

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

SEND Information Report 2024/2025

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What are Special Educational Needs?

Under the Code of Practice, a child is deemed to have Special Educational Needs, or SEN, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality first classroom teaching.

Broad areas of need are identified as communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs. They may be for a short period, or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

How do we identify a child with Special Educational Needs and/or Disabilities and how do we assess their needs?

A child may be identified at any time as having SEND and this could include:

- From transition information from Wigton Infant School or any other primary school (i.e. they may be on SEND register).
- By being identified within school. Mrs Maxwell, the Headteacher, holds termly assessment meetings with each class teacher. These are also attended by the SENDCo, Mrs Drago;
- Through the child making insufficient progress in end of year or termly assessments or performing well below expected age levels;
- From information and liaison with an extensive list of professionals and external agencies including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school nurse team, social care, CAMHS (Child and Adolescent Mental Health Services) and GPs.

If parents have any concerns about their child, they are encouraged to contact their child's class teacher to make an appointment for an initial discussion. Mrs Maxwell, Headteacher and Mrs Drago, SENDCo, are also available to discuss any worries parents may have.

How will school support my child?

- At Thomlinson Junior School all members of staff are responsible for children with SEND.
- Individual class teachers are responsible for the children in their class, including those with SEND. They will work alongside teaching assistants to provide additional support within the classroom, taking advice from the SENDCo or other professionals, where appropriate.
- Where possible additional support will be provided within mainstream classes, reflecting our commitment to inclusive education.
- On occasions, additional support will be given in smaller groups or 1:1, and we have smaller teaching areas that can be used for this.
- We have a Resourced Provision area for children who are identified as Resourced Provision pupils. Tailored and bespoke lessons are taught with a qualified and well experienced SEND teacher and teaching assistants.
- We use a range of specialist teachers to advise on programmes, support and resources as well as advice and support from organisations such as Family Action, NADT and The Windmill Trust.
- An Individual Provision Map (EHCP pupils) or a One Page Profile may be drawn up with clear measurable SMART targets (Specific, Measurable, Achievable, Realistic, Time scaled) or a planned intervention programme may be delivered. These will be regularly communicated and reviewed by teachers with parents and children.
- Children may be provided with the resources they require which are tailored specifically to their needs. These may include specialist writing equipment, sloped writing tables, adapted keyboards and large font texts.
- All children are assessed for their suitability to sit the SATS tests. Strict guidance laid out by the Department for Education (DfE) is adhered to.

Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support. Assessment is then carried out by the class teacher.

- The school has a named governor for SEND, Mrs Emma Budworth, who has termly meetings with the SENDCo and reports back to the Governing Body.

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

- At Thomlinson Junior School we provide a broad and balanced curriculum for all our children, which allows them to understand the relevance and purpose of learning activities, and also to experience success and achievement.
- Our staff recognise the various learning styles of children and using a wide range of teaching strategies to meet their individual learning needs.
- Work is adapted, with clear learning objectives and builds on the child's previous learning to provide them with full and equal access to the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?

- At the beginning of each year, each year group at Thomlinson Junior School hold a parents' information evening. This provides parents with an opportunity to meet with their child's class teacher, to find out the expectations for the children, and to receive information as to how they can help their child with work in that year.
- Thomlinson Junior School hold two parents' evenings a year, and an annual report goes out to parents in July.
- Arrangements can be made to discuss your child at any time, through an appointment with the class teacher.

- Continuous assessment helps teachers know where each child is at academically, measured against National Expectations and helps them identify what the next steps for learning are;
- Thomlinson Junior School uses detailed assessment records to keep track of maths and reading and writing progress for each child.
- Pupil Progress meetings are held termly with class teachers, the Headteacher and in discussion with the SENDCo – this helps determine where extra support and intervention may be needed.
- Children on the SEND register may have an Individual Provision Map or a One Page Profile, clear targets are given for the children and these are reviewed termly.

What support will there be for my child's overall well-being?

- Appropriate staff are trained to deal with any medical needs a pupil may have and training is kept up to date.
- All staff are given necessary training for any pupil with a specific medical need (e.g. Diabetes, Asthma, Epilepsy, etc)
- Clear individual health care plans are drawn up with parents.
- Clear information on pupils with medical needs are held by each class teacher and are available for any staff working within that class;
- The school has a policy regarding the administration and managing of medicines on the school site.
- On a day to day basis the Office Staff oversee the administration of any medicines (see our *Supporting Pupils with Medical Needs Policy*).
- School is able to provide access to ELSA-based groups, where needed.
- School have a clear behaviour policy and an anti-bullying policy (available on our website) whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage.
- Risk assessments are undertaken before any educational visit with the correct ratio of adults to children, including extra support, if needed, for children with SEND.

- Children can contribute their views through the school council and through regular assemblies.
- Annual Reviews are held for children with Educational Health Care Plans (EHCP).

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

- The school is currently designated as a Strategic Resource Provision, to support up to nine children with complex and profound special needs up until the age of 11.
- We have an experienced SEND teacher who provides highly individualised learning programmes and activities for our Resourced Provision Pupils. Where possible, Resourced Provision pupils are also taught as part of their mainstream class to ensure inclusivity.
- Educational Psychologists - advice can be accessed through referral process by the school, with permission from parents;
- Other agencies such as Special Advisory Teachers, behaviour specialists, social care, Family Action, and the Community Police can also be accessed.
- In addition, advice is given from the Fairfield Centre, Carlisle after referral from GP or school.
- Parents are made aware of the SEND Information, Advice and Support Services (SENDIASS), and are supported to engage with external agencies.

What training is the staff receiving or have completed to support children with Special Educational Needs and/or Disabilities?

At Thomlinson Junior School, we aim to provide our staff with the training that is necessary to best help the children that they teach. Currently we have staff that have been trained in the following:

- Elkan Speech & Language Training
- Attachment Awareness
- Mental Health First Aid Training
- Mental Health Lead
- Daisy First Aid Training
- Autism awareness course
- Precision Teaching
- Draw and Talk
- Diabetes awareness
- Dyslexia awareness
- TEAM Teach
- National Award for SEND
- Adaptive Teaching

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

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Thomlinson Junior School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately adapted and personalised to meet the needs of individual children.

We also recognise that some children will require educational provision that is 'additional to' this. To achieve this, we engage in a cyclical four-stage process: **'Assess, Plan, Do and Review'**:

- **Assess:** The class teachers and if necessary the SENDCo or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the

provision of a resource, a change in an approach to learning, access to technology or working with an adult.

- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, access to physical aids, e.g. the use of sloping boards or wobble cushions or the use of a standing frame.

How are the school's resources allocated and matched to children's Special Educational Needs?

- The class teacher alongside the SENDCo will discuss the child's needs and what support and resources would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

How is the decision made about what type and how much support my child will receive?

Through consultations with teachers, TAs, parents, children and the Senior Leadership Team, the SENDCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within school. This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience.

Support for children is reviewed regularly in order to ensure that it remains relevant and appropriate. The impact of the support is measured in different ways – through monitoring progress against year group expectations on the school tracking system, progress against individual targets, discussions with professionals in school, parent and child feedback, etc.

How accessible is the school environment?

- Thomlinson Junior School aims to be accessible for all children and adults with differing needs.
- The school fully meets the requirements of the Equality Act 2010 and all reasonable steps are taken to ensure that children are not placed at a disadvantage.
- The ground floor of the school is fully wheelchair accessible.
- Thomlinson Junior School has a disabled access toilet in different parts of the building.
- There is a lift in the rear of the building which enables access to the first floor, if necessary.
- There is a designated disabled parking space in our car park.
- Technology is available to all classes to assist with children's learning, e.g. ipads, visualisers, magnifiers, recording equipment, etc.

How will the school prepare and support my child to join the school or to transfer to a new school?

- At Thomlinson Junior School we encourage all prospective parents and children to visit the school prior to starting with us.
- For some children with Special Educational Needs and/or Disabilities it may be appropriate for additional transition visits or a phased entry into school, both of which could be arranged as appropriate.
- Yearly transitions are carefully managed and will involve both the teacher your child currently has and the one they will be working with for the next academic year. This process aims to allow any concerns over transition to be resolved before September and may involve additional input from outside agencies.
- Some children find change difficult and we are always willing to find ways to make it as least stressful as possible for them. We may use Transition Books containing photos of new members of staff/the classroom environment, etc. These can be useful as they can be sent

home and discussed regularly with the child's family to prepare them for the change.

- We work closely with our local mainstream and special schools before transition and have established a good routine of staff from relevant schools visiting our children and Year 6 teachers to gain information prior to their moving. For children with SEND we arrange additional visits to the new setting, usually in the Summer Term.
- When receiving and transferring children between schools throughout the year we ensure all relevant paperwork is passed on and all additional needs are discussed to ensure a mutual understanding.
- If your child has an Education Health Care Plan, transition reviews will be planned during which parents, both schools and relevant outside agencies will be invited to attend.

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