



Thames View Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2024-25

Updated September 2024

(Additional and more detailed information about how Thames View Primary School supports pupils with SEND policy via the website or by contacting the school office

office@thameviewprimary.medway.sch.uk 01634 629080)

Contents

- Our school's approach to supporting pupils with SEND
- Catering for different kinds of SEND
- Key staff and expertise
- Identifying and assessing pupils with SEND
- Consulting with pupils and parents
- Involving key stakeholders
- Teaching approach and the curriculum
- Progress towards outcomes
- Inclusivity in activities
- Transition support
- Supporting emotional and social development
- Online Safety
- Evaluating Effectiveness
- Funding
- Local Offer
- Handling Complaints
- Named Contacts

Our school's approach to supporting pupils with SEND

Thames View Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

Our SEND policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of its SEND policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- The school will work with the LA, or equivalent, within the following principles, which underpin this policy:
 - The involvement of pupils and their parents in decision-making
 - The identification of pupils' needs
 - Collaboration between education, health and social care services to provide support
 - High quality provision to meet the needs of pupils with SEND
 - Greater choice and control for pupils and their parents over their support
 - Successful preparation for adulthood, including independent living and employment

The school will meet the core aims of its SEND Policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

The Graduated approach consists of 4 elements:

Assess, Plan, Do, Review

- Establishing a clear **assessment** of the pupil's needs.
- **Planning**, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the interventions, with the support of the SENCO.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.



Catering for different kinds of SEND

Cognition and learning

Pupils with learning difficulties may require support to access learning and to make progress. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Social, emotional and mental health

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour for Learning and Conduct Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory and/or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Key staff and expertise

Role	Name	Contact details
SENCO	Sophie Rouse (MAT LEAVE)	rouss026@thamesviewprimary.sch.uk

	Sue Chapman	schapman@thatrust.org.uk
Well-being Coordinator	Cindy Flynn	cflynn052@thamesviewprimary.sch.uk

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing School Based Plans (SBP) for EHCP children and sharing and reviewing these with parents at least once each term (3 times a year) and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Using provision map to record interventions and tracking Entry and Exit Data termly to monitor impact.

Inclusion Team

Our inclusion team are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.

Our SENCO excellent knowledge of how to support our children and their families and may also be able to signpost you to other services.

The SENCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Evaluating, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.
- Moderate class teacher's provision maps to record interventions and track Entry and Exit Data termly to monitor impact

Principal

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Local Academy Board (governors) is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.
- Quality assure provision maps with SENCO and in pupil progress meetings.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the SENCO to ensure ALL children are reaching their full potential.

Securing and deploying expertise

The school works closely with a range of professional colleagues including:

- Educational Psychologist

- CAMHs
- Speech and Language Therapist
- NHS Speech and Language
- Marlborough Outreach Team
- Occupational Health
- Occupational Therapist
- Specialist Support Services, including Hearing and Visually Impaired services
 - School Nursing Team
- Early Years advisors
- Young Carers
- Physiotherapy
- Paediatricians
- Early Help Team
- Virtual Schools for Looked After Children
- Other specialist professionals.

The structure of interventions is reviewed termly as is progress. The deployment of support staff within the school is reviewed regularly to ensure that pupils are supported effectively.

Equipment and facilities

A range of standard equipment such as:

- Pencil grips
- Writing slopes
- Sit 'n; move cushions
- Lap weights
- Shoulder weights
- Chewies
- Sensory circuit equipment
- Coloured overlays
- Reading Rulers
- Talking Tins is deployed by need and a supply are usually available so limit any delays.
- There are a limited number of laptops specifically available for pupils with SEND and these are deployed according to need.
- Specific programmes such as Clicker 8 have been rolled out across the school and can be accessed via any pupil laptop.
- Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We use intervention spaces, pictures, objects, visual timetables and equipment such as countdown timers for pupils who need it.

- We use pre-teaching and precision teaching to support with learning new vocabulary and concepts, as well as to support accelerated progress.
- We work closely with the Marlborough Outreach Team (ASD) to ensure that our school supports pupils with ASD.
- We offer a range of sensory circuits and support
- If specific equipment is identified as being needed to support a need, all reasonable efforts are made to source it.

Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

Where pupils have an identified special educational need or disability (SEND) before they join our school, we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of a pupil. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

If parents believe that their child has a special educational need, we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy or Occupational Therapy. We will always share the findings with parents and, in consultation, plan the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is the best way to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment. We will assess their understanding of what they are learning in school and, if appropriate, use on-going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning.

If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Additional Educational Needs Leader (Mrs

Chapman) and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

With the support of the Senior Leadership team (SLT), classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

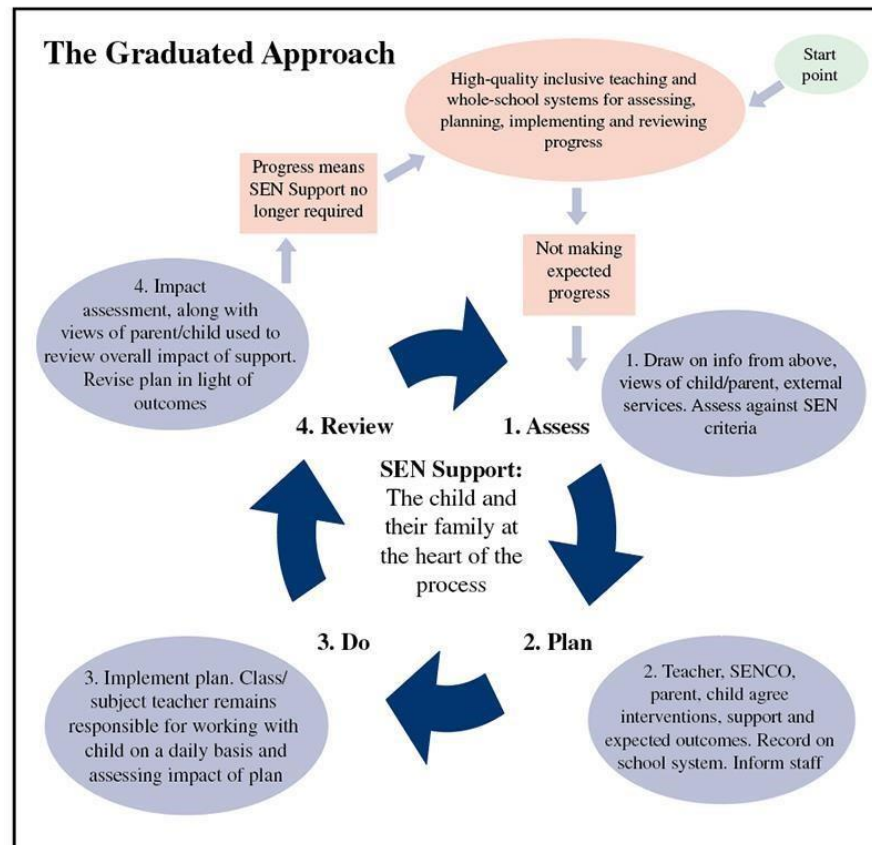
Consulting with pupils and parents

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home. We take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

- Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Head of School and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- Parents will always be formally notified when the school provides their child with SEND support.
- Decisions on whether the school will commission added provisions will be discussed thoroughly with the Local Authority, parents and, when appropriate, the pupil involved.
- Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:
 - Focus on the pupil as an individual, not allowing their SEND to become a label.
 - Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
 - Highlight the pupil's strengths and capabilities.

- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.



- The class teacher, supported by the SENCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.
- We have an open door policy which means that staff can be contacted to address concerns and celebrate successes. Appointments can be booked with teachers or the SENCO when a more in depth discussion is required. In order to give these discussions the time they need, please send in a note via your child's contact book, or email or call the office and ask for an appointment.

Involving key stakeholders

- The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other

opportunities, such as securing employment and living as independently as possible.

- The school will work closely with local education, health and social care services to ensure pupils get the right support.
- The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:
 - Population and demographic data.
 - Prevalence data for different kinds of SEND among children and young people at the national level.
 - Numbers of local children with EHC plans and their main needs.
 - The numbers and types of settings locally that work with or educate pupils with SEND.
 - An analysis of local challenges or sources of health inequalities.
- The Data Protection Policy will be adhered to at all times.
- The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
 - Improved educational progress and outcomes for pupils with SEND.
 - Increasing the identification of pupils with SEND prior to school entry.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Teaching and the curriculum (please see also the section on Key Staff and responsibilities as well as the next section on outcomes)

- Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.
- Our curriculum aims to bring learning to life and, wherever possible, enables the child to experience and be a part of their learning.
- We are an inclusive school. Wherever possible children are taught alongside their peers with differentiated resources and appropriate support to enable them to be successful. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

- When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.
- We use class and personal visual or object timelines to help children to understand what activity is coming next.
- We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- In younger year groups, parents/carers have the opportunity to join with their children's learning in our parent workshops.
- We use homework to repeat and practise activities that are new and present challenges to a pupil. Often, this could be in using the skill in a practical and meaningful way. If parents have any concerns about homework or wish to seek advice on how best to support their child at home, we advise them to contact their child's class teacher.
- We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

Progress towards Outcomes

Within school, teachers assess the children's progress half termly, this data is discussed with the Senior Leadership Team so that strategies can be put in place to intervene early and support your child.

We use these meetings to discuss a child's progress and attainment and gather theirs and their parent's views. This will help formulate next steps to support a child's progress.

We work with the Medway SEND team and parents to complete annual reviews of EHC plans as per statutory requirements.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

We set challenging targets for all children, from their starting points, based on nationally agreed guidelines on progress.

Our marking of children's work informs our planning and we identify next steps for all of our children.

Inclusivity in Activities

Our pupils with SEND are given the same opportunities as their peers, with differentiation and support being used to enable them to access the curriculum and activities where required.

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of staff at all times.

We have playground buddies in the playground and children can approach any adult if they have any concerns. School welcomes parents to share any concerns that they may have, however big or small.

We have a lunch club and a library club to provide support and quite spaces during this busy time.

We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

Transition Support

Children who join us in our Reception class are welcomed into our school community with a personal home visit by their teachers. A series of parent and child taster sessions follows in preparation for their start at school.

Reception teachers visit and contact pre-schools, nurseries and childminders to gather information to develop a support package for children with SEND when they make the transition from their nursery or pre-school setting to our Reception classes. This helps to enable a smooth and supportive start for a child.

Transition from Reception into Year 1, and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class so all pupils have a familiar face to greet them, and have been prepared for the new academic year.

Where we believe that pupils will need enhanced transition to support their move to the next year group, class teachers contact parents to introduce themselves and to discuss the support that is being provided.

As a child makes the transition to Secondary school, we contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and, through dialogue with parents and the child, set up appropriate transition visits to support a smooth transition.

We work closely with Outreach workers and other professionals to provide enhanced transition support both within school and to new settings.

Supporting Emotional and Social Development

Thames View Primary School recognises that pupils with SEND may be more vulnerable to experiencing difficulties with their emotional health and social interactions. The school has implemented a Social, Emotional and Mental Health (SEMH) Policy. They will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups have been implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Individual Healthcare Plan (IHP) - all schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals or through working closely with outside professionals e.g. CAMHs or the school nursing team.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Online Safety

As pupils with SEND can be more vulnerable than their peers when taking part in online activities, online safety for pupils with SEND is detailed in our E-Safety policy.

Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils. Schools receive funding for all pupils with special educational needs and we use this to provide what pupils need (including equipment).

The local authority may top-up funding for pupils with a high level of need. If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, additional funding may be allocated following an application from school.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Local Offer

In developing and reviewing the Local Offer, the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon-free. It is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised.
- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, the information will be up-to-date.

The Medway Local Offer can be accessed here:

<https://www.medway.gov.uk/localoffer>

Handling complaints

As a school, we are committed to working with families to ensure the best support possible for all of our pupils whatever their need. We believe that good communication is central to achieving this. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.

- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

Procedure

- If you are dissatisfied or unhappy with the support that your child is receiving for their additional needs, our first point of contact is always to speak to the class teacher about this.
- If this does not resolve the issue, please contact the Head of School to discuss the issue further.
- If you are still unhappy with the support and outcomes, please follow our complaints procedure which can be accessed [here](#)

Named Contacts

Leanna Rogers	Head of School	lrogers@thatrust.org.uk
Sophie Rouse	SENCO	rouss026@thamesviewprimary.sch.uk
Sue Chapman	SENCO	schapman@thatrust.org.uk
Cindy Flynn	Well Being Coordinator	cflynn052@thamesviewprimary.sch.uk
Medway SENDIAS	Support for families of children with SEND	https://www.family-action.org.uk/whatwe-do/children-families/send/medwaysendias/