

Thameside SEND Information Report 2019-2020

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

About our school

Thameside School provides for children and young people with a wide range of special educational needs and disabilities including those with:

- **Communication and interaction needs;**
This includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs;**
This includes children who may be displaying challenging, disruptive or disturbing behaviour. As well as anxiety, depression, self-harming, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical needs;**
This includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs coordinator (SENDCo) is: Annette Polley. She is a qualified teacher, and has completed the National Award of SEN Coordination. She works closely with the Head teacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of children with Special Educational Needs.

She can be contacted on: 01235 527600 office.2598@thameside.oxon.sch.uk

Our governors with responsibility for SEND are: Lindsey Chegvidden and Amanda Bruce

The Vale Academy's Trust SEND policy can be found here:

<https://www.vale-academy.org/wp-content/uploads/Special-Educational-Needs-and-Disabilities-Policy.pdf>

and is available from the school office. Our Equality Scheme and Accessibility Plan is available from the school office.

How do we identify and give extra help to children and young people with SEND?

Class teachers either identify children from their lessons and observations or from pupil progress meetings with the Senior Leadership Team, which occur throughout the year. Children are also identified through detailed transition work within our school and previous settings.

After a child has been identified, the class teacher works with the SENDCo to see what the child's needs are and how we can support them. The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress, agree outcomes, and involve you and your child in this.

Click here to read it:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need. This will be at Parents Evening or a specifically arranged meeting about a child's learning.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by pupil profiles reviewed in line with parent evening meetings, using home/school diaries where necessary and scheduled phone calls.

For specific children, parents are involved in discussing appropriate alternative provision for their child. For specific children, parents are a part of the EHCP review process where they contribute their comments and ideas.

Children are involved in their SEND outcomes when they are reviewed three times a year. An adult works with them and asks them to reflect on their outcome. In all lessons there is reflection time for all children to reflect on their learning and progress. Success sharing is also an opportunity for children and parents to reflect on a term's learning prior to parents evening and they are invited in to look at the books and review what has worked well and what they would like to work on. SEND children are supported by school staff if parents are unable to attend these sessions.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by parent questionnaires, school council and feedback from parents and children.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. All children are included in trips, activities, plays and sporting events. All suitable provision is made to make the curriculum inclusive with appropriate and additional support. These may include additional adults, pre warning of activities, specialist roles in the activity or social stories. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan.

Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone. Resources such as visual timetables, task boards, now and next boards, word banks, number resources, writing frames, self-help prompts are used to help children become independent learners. All children, throughout the school are encouraged and supported to use the 'Learning to

Learn 'strategies to improve their learning.

The school offers many intervention programmes which offer support to help children catch up. These are usually delivered by a Teaching Assistant or teacher and are monitored by the SENDCo.

We use intervention programmes including:

- Early Talk Boost (Nursery- Language based intervention)
- Talk Boost (Reception and Key Stage 1 Language based intervention)
- Drawing and Talking (Emotional support)
- Communication Group- (ASC and Emotional support)
- Check in times/ Home school communications (Emotional support)
- Peer Mentors (Emotional support)
- Lexia Catch up sessions (Reading support based on the Lexia computer program)
- Project X Code Series (Reading, language and comprehension skills)
- Read, Write, Inc (Phonics, reading, language and comprehension skills)
- Over learning of Letters and Sounds- Phase 2-6 (Phonics skills)
- Catch up and Pre- teaching Maths labels based on children's needs from the class assessments and targets (Maths support)
- Catch up and Pre- teaching English (Reading and Writing) labels based on children's needs from the class assessments and targets (English support).
- Speech and Language groups throughout the school using advice from professionals. (Communication Skills)
- Individual provision developed to meet children with complex needs (Personalised timetables and holistic approaches)

What expertise can we offer?

Our SENDCO has undertaken the National SENCO Award training and has the support of the Vale Academy Trust's Inclusion team.

Staff have basic awareness level training in e.g. phonics, autism, children with specific needs and behaviour needs.

Teaching assistants are trained to support the particular needs of the children they work with.

Our home-school link workers are Mandy Richardson and Alison Winder

and can be contacted on 01235 527600.

We also have access to a range of specialist support services including;

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs – including Speech and language therapy, occupational therapy, autism support, language and communication support teachers.
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention Service
- Children's Social Care
- Special School Outreach Services- Kingfisher School and Northern House.
- Family Autism Support
- Be Free Young Carers- Support for young carers.

Information about these services and what they offer can be found on the Oxfordshire County Council SEND Local Offer web page:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our pupil tracking systems. Data is analysed termly and any concerns are followed up in pupil progress meetings with class teachers, the head teacher and key stage coordinators.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes on their pupil profiles by assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations for the individual's ability level. Children's progress in Maths and Reading is measured using our standardized termly assessments to analyze if the additional support has impacted on their overall attainment. Writing is measured using the end of year outcomes appropriate to each individual child's ability. The impact of social and emotional interventions are monitored using the Strengths and Difficulties questionnaire. This is tracked at the three formal assessment points throughout the year. The effectiveness is analysed and appropriate changes made to challenge the necessary children.

How are children and young people with SEND helped to access activities outside of the classroom?

Most support is provided in the classroom by the teacher and teaching assistant. Interventions take place throughout the school day either one to one and in small groups within in the classroom as much as possible. Interventions are short and concise to ensure children have access to the broad curriculum Thameside has to offer. If a child is not confident in the intervention activity, the intervention will be revisited on another day and the teacher informed.

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

The Local Offer also has information about activities, childcare and clubs for children with SEND.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

What do we do to support the wellbeing of children/young people with SEN?

We listen to the views of all the children through school council representatives in each year group, pupil questionnaires, home school link workers and daily conversations within the classroom. These views are then addressed in school council meetings, assemblies, pupil focus groups and in school policies. Children with SEND have the additional opportunity to share their views on their pupil profile and in some cases their Educational Health Care Plans.

Children who have Social and Emotional needs are supported in many ways. Within class if appropriate there are quiet areas for the children to either work or have some quiet time. Visual prompts and stories are available to support the children and designated check in times to discuss feelings with key staff members. All children have access to assemblies based on current topics, our PHSE curriculum and home school link workers. In specific cases, the school works with outside agencies such as CAMHS, Social Care and Young Carers to support children's emotional needs. Children with identified Emotional and Communication needs take part in a weekly social group within their year group.

All our lunchtime supervisors are also teaching assistants so there is a consistency between classroom and break times. The school behavior policy is clear of the different procedures inside and outside the classroom. [Link?](#)

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through assemblies, through PSHE lessons, listening and following up children's and parent's concerns. The Vale Academy Trust's Behaviour and Anti-Bullying Policy can be found on Thameside Primary School's website in the information section.

When the school has a Looked After Child (LAC) the school creates strong links between careers, social workers and the Virtual School. There are two PEP meetings a year to set targets and arrange suitable provision for the young person.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we offer extra visits, meeting with SENDCo and liaisons with previous schools or early years' settings.

When joining our school in the Early Years, staff and the SENDCo liaise with parents, previous settings and the EYSENITs to gather all the necessary information to make starting school or nursery successful. The appropriate staff complete a home visit to families and offer three taster sessions before the new term to welcome children and parents to our school.

Year 6 children transferring to local secondary schools have the chance to visit the school for 1-2 days. Representatives from secondary schools visit to talk with the

Children and teachers to gain information for a smooth transition. The SENDCo and Year 6 teachers liaise over the transfer procedure and where transfer is local; meetings are arranged between the appropriate staff. At all times of transition SEND information is gathered together and records transferred to the new teacher or school. Additional meetings and visits are arranged for those children who may need them.

Who to contact

If you are concerned about your child please contact their class teacher, and a meeting may then be arranged which may include the SENDCO, Home School Link Worker and Head teacher to discuss the concern.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the head teacher. You may also contact the Governing Body. Government publications regarding parents' rights are available in school. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Support Service, contact the Special Education Needs and Disability Information and Support Service and complete the referral form.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory and the Local Offer:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>