



**Thorns Community Infant School**  
***Successful, confident learners.***  
***Responsible, compassionate individuals***

**Thorns Community Infant School SEN Information Report 2022 - 23**

At the Park Hill Thorns Federation we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinators (SENCOs) are responsible for the operation of the Special Educational Needs policy and the coordination of specific provision made to support individual children with Special Educational Needs and Disability (SEND). They liaise with staff to monitor the children's progress and plan further interventions where progress is slower than expected. They have regular contact with a wide range of external agencies that are able to give more specialised advice. If parents have any concerns regarding SEND matters then please do not hesitate to contact them.

The Special Needs Co-ordinators are: Mrs Rachel Sheridan at Thorns and Miss Lizzy Biggs at Park Hill. They can be contacted by telephone, email or in person:  
Park Hill: 01926 855974 email: [admin2309@welearn365.com](mailto:admin2309@welearn365.com)  
Thorns: 01926 853875 email: [admin2307@welearn365.com](mailto:admin2307@welearn365.com)

We have developed the following questions which reflect parent's concerns and interests to enable them to make decisions about how best to support their child's needs and provide information about what families and children can expect from our two schools.

**1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Park Hill and Thorns, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or making limited progress
- A change in a child's behaviour or progress
- Concerns raised by a parent, carer or child
- Concerns raised by a teacher or teaching assistant
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Children may arrive at school with an EHCP (Education Health and Care Plan) and already have many of their needs clearly identified.

If you have concerns about your child then please talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO.

**2. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

- Specific intervention groups run throughout school. These are monitored by Miss Biggs / Mrs Sheridan and the impact of these is evaluated on a half termly basis. Current specific intervention programmes include: Phonics, Precision Teaching, MOVES Fine motor skills group, Nuffield Early Language Intervention (NELI), Talkabout Social skills group and Spelling interventions.
- Class teachers will detail the provision needed by children for their Communication, English, Maths, Other foundation subjects, Social, Emotional and Mental Health and Sensory and physical needs on a Personal Learning Plan. These are updated with parents every term.
- Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen / pencil grips or easy to use scissors.
- If a child needs further intervention or support then the SENCO may make a referral to an outside agency for assessment or support by a specialist teacher or TA.
- All additional provision is monitored and the impact of this evaluated by Miss Biggs and Mrs Sheridan to ensure it is effective.

### **3. HOW WILL I KNOW HOW MY CHILD IS DOING?**

- You will be able to discuss your child's progress at Parents' Evenings and will receive a yearly written report.
- Your child's class teacher will be available at the start or end of the school day and appointments can be made to speak in more detail to the class teacher or SENCO at any point in the year.
- You will be sent termly assessment information which will detail skills that your child has secured or begun to secure. If your child is working below age related expectations, you will still receive information which will instead detail their progress against clearly defined small steps in relevant areas.
- In addition to Parents' Evening, Personal Learning Plan review meetings with the teacher, parents and the child will be held termly to review provision and the SENCO will meet with parents annually to review outcomes.
- If your child works with an external agency then their input will be shared with parents, this could be through written feedback or through discussions with the SENCO.

### **HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

- The class teacher may suggest ways in which you can support your child. Mrs Sheridan or Miss Biggs may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour / emotional needs.
- Personal Learning Plans will detail support that can be done at home.
- If outside agencies or the Educational Psychologist have been involved then they may make suggestions which can be used at home.

### **4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

- The schools both offer pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns. Both SENCOs are trained to work with a range of agencies and will support wider family issues. Park Hill also employs a counsellor to support specific children and a Learning Mentor who runs nurture groups as well as supporting learning.
- If a pupil has medical needs then a detailed Care Plan is compiled with support from the school nurse in consultations with parents/carers. These are discussed with all staff who are involved with the pupil.  
Staff all receive Epipen training from the school nurse.

Where necessary, and in agreement with parents / carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

A number of staff have first aid training and there is a trained member of staff on site at all times.

#### **5. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Vulnerable learners service
- SEND supported
- Integrated Disability Service hearing and visual impairment team and physical difficulties team
- Occupational Therapy / Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Service
- EMTAS - language support for children newly arrived in the country
- School Nurse / Health
- Social Workers
- An Educational Psychologist is allocated to each school. He / She would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions already put in place for them by school staff. A joint planning meeting is held with the Educational Psychologist and SENCOs to make decisions about priorities regarding pupils.

#### **6. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way and different members of staff have received training related to different aspects of SEN.
- Specific training undertaken by staff includes: TEAM TEACH, Speech and Language training, Autism support training, Emotion Coaching and Sensory needs training
- The school also operates an internal training programme for staff including learning from each other.
- The school SENCOs regularly work with each other, the local Kenilworth cluster and the Local Authority to share good practice and new ideas.

#### **7. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents or create a risk assessment to ensure children can access rest stops or appropriate toilet facilities. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Procedures will be put in place to enable children to participate.

- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- We are pleased that many SEN children join after school clubs, learn musical instruments, go on residential trips and take part in other aspects of school life.

## **8. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

Our school has an accessibility policy and we are happy to discuss individual access requirements. Facilities we currently have include:

- ramps into school
- toilets adapted for some disabled users and a wet room at both sites
- wide doors in some parts of the buildings
- adapted access to the school field
- magnetic keypads and codes for entry

## **9. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING PARK HILL OR THORNS OR TRANSFERRING BETWEEN THE SCHOOLS OR TO A NEW SCHOOL?**

Many strategies are in place to enable children's transition to be as smooth as possible. These include:

- Discussions between the previous and receiving school
- Transition sessions where children spend time with their new class teacher with additional visits arranged for pupils who need extra time.
- meetings for parents / carers with either SENCO
- Liaison between the two SENCOs and with SENCOs from secondary schools and pre-schools
- Additional time for transition and additional visits to new schools
- Children moving from Thorns to Park Hill all have a buddy in Year 6 to help them settle in to their new school.

## **10. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- Additional provision may be allocated after discussion between the Class teacher and Senior Staff if a concern is raised during the year.
- Resources may include the deployment of staff depending on individual circumstances. This currently includes the deployment of additional support staff within classes to support children and specific staff at play and lunchtimes to support children. Some children also access the school's nurture provision at lunchtimes to receive further support which addresses their specific needs.
- Specific training is also bought from the budget and particular interventions and assessments from external agencies are purchased depending on need.

## **11. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- These decisions are made in consultation with class teacher, SENCO and the Senior Leadership Team. Decisions are based upon regular tracking of pupil progress and as a result of assessments by outside agencies.
- During their time at school, if further concerns are identified due to a child's lack of progress or wellbeing then additional interventions will be arranged.

## **12. HOW WILL PARENTS BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?**

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- Parents' evenings
- discussions with SENCOs and other professionals
- parental contributions to their child's Personal Learning plan

## **13. HOW ARE CHILDREN INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR THEIR EDUCATION?**

All children in school are encouraged to contribute and discuss their education and learning. This can be through:

- Class learning forums
- School Council
- Parent's Evenings
- Children's questionnaires
- Personal Learning Plan meetings (a meeting for children on the SEN register, their parents and staff who work with them)
- The SENCO also monitors children's views specifically through their termly monitoring - in the past this has included a group of children with SEN devising alternative ways to show that they need help in class, an idea that they then spread to other children in school.

## **14. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- We hope to have answered many queries but do not hesitate to contact the school if you have further questions.
- If parents were ever to be unhappy and wish to make a complaint then they should follow the school's complaint policy. We would encourage parents to speak to the class teacher in the first instance and then the SENCO so that we can resolve any problems as swiftly as possible.
- Parents can contact the SEND Information and Advice service:  
<https://www.kids.org.uk/warwickshire-sendiass-front-page>
- The Local Authority's Local Offer can be found here:  
<http://www.warwickshire.gov.uk/send>