



Thrunscoc Primary & Nursery Academy SEND Information Report 2020-2021

Introduction

We are an inclusive academy with high aspirations and expectations for all our pupils. We strongly believe that all children are entitled to an education that enables them to make progress, in order for them to achieve their potential and become confident individuals that are able to fulfilling life opportunities. We strive to provide the initial building blocks to enable children to be successful in adulthood.

What is SEND?

The Special educational needs and disability code of practice 2014 states that;

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

There are four broad areas of need:

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

At Thrunscoc Primary and Nursery Academy, we use purposeful identification and assessment strategies to decide what action we need to take, in order to provide personalised learning for these children. Quite often, individual children may experience challenges in more than one of the four areas and therefore we endeavour to fully understand the child's strengths and needs in order for us to seek appropriate interventions/equipment etc. to support their areas of difficulty.

How does Thrunscoe Primary and Nursery Academy 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 different. We know that pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers or the child
- ❖ Limited progress is being made
- ❖ There is a change in the pupil's behaviour or progress

All the children, within the academy, are regularly assessed. The teacher will be monitoring and assessing on a daily basis as to what learning has taken place that day, as well as more formal assessments at the end of each term. Patterns of progress will emerge showing any gaps in learning or areas that the child may need further support with, which is highlighted on the pupil/parent meeting sheets. This process is for all pupils. Where it is decided to provide a pupil with SEND support, a request for SEND support will be completed and parents will be an integral part of helping us agree on what outcomes we want for their child and how best we can support the child towards reaching them. This is part of a five-part cycle known as the **graduated approach**. Part one involves classroom based intervention, through quality first teaching and part two involves personalised targets, additional intervention and the child being placed on the SEND register.

For more details of our identification process and graduated cycles of support please see our **SEND Policy** available from the **SEND Information page** on our website.

How will Thrunscoe Primary and Nursery Academy staff support my child?

All staff are committed to supporting all children in the academy, primarily through quality first teaching and by providing further interventions for those pupils requiring specific targeted support (part one of the graduated approach). 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. Where the interventions involve group or one-to-one teaching away from the main class, the teacher is still responsible for the pupil. 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. The SENDCOs are responsible for the coordination of the SEND policy and the management of specific intervention and provision to support individual children with SEND. They are also held accountable to the Governing Body. The governor for SEND can be contacted through the academy's office.

The academy also has two Well-Being Mentors who can support pupils and their families with social, emotional and mental health issues and has procured the counselling services of a local company (Fortis) to work 1:1 with identified pupils.

There are various SEND specific teaching assistants working with targeted children/groups throughout the week. This allows these pupils time in a specially resourced room, without distractions, to focus on specific targets and overcoming their barriers to learning. All classes also have full time motivated and experienced teaching assistants.

The SENDCo's (Mrs A. Reynolds and Mrs K. Herd) can be contacted through the main office number 01472 320781 or by email office@tp.nelcmail.co.uk

How will I know how my child is doing?

You will have the opportunity to meet with class teachers twice a year during parental open afternoons. Parents also receive an annual report towards the end of the academic year. In addition to this, parents can make an appointment to meet with the SENDCO's and/or class teachers at a mutually agreed time. If the academy has any concerns in between these times, you will be contacted.

Progress data for all students is held centrally by the Head Teacher's, whilst class teachers are responsible for monitoring and evaluating individual pupil progress. The SENDCOs review the progress data of all SEND pupils across the academy termly. They are also responsible for ensuring high expectations are set for all SEND pupils and that good progress is being effectively promoted.

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. The provision is designed by the class teacher working alongside the SENDCOs, child, the child's family and, where necessary and external agencies.

Every child in the academy has a parents meeting record sheet. If a child is receiving extra intervention this will be indicated on their sheet. 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, a copy of the pupil passport will be sent home termly.

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, they may involve support with their social interaction, communication skills or overcoming a physical barrier to learning (for example, supporting and developing a pupil's fine motor control or balance).

The academy offers many different levels of additional 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 but a few
- ❖ Nurture and restorative approaches
- ❖ Access to external agencies e.g. counselling and specialist advisory services

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. I may point out that we do not offer targeted extra-curricular activities for children with SEND, but instead actively try to ensure that all our clubs and activities –including our residential visits, are adapted for children's specific needs and therefore providing inclusivity.

What happens if my child joins the academy from a different school during the year?

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. These documents should include all SEND information. The SENDCOs will review all this information (alongside the new class teacher) in order to effectively plan how they will support your child. This may include conducting some of our own academy-based assessments to make sure we can clearly identify what the next steps are for your child.

What happens when it is time for my child to move year group/key stage?

Thrunscoe Academy has excellent links with our feeder secondary academies. Key staff from the academies, which our pupils are transferring to, are invited to meet with the children, teachers and SENDCO's during their final year. Arrangements are also made for pupils with SEND to make trips to the new setting on several occasions before they begin. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for their transition. If a child with an Education Health and Care Plan is transferring, the relevant

staff, from the next setting, will be invited to their annual review so they can be fully aware of that child's individual needs, external agency involvement and what outcomes are to be achieved the following academic year.

Pupils moving phases within the academy have lots of opportunities to visit their next class informally throughout the year. During the final term of each year, there is a transition morning followed by several afternoons where the children work with their new teacher in their new classroom. This provides the children with opportunities to build relationships with their new class teacher, teaching assistant and peers with the ultimate aim of reducing anxieties and promoting effective transitions. Transition booklets are also produced for some pupils, so that they can continue to familiarise themselves with their new class.

What training have the staff supporting children and young people with SEND had or having?

All staff have on-going training in a range of special educational needs and disabilities through regular staff meetings. In addition to this we provide our SEND TAs with regular training on specific interventions as well as targeted training opportunities to meet specific class needs and the needs of individual pupils.

All staff are trained in the use of Team Teach de-escalation strategies, safe handling of pupils in crisis and restorative approaches, and all have regular safeguarding training.

The academy uses its SEND budget to buy-in extra specialist support from external agencies. The Academy has procured the services of a private Educational Psychology Team and Fortis Counselling to support targeted pupils and their families. This year, the academy aims to secure a Speech and Language therapist to delivery therapy, on a weekly basis.

The SENDCos are Mrs K. Herd and Mrs A. Reynolds who 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. Mrs Herd has worked in a range of settings supporting children with SEND including primary, secondary and alternative provision. Mrs Allenby has supported children with a wide range of needs including 1:1 in secondary and across the full primary phase.

How does the academy support pupils with social and emotional needs?

Primarily, the class teacher supports these pupils, on a daily basis, through quality first teaching. All teachers have received training regarding: Stress and Anxiety, Youth Mental Health and Restorative Practise. We also have two qualified Wellbeing Mentors trained in a range of

emotional needs support from: anti- bullying, bereavement counselling and LGBTQ support. They have recently undertaken training in play therapy to support those children who need to talk but also have communication difficulties.

The Wellbeing Mentors are available to support the whole family. They are regularly involved in Early Help Assessment planning and work alongside families in crisis. Within the academy, they deliver ELSA (Emotional Literacy Support). The mentors have supported identified pupils in their training to become academy counsellors who support other children within the academy with their social and emotional challenges.

Funding for SEND

Thrunscoc Primary and Nursery Academy receives funding directly to the academy from the DFE to support the needs of learners with SEND.

Funding:

Nominal SEN	£178,047.00
Statement top up, Sep 19 - Mar 20:	£13,092.00
Statement top up, Apr 20 - Aug 20	£9,087.00
Inclusion funding	£296.00
	<u>£200,522.00</u>

The funding is distributed across the payment of;

- specialist SEND Teaching Assistants
- time for the SENDCos to coordinate and lead SEND
- TAs to provide targeted intervention to identified pupils under the guidance of the class teacher
- Educational Psychologist 6 days of the year
- Alternative provision for specific pupils
- Well-Being Mentors
- In class TAs
- Software & Resources to support the teaching & Learning of SEND pupils across the academy.
- Speech and Language Therapist for half a day each week

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Thrunscoe Academy. Teachers review the impact of interventions for learners with additional needs, alongside the SENDCos. These findings are shared with the pupils regularly and with their parents/carers during parent meetings. A baseline is recorded which can be used to compare the impact of the intervention. The SENDCos report back to the Head Teacher and Governing body regarding what provision has taken place, its impact on learning and value for money, on a termly basis.

Other Opportunities for Learning

All learners have the same opportunity to access extra-curricular activities. At Thrunscoe Academy we offer a range of additional clubs and activities. These can be found on our website.

We are committed to making reasonable adjustments to ensure participation for all on a needs basis, so please contact the SENDCos to discuss specific requirements.

The 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 special educational needs and /or disabilities aged 0-25. This is called our Local Offer. All the details of North East Lincolnshire's local offer can be found here, so please use the link below to help you discover what is on offer via the services and activities available for children and young people with additional needs aged 0-25 years.

[NELC LOCAL OFFER WEBPAGE](#)

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 explained to parents if required by arranging an appointment.