clinics often at the local hospital, within the family home or within the school setting. We can refer to this service in conjunction with our Wellbeing Mentors

Other services:

- North East Lincolnshire SEND Team
- Targeted Youth Support Workers
- Family Action Support Team

- Family Hubs
- Young Carers
- SENDIASS (SEND independent advisory and support service)
- Youth Offending Service
- [Wellbeing Service – LiveWell \(nelincs.gov.uk\)](https://www.nelincs.gov.uk/wellbeing-service)-

15. What is the Local Authority's Local Offer?

From September 2014, local authorities must publish and keep under review information about services they expect to be available for children and young people with SEND. All these details can be found on the link: <https://sendlocaloffer.nelincs.gov.uk/>

16. What happens if my child joins the academy from a different setting?

If you decide to move your child from an alternate school/academy, the previous school will be asked to send all relevant documents to us. The SENDCos will review all the information provided (alongside the new class teacher) in order to effectively plan how they will support your child. You will also have the opportunity to share details about your child's needs when you visit our academy before they start with us. You can request a phone call from their teacher and/or one of the SENDCos before their start date to discuss their needs and what support has previously been in place.

17. Is the school accessible if my child has a disability?

In adherence with the Children and Families Act (2014) and The Equality Act (2010), settings must work to ensure that children with SEND can fully access a broad and balanced curriculum. We have made, and continue to make, adjustments to our academy to promote accessibility to families, children and young people with a disability. We have disabled car parking, a disabled toilet, wide corridors for wheelchairs and all classrooms are accessible from external doors. In the unlikely event of a barrier to accessibility being identified, the SENDCos and Senior Management Team will work closely together with parents to identify a solution and make any reasonable and necessary adaptations to ensure equality of access. You can read our academy's Accessibility Plan for more information, which can be found on our academy website.

18. What training have staff had?

All staff have on-going training in a range of SEND through regular internal and external staff meetings. Team Teach de-escalation strategies, safe handling of pupils in crisis, restorative approaches, emotional coaching and safeguarding training have been provided at a whole academy level. Targeted training for staff has been conducted to meet specific class needs and the needs of individual pupils. We provide our SEND TA, Miss Whitfield, with regular training on specific interventions as well as targeted training opportunities. Recently, Miss Whitfield has completed her ELSA training (Emotional Literacy Support Assistant) to benefit the needs of specific children she is working with. The SENDCos (Ms Reynolds & Mrs Herd) have always had a keen interest in supporting children with learning differences. In addition to their teaching qualifications, they have undertaken the statutory National Award for SEND Coordination and have completed further training in cognitive assessments. Mrs Herd has worked in a range of settings supporting children with SEND including primary, secondary and alternative provision and Ms Reynolds has supported children with a wide range of needs including 1:1 in secondary and across the full primary phase. There are also two qualified Children's Mental Health First Aiders and one of our Wellbeing Mentors is trained in a range of emotional needs support: anti-bullying, bereavement counselling, LGBTQ support and play therapy. The Wellbeing Mentors are available to support the whole family, are involved in Early Help Assessment planning, and work alongside families in crisis.

19. What is an EHCP (Education, Health and Care Plan)?

If a child has significant special educational needs and disabilities, the school has exhausted its provision and Outside Agency support, but the child is still not making progress, a request can be made to the Local Authority for an Education, Health and Care Needs Assessment. This is considered to be the next steps in supporting children with the very highest levels of need. If awarded, an EHCP is a legal document which identifies the child's needs and the provision that that school must put in place to support them. The support identified on the plan, is much more significant than that routinely available in school for other pupils with SEND, and a portion of top-up funding is allocated, to support the academy in providing such a high level of personalised support.

20. How can I get an Education, Health and Care Plan for my child and how long does it take?

The following people can make a request to the Local Authority for an Education, Health and Care Needs Assessment; the parent, the school, your GP or any Outside Agency supporting the child.

If anyone other than the school makes the request, the Local Authority will still ask the school for detailed information about your child. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.

The process should take 20 weeks, however timeframes have known to be significantly longer. Not all children will be successful in their requests for an EHC needs assessment, if the Local Authority judges that their needs can be met through the academy's normal reasonable adjustments. Furthermore, not all children who are assessed will go on to receive an EHC Plan, again if the Local Authority deems that needs are currently being met by the academy, even if the child is working significantly behind their chronological age.

21. What are the arrangements if my child has SEND and they are also a 'Looked After' child?

If your child is a Looked After child and they also have SEND, we will support them in exactly the same way as a pupil who has SEND who is not Looked After. The only difference will be, that the SENDCo and Head Teacher and/or DSL for Looked After pupils will work closely together to ensure that there is a joined-up approach between any SEND meetings/support and any Social Care meetings/support. This ensures that families and children are not having to repeat information and attend an excessive number of meetings.

22. What policies does the academy have which are related to SEND and where do I find them?

The following policies are related to SEND and are found on our academy website:

- SEND Information Report
- Accessibility Policy and Plan
- SEND Policy
- Equality Information and Objectives Policy
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs that cannot attend school Policy
- Behaviour Policy
- Emotional Health and Wellbeing Policy
- Intimate Care Policy
- Nursery Admissions Policy
- Safeguarding and Child Protection Policy
- Admissions Policy

Please note, most policies on the academy website directly refer to SEND however the ones listed above are most applicable.

23. What does all the jargon mean?

Please see below the different words and abbreviations that we use in our academy:

- SEND - Special Educational Needs and Disability

- SENDCo - Special Educational Needs Co-ordinator, the person responsible for leading and managing how the school meets the needs of pupils with SEND
- Pupil Passport – the plan that identifies how the school will support a child with SEND
- Outside Agencies - Any professional from an agency or service who provides advice to the school and family
- Transitions - A change or transfer from one school or class to another
- Provision - Any extra help, support or equipment that a child receives
- Individual Health Care Plan - This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments.
- EYFS – Early Years Foundation Stage
- . EHCNAR – Education, Health and Care Needs Assessment Request
- . LAC – Looked After Child

24. Funding for SEND

Thruscoe Primary and Nursery Academy receives funding directly from the DFE to support the needs of our SEND learners.

Funding September 2022 – August 2023:

Nominal SEND	£258,768
EHC Plan top up	£57,442
DAF	£881
EYFS Inclusion Funding	£729
Total	£317,820

The funding is distributed across the payment of;

- 9 half day specialist SEND Teaching Assistant support per week
- Time for the SENDCos to coordinate and lead SEND provision
- TAs to provide targeted intervention to identified pupils 1:1 and in small groups
- Educational Psychologist support: 6 days of the year
- Specialist Advisory Service: 6 days of the year
- Well-Being Mentor
- In class TA support for small groups of pupils
- Resources to support the teaching & Learning of SEND pupils


25. How do I make a complaint?

The Academy's complaints procedure is outlined in the Academy prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.


These will be fully explained to parents if required, by arranging an appointment with one of the SENDCos.

Thrunscoe Primary and Nursery Academy A Graduated Response Document


Cycle 1: CLASSROOM-BASED

- 
- Child causes concerns due to poor progress/behaviour/communication/physical & sensory
 - Collaborate with parents – record on CPOMS
 - Assess (Small Steps, SPOT Toolkit, RELEASS, Lego Therapy)
 - Plan Quality First Teaching / differentiation / PT/ in-class and home support
 - Do
 - Review
 - Collaborate with parents (feedback) – record on CPOMS


Cycle 2: SENDCOs Involved

- 
- Continued lack of progress complete 'Request for SEND support'
 - Assess (Small Steps, PhaB, Visual Stress, BVPS, SPOT, ASC Toolkit)
 - Plan - QFT / Differentiation / Interventions / Provision Map
 - Do
 - Review
 - Collaborate with parents (feedback) – record on CPOMS

Cycle 3: Agency/Specialist Involved

- 
- Continued lack of progress – Involve Specialist Advisory Teacher (ST) – parental permission completed
 - Assess (ST)
 - Collaborate with parents (ST)
 - Plan – Personalised programme
 - Do (Follow Service guidance)
 - Review
 - Collaborate with parents (feedback) – record on CPOMS

Cycle 4: EP Involved

- 
- Continued lack of progress – Involve EP – parental permission completed
 - Collaborate with parents (EP)
 - Assess (EP)
 - Plan – Personalised programme
 - Do (Follow EP guidance)
 - Review
 - Collaborate with parents (feedback) – record on CPOMS

Cycle 5: Consideration to EHCAR

- Continued lack of progress/ significant extensive support required to progress
- Meeting between parents, school and agencies
- Begin EHCAR
- Collaboration between parents, school and agencies
- Submit EHCAR with evidence / reports