

## **School SEN Information Report (Updated September 2023)**

As a Church of England school, Thrybergh Fullerton is rooted in gospel values and we are committed to the inclusion and equality of all children. We believe that every child has the potential to be successful and ensure that we have a rich, creative curriculum that every child can access. We have Quality First teaching, ensuring that children's needs are met in class, where possible, enhanced by specialist provision and highly trained staff.

We recognise that children have individual needs and take into account those members of our school family who may need additional support.

We believe that partnerships between parents, pupils, professionals, governors and the community are essential to the success of our children.

### **SEND coordinator**

Hannah Lambert

### **Types of SEND provided for**

- ASC
- SEMH
- Dyslexia
- Dyscalculia
- Medical need.

### **Identification and assessment of children with SEND**

A child may be identified as having SEND when he or she has significantly greater differences in learning to the majority of children the same age (specific or general) or when a child has a disability (medical, emotional or behavioural) which hinders or prevents learning. A child may be identified as having Special Educational Needs when concern has been expressed by the teacher, parent or other professional. There must be evidence for the concern. Once the child has been identified we aim to help pupils with SEND to achieve their full potential by using a Graduated Response. At each phase there is regular recording of a child's needs, action taken and the outcomes. Children may have targets set in the form of the Birmingham toolkit or school support plan (SSP). Children, parents, other key staff and any other agencies involved with the child are involved in the creation, implementation and review of these plans. Regular reviews are held between all involved. At Thrybergh Fullerton we hold an open door policy and parents are welcome to speak with class teacher, SENco or member of the leadership team at any point throughout the year. A child with an Education Health and Care plan will have an Annual Review each year to review the overall progress towards the long term objectives

### **Consultation and involvement of parents and young people**

High quality communication with parents is essential in ensuring positive relationships and in helping to understand the needs of all stakeholders. More formal reviews are held for those children who have received a 1:1 intervention. For children who have an Individual Education Plan (IEP) or school support plan (SSP), a review is held on a termly basis. The school support plan meeting involves parents/carers, the child, SENco and class teacher, as well as outside agencies (where additional support has been provided). Other formal reviews are held for those children who have had other interventions with the service that has undertaken that intervention present. For children with an individual education plan parents will meet with class teacher at an extended parents evening meeting.

Termly parents evenings are held by appointment for all children. Annual questionnaires are sent home to parents for their opinion on how well we are doing as a school. There are also regular SEND open meetings where parents can discuss their children and their educational needs with the SENDco.

Pupil voice is central to meeting the needs of our children at Thrybergh Fullerton. The school council meets regularly and plays a strategic role in formulating ideas and communicating with the school's leadership team and governors. Child questionnaires are undertaken annually to gain children's views on a variety of school issues. Those children who have an IEP / SSP are asked to contribute to their targets and any concerns are addressed.

### **Assessing and reviewing progress**

Children's progress is carefully monitored through termly pupil progress meetings. In addition to this children with an IEP / SSP have their targets reviewed termly, which involves the young person and their parents/carers opinions. New targets are set where appropriate. This is a continual cycle. In addition to this each child receives an annual progress report in accordance with our school policy on assessment and arrangement procedures.

### **Transition arrangements**

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. Where necessary, children are given additional transition opportunities throughout school and with the transition from nursery to our F2 class and between Y6 and comprehensive school. Transition arrangements are made in the review held towards the end of Year 6. Your child's secondary provision will be invited to attend and plans around transition will be made. As each child is different, this will be a bespoke plan to suit them and their needs. It may involve the child doing some focused learning about aspects of transition to support their

understanding of the changes ahead, or a member of staff from our school going to transition events with the child to support a smooth move. It may also involve your child being allocated a key worker in their new setting and visits between the two settings arranged.

### **Approaches to teaching, adapting curriculum and environment**

'Quality First Teaching' is at the forefront for all children. Learning is very carefully differentiated ensuring that it caters for all needs within each classroom. Through thorough transition, class staff teams know the profile of their class. Individual needs and learning activities are planned to match all children's learning needs. Where appropriate teaching assistants are used within the classroom to aid and remove barriers to learning through effective questioning, scaffolding and facilitating, but at the same time encouraging and promoting independence. Children may be given checklists, visual aids and computer programs to help them become independent learners. Resources are also provided for the children to assist them to overcome any physical difficulties that they may have; pencil grips, cushions to sit on, adapted pens and pencils, tinted rulers and overlays & writing slopes.

### **Training and securing expertise of staff**

Members of staff are trained in a wide range of skills and strategies to deal with the needs of the children.

Staff are trained in many SEN areas including: dyslexia, dyspraxia, counselling to support those with emotional needs, autism, read write inc, better reading, better writing, reading rescue, theraplay, emotion coaching, Trauma informed practice, working memory, success at arithmetic, rainbow reading, talking partners, talk boost and speech and language therapy.

Using this training, teachers and TA's then provide either small group or one to one interventions based on the children's needs. This is continually reviewed taking into consideration the whole school provision map.

### **Equipment and facilities to support children and young people with SEND.**

School is completely accessible and is in line with the disability equality scheme. There is a learning mentor for children with SEMH needs. We are well resourced to deal with children with SEMH needs, dyslexia and autism and are willing to invest in any resource which proves to be effective in supporting our SEND children.

### **Evaluation of effectiveness of provision**

Provision is constantly evaluated to ensure effectiveness through regular assessments and moderation.

All staff are involved in a constant rolling programme of Continuing Professional Development (CPD) to ensure all needs are catered for, we audit the needs of the current children within school and then allocate training accordingly.

The progress of the children is constantly assessed and pupil progress meetings are held termly. Using information from these meetings, use of the graduated response and in collaboration with class teachers and families children may be identified as needing additional support. This information is then collated on a whole school provision mapping system to ensure all children get the most from their education.

### **Engaging children with SEND in all activities.**

In our school all of the children are special, but some require additional support or opportunities so that they can flourish. No child is excluded from any activity in school and where adjustments need to be made, they are.

At Thrybergh Fullerton we welcome our duties under the Equality Act 2010. Our single equality policy can be found on our school website.

When on visits out of school children are named and suitable arrangements made, if needed, so that all children can access the learning taking place outside of the classroom.

### **How Pupils with SEND engage with pupils without SEND**

As a Church of England school, Fullerton is rooted in gospel values and we are committed to the inclusion and equality of all children. We believe that every child has the potential to be successful and ensure that we have a rich, creative curriculum that every child can access. We promote tolerance of others throughout our work on British values and our everyday beliefs as a church school. We encourage children to work with one another in a supportive manner where all views and contributions are equally important and valued.

### **Improvement of social, emotional and mental health development**

There are a number of systems in place to ensure the social, emotional and mental health needs of children are met. Staff are acutely aware and trained in understanding attachment and well-being of children. Staff are fully committed to support individuals, groups and parents/carers where necessary. A school council offers peer support and pupil voice. PSHE is delivered throughout the curriculum and across school. In collaboration with families, referrals to Early Help may be made in order to secure the best provision for the children. A nurture group is run to support children with more complex needs.

### **Involvement of other bodies**

We are supported by external agencies such as learning support services (LSS), educational psychology service (EPS), Social, emotional and mental health service (SEMH), occupational therapy (OT), physiotherapy support, Speech and language support (SaLT) Autism communication team (ACT), Child adolescent and Mental Health services (CAMHS) Child development center (CDC) Visual impairment team (VI)

### **Arrangements for handling complaints**

At school we have an open door policy and hope that parents, carers and young people can talk to class teachers, SENco or a member of the school leadership team regarding concerns about provision. If further discussion is needed then we will signpost you to other professionals to support and help solve your concerns

### **Arrangements for looked after pupils with SEND**

All looked after children have an electronic personal education plan (ePEP) and these multi agency meetings are held termly with a member of the virtual school. Smart targets are set to ensure holistic high quality provision for the child. Home school diaries may be used where necessary to provide regular communication between home and school. Any SEND needs are catered for as set out above.

The Rotherham Local Offer can be found at: [www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)