

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

Thrunscoc Academy has excellent links with our feeder secondary academies. Key staff from these academies are invited to meet with the children, teachers and SENDCo's during their final year. Arrangements are also made for pupils to make trips to the new setting on several occasions. If a child with an EHCP is transferring, the relevant staff will be invited to their annual review so they can be fully aware of individual needs, external agency involvement and what outcomes are to be achieved the following academic year.

Pupils moving phases will 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 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. Transition booklets are also produced for some pupils and the academy SEND T.A will work with these pupils to provide a robust transition package.

How will I know how my child is doing?

You will have the opportunity to meet with class teachers three times yearly during open afternoons and parents will also receive an annual report towards the end of the academic year. In addition to this, parents of pupils with SEND will be offered three times yearly SEND parents meetings where you will meet with the class teacher 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. 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 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 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, 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).

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 Thrunscoc 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. Additionally, we 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 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.

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 SEND. All these details can be found on the link below:

INSERT LOCAL OFFER

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. The SENDCos will review all the information provided (alongside the new class teacher) in order to effectively plan how they will support your child.

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

At Thrunscoc 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 require further support 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

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 would desire and how best to reach them. This is part of a five-part cycle known as the **graduated approach**. Cycle 1 involves classroom based intervention, through quality first teaching and Cycle 2 involves personalised targets, 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 then support from an Educational Psychologist will be gained (cycle 4). A child will only be escalated to cycle 5 for a statutory assessment, known as an EHCAR, 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.

How does we support pupils with social and emotional needs?

Primarily, the class teacher supports these pupils through quality first teaching. All teachers have received training regarding: Stress and Anxiety, Youth Mental Health, Emotion Coaching and Restorative Practise. We also have a Wellbeing Mentor trained in a range of emotional needs support from: anti-bullying, bereavement counselling, LGBTQ and play therapy. The Wellbeing Mentor is available to support the whole family and is regularly involved in Early Help Assessment planning and work alongside families in crisis.

What training have staff working with SEND had or having?

All staff have on-going training in a range of special educational needs and disabilities through regular staff meetings and 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. 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. The SENDCos are Mrs K. Herd and Ms 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 and Ms Reynolds has supported children with a wide range of needs including 1:1 in secondary and across the full primary phase.

Funding for SEND

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

Funding:

Nominal SEN	£222,583
Statement top up, Sep 21- March 22	£30,678
Statement top up, Apr 20-Aug 20	£18,780
Initial Support Funding	£1,500
Total	£273,541

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
- Educational Psychologist 6 days of the year
- Alternative provision for specific pupils
 - Well-Being Mentor
 - In class TAs
- Resources to support the teaching & Learning of SEND pupils

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.