

## SEN Information Report for Parents

### **Our school SENCo is:**

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### **What is the SEND provision provided by the school including any support provided in relation to learning or the curriculum?**

The children are at the heart of Thames Academy - every teacher is the teacher of every child in their class, including those with Special Educational Needs. They plan and deliver high quality, appropriately differentiated lessons matched to individual needs.

Support for pupils varies depending on the SEN that has been identified. It may take the form of different or additional resources, further differentiation, specific programmes, interventions targeted to improve outcomes in the child's area of need, or modifications to the environment.

Where interventions involve group or one- to- one teaching away from the main class, the class teacher works closely with the staff delivering the intervention to assess the impact and to see how the work can be linked to classroom teaching.

SEN provision maps outline specific interventions and resources for individual pupils who require additional support.

### **How will we know if your child has a special educational need?**

The identification of pupils with Special Educational Needs is built into our overall approach to the monitoring of progress and development of all pupils.

The school's Assessment for Learning policy ensures that the progress of all children in our school is monitored and tracked. Class teachers are continuously reflecting on pupil progress and attainment, and are supported in this by the senior leadership team at the termly Pupil Progress meetings where the progress of all pupils is discussed.

Pupils making less than expected progress in areas of learning or development are identified and measures are put in place to target the areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCo, will gather further information to assess whether the child has special educational needs.

For some children it may be appropriate for the SENCo to seek advice from external agencies such as the Educational Psychologist, Advisory Teachers, Speech and Language

Therapist, Occupational Therapist, or the School Nurse. In these instances parental consent will be sought. The SENCo will be pleased to support parents at any point in this process.

Working in partnership with parents is important to us, so when a teacher has any concerns about a pupil's learning or development they will arrange to discuss them with the child's parents or carers as soon as possible. This is so parents have a full understanding of their child's strengths and difficulties and the teacher can gain an understanding of any concerns that the parents may have. A plan of action to improve the child's outcomes will then be discussed. This discussion may take place at a routine Parents' Evening, or the teacher may invite parents/carers into school.

Progress towards outcomes will be reviewed with parents after an agreed period, when it will be decided whether further adjustments or strategies will be sufficient at that stage, or whether further information gathering or assessment will be necessary to find out if their child has special educational needs.

Parents are consulted at every stage of the process and if a pupil is identified as needing SEN support the parents are informed verbally and their consent is sought to place them on the SEN Register; this is then confirmed in writing.

All parents have the opportunity to attend Parents' Evenings and are provided with a detailed report at the end of each academic year. The SENCo is available, in addition to the class teacher, on these occasions to meet with parents. The teachers and SENCo are also available at other times to discuss concerns with parents. Just call into the school office and an appointment will be made at a mutually convenient time.

### **How does the school develop its overall teaching and adapt its curriculum to ensure that teachers can include pupils with Special Educational Needs?**

At Thames Primary Academy all children experience a rich and relevant curriculum. Where children have special educational needs or a disability they will enjoy the same curriculum as all other students. We have high expectations for every pupil, recognizing all educational achievement, and providing an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential.

Continuous assessment of the children's learning and development, allows teachers to have a greater understanding of their individual learning needs and styles. Employing a range of teaching resources and approaches that support and extend children's learning, we create a learning environment where the children are empowered to work collaboratively with their peers, whilst developing independence and an awareness of how they can improve.

Quality first teaching means that pupils, staff and parents are clear about what is to be learned. Appropriate differentiation is key to ensuring that all pupils achieve. Clear learning intentions and success criteria are identified for individual pupils and the school's marking policy celebrates children's successes and identifies next steps. This combined with self and peer assessment, practiced by both pupils and staff, means that both parties are fully involved in deciding next steps in children's learning.

The Senior Leadership Team (SLT) carry out regular teaching observations, ensuring that teaching staff are consistent in employing the teaching and learning policy, and that teachers and teaching assistants are working to best effect within the classroom.

Teaching staff have regular access to Continuous Professional Development and relevant training to enhance their knowledge of, and strategies for the most frequently occurring educational needs.

Training needs of the teaching assistants are evaluated throughout the year; individuals attend courses to meet the needs of children with specific difficulties and to enhance their own professional needs.

The SENCo has regular contact with specialist teachers from the Local Authority. Advice is provided for children with Autistic Spectrum Conditions, Speech, Language and Communication Difficulties, Hearing or Visual Impairment, Physical Difficulties and Emotional or Behavioural Difficulties. The school also works very closely with the Educational Psychologist.

Thames currently commissions services from Shine Therapy to enable staff to better support pupils with speech language and communication needs and physical and sensory needs.

### **How is progress towards particular outcomes measured and reviewed?**

Teachers submit pupil progress data for all pupils termly and the pupil progress meetings are led by the data that has been submitted. The Senior Leadership Team (SLT) and the class teacher analyze the data at these meetings looking for any anomalies or concerns.

A professional discussion takes place, and staff will look at the steps that need to be taken in order to support a child or group of children, who are not making, or who are exceeding expected progress.

Some pupils with age appropriate academic attainment, or better, may have difficulties in other areas such as social or physical development, speech, language and communication or behaviour.

Any children who have been identified as requiring additional support will begin working on an intervention or catch up programme, for which there will be a baseline assessment, or they may be set individual targets to improve their outcomes in the identified area.

Following an agreed period of time or at the end of the intervention, progress will be measured by reviewing the child's progress towards the targets set, or by comparing the end of programme assessment with the baseline assessment.

Each child in our school is encouraged to be familiar with their personal targets in reading, writing and numeracy and to know what they need to do to achieve these targets.

Where children have been identified as needing SEN support, this takes the form of a four part **Assess - Plan - Do – Review** cycle.

**Assess:** The class teacher and SENCO with the help of the parents carry out a clear analysis of the child's needs.

**Plan:** The teacher and SENCo agree in consultation with the parents and pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

**Do:** The class teacher puts the agreed plan into place, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.

**Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is evaluated and reviewed within the agreed date. These reviews take place termly. Parents are invited to attend so that their views, as well as those of the pupils, are considered when next steps are planned.

Where a pupil continues to make less than expected progress, despite appropriate SEN support, the SENCo will consider seeking the advice of specialists. Parents are always involved in any decision to involve specialists.

The SENCo has an overview of the interventions which are taking place in School. All information is shared with all teachers who work with the children in intervention groups, so that the targets set are worked on collaboratively.

## **How do we ensure that your child has a successful transition from one provision to another?**

### Early Years

Starting school is an important time in any child's development and we try very hard to make sure that it is a smooth, happy transition for each child.

The school induction programme for Reception pupils begins in the summer term prior to the children starting school in September. We strongly encourage new parents to attend the Induction afternoon or evening Meeting, where the SENCo is available to meet parents and to discuss any concerns they may have. Pupils are then invited to attend a number of separate morning and afternoon stay and play or story sessions.

In September, Reception children attend school on a part-time basis for one week before beginning full time, which enables all staff working in the class to get to know the children.

Our school works closely with pre-school settings and any children starting in Reception with an additional need will receive a visit from the SENCo in their last term at nursery. Nursery staff and the SENCo are then able to discuss appropriate strategies to support these children in school.

The SENCo also attends transition reviews, when invited, for children with external agency involvement.

### Non-routine admissions

Children joining Thames at times other than September (Non Routine Admissions) will be invited with their parents to visit the school. The teacher responsible for admissions will then liaise with the child's previous school to establish if any specialist provision is required to support the child and will pass this information onto the SENCo. In order to provide the appropriate support when he /she arrives in our school, information will be shared with relevant staff to ensure as smooth a transition as possible.

If a child has a statement or EHC plan, admission is arranged with school and parents through the local authority SEN team which are currently based on the 2<sup>nd</sup> floor of Blackpool Football Club.

### Transition to High School

In preparation for the transition to high school, in the Summer Term of Year 6, the Senco will meet with the SENCo or designated teacher from the high school to discuss individual pupils and their needs. Parents and pupils are also invited to attend these meetings.

All children are invited to at least one taster day at their allocated high school. Additional visits are planned for those children who require them, so that they are well prepared and feel comfortable in the new school environment.

We always seek to make the move between primary and secondary school as successful as possible, so that children and parents are not feeling anxious about anything over the longer summer break. To support this we are always available to discuss any concerns from children and parents and aim to address these in the best possible way, in order to reduce any worries.

**If appropriate, a specific induction programme may be put in place for any pupil with SEN to aid a smooth transition.**

### **How do we secure additional services and expertise from other agencies?**

Following a review and consultation with parents, the SENCo may make referrals for individual children to specialist services to gain advice for next steps to support children with specific needs, such as Speech and Language and Communication Needs, Visual and Hearing Impairments, Autistic Spectrum Disorder and Physical or Sensory Difficulties.

When a joint decision has been made by the parents and the school, the SENCo will complete the forms, which outline the nature of the problem and send them to the relevant agency. Parents may be invited to attend consultation and feedback meetings with the SENCo / professionals and usually receive a written report.

### **How can you contact these services?**

The SENCo has the contact details for outside agencies, including the school nurse and the Educational Psychologist. Please contact the school for further details you may require.

### **How do we know that our provision is effective?**

The main process for assessing the success of provision is the **Assess - Plan - Do – Review** cycle.

For children with a Statement of Special Educational Needs or an Education Health and Care Plan an annual review is held which is led by the SENCo. Parents and all professionals working with the child and a representative from the local authority will be invited to attend. If they cannot, it is anticipated that they will forward a report that can be shared at the meeting. All parties are invited to provide information about new developments and the progress the pupil has made towards meeting their statement objectives. The child's views are also sought and if appropriate they will be invited to attend the meeting. These meetings are informative, inviting and helpful to all staff involved as well as parents and carers.

Each term, children are assessed using formal assessments or through focused teacher assessments, the results for each child are collated and progress is measured. This data is then presented in the school tracking system.

Whether it is additional support for learning, behaviour or emotional wellbeing; the children are assessed at the start and then again after the programme to check progress. The interventions are monitored by the senior leadership team throughout, to ensure the provision meets the needs of the children.

The impact of interventions is regularly reviewed and additional or alternative interventions put into place if required.

### **How can facilities that are available be accessed by children with SEN?**

Children entering the school with specific needs who have had access to specialist equipment will continue to be provided with this equipment and services. School will liaise with the relevant pre-school services and continue to work with them until the end of the child's first term in school (January).

Children will then be transferred to the local authority specialist services who are able to advise school and parents.

We are also able provide other equipment such as writing slopes, pencil grips and support cushions for those children who would benefit from these. Need for these is usually identified during review or pupil progress meetings.

### **What is our additional staff expertise?**

There is a continuous cycle of staff training much of which is determined by the needs identified in the School Development Plan.

The SEN focus for the last 2 years has been speech language and communication needs, and linked to that meeting the needs of pupils with sensory difficulties. A previous focus was creating a dyslexia friendly school.

In addition:

- A number of staff have received training to enable them to support pupils with Autistic Spectrum Conditions and many teaching assistants have visited Park School to enhance their skills.

- All staff are encouraged to apply for relevant training to support the needs of the school and to enhance their own professional development.
- Staff feed back to their colleagues, usually via staff meetings and specific teaching assistant meetings.
- Training is accessed from the Local Authority and outside agencies. We are part of the Blackpool Primary Partnership, sharing good practice with our local Primary schools and we have hosted training events in our school.

For more specialist expertise to support children with specific needs such as: Speech, Language and Communication Needs, Visual and Hearing Impairments, Autistic Spectrum Conditions and Physical or Sensory Difficulties, the SENCo can make referrals to Advisory Teachers within the Local Authority.

Where a pupil continues to make little or no progress over a sustained period, or to work at levels substantially below that of their peers despite appropriate support, then the advice of the or the Educational Psychologist can be sought.

Referrals can also be made to the speech and language therapy service and medical services accessed through the school nurse.

When a joint decision has been made by the parents and the school to make a referral, the SENCo will complete the forms which outline the nature of the problem, and send them to the relevant agency.

### **What are our extra-curricular activities?**

School offers a variety of breakfast, lunchtime and after school activities which are available to all children, including choir, dance, netball, rugby, football, and art. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide 1:1 support at lunchtime, swimming and off site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extracurricular activities. Parents can enquire about various clubs and activities for pupils with SEN within the community.

If you are seeking activities for the holidays, please ask the SENCo – we may be able to help you and signpost you in the right direction.

### **How can you make a complaint?**

In the first instance we would hope that you would take the opportunity to come into school to discuss your concerns with the SENCo or Head Teacher. If you are unhappy with the outcome, you will then be directed to the school's complaints policy.

**See below for the link for the local authority's information on how they support children and young people with special educational needs and disabilities.**

[Blackpool Local SEN Leaflet](#)