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Thongsley Fields Primary & Nursery School

SEND Information Report

2023-2024

SEND

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INFORMATION REPORT – A GUIDE TO PROVISION

This document is designed to answer some of the common questions raised by parents regarding children with additional needs. It aims to explain in more detail, what Thongsley Fields is able to offer.

Contact Details

Your first point of contact is your child's class teacher.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Miss Stella Frampton

Other people in our school who may be contacted include the members of the Leadership Team whose details may also be found on our website.

Our Headteacher is Mr David Jones

Our Deputy Headteacher is Mrs Lauren West

The SEND link governor is Mrs Sara Steed

Tel: 01480 375321

office@thongsleyfields.org

Who can I contact for further information?

General information relating to SEND including our SEND policy is available on our website. Paper copies are available by request from the school office.

Further information is available from the SENDCo.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

For further information, advice or support, please access the [Cambridgeshire Local Offer for SEND](#)

This link is also available through our school website.

External support services for information and advice are:

[Special Education Needs and Disability Information, Advice and Support Service \(SENDIASS\)](#)

(previously known as the Parent Partnership Service)

Email: sendiass@cambridgeshire.gov.uk

Tel: 01223 699214

Pinpoint – parent and carer support, advice and training

www.pinpoint-cambs.org.uk

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Our school identifies children with special educational needs and/or disability (SEND) by using a range of information to tell us about your child's current level of need, such as:

- Parental concerns shared with the class teacher
- Looking at the classroom environment, practice and routines and how this may be impacting on your child
- Additional observations to gather information
- Assessments to gather information
- Thinking about what is developmentally appropriate considering the child's age/stage – using assessment information where appropriate
- Talking with other members of staff and the SENDCo about the information we have gathered
- Talking to your child to gather their views, likes, dislikes etc.

We encourage you to raise your concerns by speaking to your child's class teacher in the first instance. This will allow you both to share what you know about your child and discuss ways in which we may be able to help. The class teacher can then meet with the SENDCo or other experienced members of staff to agree the best strategy. It will usually be the class teacher who will keep you informed about how well any intervention or support strategies are going, and what our next steps might be.

How will school staff support my child?

Firstly, your child's class teacher will offer support and is responsible for providing high quality teaching targeted at your child's areas of need. Where progress continues to be less than expected, the class teacher, working with the SENDCo, will put in place extra or different teaching or other rigorous interventions designed to secure better progress, where required.

We will make sure that the person supporting your child has access to appropriate resources and training, including sharing good practise from within school and other primary schools locally.

Thongsley Fields provides a range of support in school starting with **high quality, universally appropriate teaching** for everyone, sometimes referred to as Wave 1 or Universal provision.

This includes:

- Well planned lessons to match the needs of all pupils
- guided groups – both mixed and targeted towards particular needs
- use of resources and multi-sensory approaches to support learning
- use of technology where appropriate
- a culture of positive behaviour reinforcement
- feedback concentrated '*in the moment*', where it is most effective

Additional in-class support is provided by class teachers for more **targeted support** for those that might require additional help beyond the provision available for all. This is sometimes referred to as Wave 2 provision.

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This might include:

- smaller group support from teachers and teaching assistants in specific lessons
- a variety of further intervention groups
- additional monitoring and more targeted feedback

Thongsley Fields is also able to provide more **personalised support** (sometimes referred to as Wave 3 provision) for those children who may or may not have an identified special educational need **and** require more specialised intervention. Support is available to improve their educational, social, emotional, behavioural, sensory or physical needs.

What specialist services and expertise are available at or accessed by the school?

School staff have significant experience with and training for supporting a wide range of needs including literacy difficulties, speech and language, behaviour, autistic spectrum disorders and children's emotional and social well-being.

Specialists from a range of support services might also be requested to observe pupils in class or to advise school staff on appropriate strategies to help support children's progress. This is usually done through an **Early Help Assessment (EHA)** or **Required Information Consent (RIC) form** completed between parents and the SENDCo (or another suitably trained member of staff).

Specialist services that we access from the local authority include:

- SEND Support Services 0-25 years, including the Early Support Pathway
- Speech and Language Therapy Service
- Educational Psychologist
- Occupational Therapy
- Physiotherapy Service
- Sensory Team
- Behaviour and Inclusion Services
- School Nurse
- YouNited and CAMHs (Child and Adolescent Mental Health Service)
- Community Paediatrician
- Community Support Sleep Service
- Emotional Health and Wellbeing Service
- Cambridge Acorn Project (mental health support)
- Education Inclusion Family Advisor
- District Family Workers/Early Help/Children's Social Care
- Specialist NHS services

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For more information about each of these services please see the links on our website under SEND Information or arrange to speak to the SENDCo.

Please be aware that it can take several months to access these services.

How will the curriculum be matched to my child's needs?

We are committed to giving all our children every opportunity to achieve the highest standards regardless of their age, gender, ethnicity, prior attainment or background. We recognise that special needs can be wide ranging and include learning, health, behavioural, social, emotional and physical needs. At Thongsley Fields, we understand a child's right to a broad, balanced, relevant and challenging curriculum which can be tailored to their individual needs and abilities.

Our approach to learning and teaching is to provide a curriculum which offers a suitable level of challenge and variety of learning experiences for all our children, regardless of SEND. We may sometimes provide adult support for a learning activity, but also **wish our children to develop their resilience and independence**. Children are often given choices on ways to present their learning, allowing them to make decisions about a style which suits them best, and an opportunity to succeed when there is no ceiling on their learning.

All teachers strive to help all children progress in every lesson. One way they achieve this is by ensuring that tasks are suited to individual needs.

Some of the ways we adapt our teaching and learning:

- Changing the design of the task given
- Allowing learners to lead their own learning
- Using differentiated questioning
- Using multi-sensory aids
- Varying learning outcomes
- Using daily informal assessments to inform future planning
- Appropriate methods of recording

How will my child be included in activities outside the classroom including school trips?

We enable children to access all activities by:

- undertaking risk assessments in advance, putting in place actions to enable children to take part;
- liaising with staff at visit destinations to inform them of needs, and to access their own risk assessments.

We involve parents, the pupil and, if appropriate, specialist support staff, as early as possible in the planning process, particularly when a residential stay is involved. We will ask you to provide the school with further information about your child and their potential needs whilst taking part in planned experiences outside the classroom so that the necessary amendments or adjustments can be made.

How will both the school and I know how my child is doing?

Children's progress is closely monitored by class teachers, our SENDCo and the school's Leadership Team, and all families have access to **parent consultations** during Autumn and Spring terms. There are also informal open sessions or 'drop ins' where children are encouraged to share their learning with members of their family and/or carers.

If your child is receiving SEND support you may be asked to meet more regularly (e.g. once per term) to plan and review support for your child, either as an extension to the usual parents' consultation, or at a separate time. SEND support plans may be used to record agreed targets and the interventions and strategies in use to meet them.

If other agencies are involved in the support of your child, there may be meetings that involve parents/carers, school staff and the other agencies involved.

If your child has an Education, Health and Care Plan (EHCP) you will also be invited to take part in Annual Reviews in addition to the more regular termly reviews outlined above.

It is important that you and your child are fully involved in order that we can gather your views and aspirations, and to plan the provision to meet your child's needs.

Parents and carers will also receive an annual written report towards the end of the academic year.

How will you help me to support my child's learning?

Class teachers will usually be available to meet parents informally after school to discuss any concerns. Appointments can also be made with either the class teacher or SENDCo at any time throughout the year with a little more notice in order to discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home linked to your child's targets.

We also provide Curriculum Newsletters and other information outlining the theme for each half term, and offering a range of learning opportunities to suit your child's interests and needs.

The school website Community area has links to Distance Learning online platforms for all age groups.

Throughout the year, we also organise more specific information sessions, workshops and learning Café sessions to support parents in being able to support their children. We can also signpost parents towards other events, training and support groups run by outside agencies and organisations.

What support will there be for my child's overall wellbeing?

Thongsley Fields is proud of its inclusive ethos and works hard to ensure that your child's safety and well-being are our primary consideration. We offer pastoral, medical and social support using a range of strategies that are available to all children, with examples ranging from social skills groups to working with a peer mentor or buddy.

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Our ethos is manifested through our values of respect, responsibility, resilience and aspiration.

Additional support available includes:

- Specialists from Early Support and the SEND Support 0-25 team have regular planning meetings with the SENDCo to discuss individual and whole school issues.
- Specialists from the Speech and Language Therapy Service team have termly planning meetings to discuss referrals and staff training needs.
- Support from the Locality Team (District Family Worker, Education Inclusion Family Advisor) for specific children and families and is usually accessed through the completion of an Early Help Assessment.
- Trained adults are available to meet with children on a 1:1 basis and discuss their problems and worries.
- Teaching Assistants provide additional adult support and receive appropriate training dependent on the needs of children they are working with.
- Circle Time is used to give children a chance to talk about matters of personal and social development.
- An emphasis on regular and well-planned PSHE (Personal, Social and Health Education) teaching across the school based on the Cambridgeshire PSHE scheme of work.
- A commitment to train all staff in emergency First Aid procedures including Paediatric First Aid for those working with under 5s and children with medical issues.
- A clear and positive behaviour policy understood and followed by all adults that focuses on restorative approaches to behaviour management where good choices are recognised and celebrated.
- Our Nurture provision - The Nest - provides support for a range of needs as part of learning times and social times across the day. You can find more information about this on the school website in the SEND Information area.
- Inclusive Behaviour Support
- A School Council that meets regularly to discuss a range of issues relating to school improvement from pupils' perspectives.
- Staff are trained to identify early mental health needs, and there is a clear pathway for staff and parents to identify the need and access different types and levels of support. This can be found on our school website in the SEND Information area.

We encourage children to contribute their views by:

- taking part in school and class council discussions
- joining one of our lunchtime or after school clubs
- reviewing their own targets with an adult / parents
- talking to them about their learning as part of learning walks or pupil interviews

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The following arrangements help children and their parents and carers to make a successful transfer to our school:

- We offer tours and meetings throughout the year to allow prospective Early Years Foundation Stage (Reception) parents to find out more about our school.

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- When children are offered a place at our school, we invite parents in to learn about us through a 'new to our school' evening with Reception and other school staff, and including presentations on a range of subjects related to starting school.
- We also offer a series of informal visits to our school during the second half of the summer term, allowing children to become familiar with their new setting.
- When children are due to transition to the next year group, we have a 'Jump Up Day' for children to meet their new teacher, teaching assistants and classmates, and to spend time in their new classroom.
- If it will be beneficial, we provide children and parents with a photo leaflet about the new classroom and adults to look through over the summer and prepare them for the changes.
- When children join us at other times in their school life we make sure that they have a 'buddy' to help them become familiar with the routines and important places in our school, helping them to settle quickly. We have rigorous induction processes to ensure that we have all the information needed for a smooth transition before agreeing a start date.
- We liaise with feeder schools and settings to ensure the timely transfer of SEND information in order that we can continue interventions and support where possible or appropriate
- There is a clear programme of SEND transition to Year 7, including additional visits and liaison with the KS3 SENDCo and support staff as appropriate.
- We also liaise with feeder schools when children leave Thongsley Fields at other times in their school life, making this process as smooth as possible by sharing strategies that we have used to support SEND children to make good progress.
- Our PSHE curriculum provides all children with the opportunities to discuss feelings around periods of change, and prepares them for their next steps.
- Holding end of year transition meetings between teachers to discuss individual needs and ensure continuation of support.
- When a pupil has an Education Health Care Plan, the SENDCo from KS3 will be invited to the last Annual Review during their time at Thongsley Fields

Are there any specific pre-admissions arrangements for children with disabilities?

In addition to the arrangements in place to support children's transfer to and from different settings, we adapt pre-admissions arrangements to suit the needs of children with disabilities. Arrangements may include offering:

- Additional meetings with parents/carers and where necessary more specific tours of the building – particularly areas relevant to the pupil
- Additional meetings with staff from previous settings to gather the most up-to-date information about current support arrangements
- Where appropriate, Team Around the Family (TAF) meetings with parents/carers, school staff and other professionals to discuss current and expected needs.

Will I have a say in my child starting full time education (Reception to Year 6) or taking up the full allocation of funded hours (Nursery)?

Legally, children must begin school the term after their fifth birthday. Pre-school age children are entitled to at least 15 hours of funded pre-school provision from the term after their third birthday.

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However, we recognise that not all children are ready for full time schooling or ready to attend full morning or afternoon sessions in a new pre-school setting. For a small number of children, it may be beneficial to extend the period of part time attendance to support their transition into school or Nursery. Such a decision is always made in partnership between home and school and with the child's best interests at heart. We will work closely with parents to ensure that, when full time schooling begins, everyone is happy.

What training have staff, who support children with SEND, had or are having?

Our SENCo has completed the National Qualification for Special Educational Needs Coordination (July 2009) and the Advanced SENDCo Award (June 2021).

Our Headteacher also holds the National Qualification for Special Educational Needs Coordination (July 2014).

Other SEND training includes:

- Nuffield Early Language Intervention (NELI)
- Wellcom Speech and Language Toolkit – assessment and interventions
- Speech and Language therapy designed for specific pupils
- Attachment Theory training
- Read, Write, Inc phonics support
- Speech and Language – Developing Understanding
- Occupational Therapy support in the Early Years, KS1 and KS2 for specific pupils
- Phonics training
- Cambridgeshire STEPS behaviour support strategies for EYFS
- Autism support in the Early Years, KS1 and KS2 for specific pupils
- Attention Autism (Shared Attention) in the Early Years
- Maximising the Impact of Teaching Assistants – training in strategies for support
- Speech and Language – Wonderful Words/Word Aware
- Understanding Young People's Mental Health – level 2
- Nurture UK training
- Colourful Semantics – word and sentence writing skills
- YMCA Trinity Group Mental Health Champion training

Other training currently planned includes:

- Café Workshops – parental engagement training
- Cambridgeshire STEPS behaviour support strategies across KS1 and KS2
- Speech and Language – Super Sounds for EYFS

How accessible is the school environment?

Our school's SEND and Accessibility policies include information about accessibility and are available on our website or through the school office.

- ✓ Most areas of the school are accessible by wheelchair including via outside doors
- ✓ Disabled parking facilities can be made available in the staff car park with advanced notice
- ✓ Accessible toilet facilities are available close to the main reception area and in both the Early Years, middle and upper school areas.

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In order to ensure that all children in our school can access all of the activities offered:

- We consider, in consultation with parents/carers, whether individual risk assessments may be necessary for a pupil with more complex needs
- We consider, for visits off-site, the need to provide additional staffing, accessible transport and/or ensure third party venues are appropriate for the needs of the pupil concerned.

If you have specific access queries or concerns, please contact the school office.