

# Thornhill Primary School – SEN Information



## Report

Link to SEND Policy  
<http://www.thornhillprimary.org.uk/information/policies/>

Link to Local Offer Website  
[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

Thornhill Primary School is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and/or disabilities (SEND).

### Our Provision:

We provide our children with a balanced, creative curriculum. We make sure that children can access the curriculum by differentiated planning within quality first teaching. We then provide interventions that match children's needs including: Learning Support Programmes, Phonics sessions, Talking Partners, Motor skills groups, EALIP and Talk Boost. We also provide 1:1 support for children who require additional support in the classroom.

Additional information about our provision, how we monitor the effectiveness of interventions and assess needs can be found in our policy.



### Who to contact?

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We aim to provide provision for children who have various needs including children with:

- Communication and Interaction Needs (Autistic Spectrum Condition and Speech, Language and Communication Needs)
- Cognition and Learning Needs (Moderate or specific learning needs)
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs (Hearing, Visual and Multi-Sensory Impairment needs)
- Physical and Medical Needs



### Transition Arrangements:

We provide early transition for all children 2 weeks early before the summer holiday. Children with special educational needs and/or disabilities (SEND) also take part in early transition with extra visits to new classes where appropriate. When children are transferring to Comprehensive schools, children start transition at the beginning of year six with extra visits to the schools. They become familiar with staff from the school as they are regularly at our school.

### How do we identify children with special educational needs and/or disabilities (SEND)?

Children who are SEND have an educational need where their progress is:

- Significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- A need to make additional progress with wider development or social needs

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

### Involvement of other bodies:

We work alongside many other agencies, depending on needs, including:

- Educational Psychologist
- Learning Support Service
- Autism Communication Team
- Speech and Language Therapy
- Visual Impairment Team
- Hearing Impairment Team
- Safeguarding Team
- Rotherham Enhanced Action for Dyslexia
- Other services when appropriate

### Looked After Children with SEN:

Children who are Looked After Children with a special education need will receive interventions, additional support and appropriate involvement of other bodies where appropriate. The designated Looked After Child Teacher will liaise with the SENDCo, agencies currently involved and carers to discuss progress and monitor learning.

### **Complaints:**

Thornhill Primary School seeks to promote cooperation between parents and multi-agency professionals to enable children to achieve their full potential.

If parents need to complain, they can be discussed with the class teacher, special educational needs and/or disabilities coordinator and then the special educational needs and/or disabilities (SEND) governor (Vicky Whitehead) through appointment or in writing. They can then discuss concerns with the local authority.

### **Parental Involvement:**

Parents are welcomed into our school and their views are valued. At Thornhill Primary School parents are regarded as active partners, especially when their child has a special educational need and/or disabilities.

Parents of children with SEN and/or disabilities will be fully consulted and have the opportunity to be involved in all aspects of their children's education. This may be through formal and/or informal contact with the school. School will meet parents at least 3 times each year where the class teacher, SENDCo and any other professionals involved will talk regularly to set outcomes, review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, pupil and the school.

### **Pupil Voice:**

At Thornhill Primary School we are developing way in which we can give children a voice with regards to their learning. We want to allow children to share their views about their strengths and weaknesses and school, how they view the support they are getting and what they think they would benefit from.

We want to have children's views for Learning Support Service reviews and Special Educational Need reviews, which happen termly.



### **Training and securing expertise of staff:**

We provide staff with training that is relevant to the current needs of the school, whether this is from the learning support service, hearing impaired or other services.

Teaching assistants are provided with training that will enable them to deliver interventions. We have teaching assistants who have been trained to deliver learning support programmes, talk boost, 1<sup>st</sup> class@ number and speech and language.

We have a qualified teacher who delivers reading recovery. The SENDCo and assistant SENDCo have completed the Post-Graduate Certificate in Special Educational Needs Coordination and they regularly attend SENDCo learning community and network meetings.

### **Data:**

We are continuing to use the graduated response to SEN and the 3 different levels of SEN. We are calling children who are lower than average and struggling with progress School Action. Children who need additional support through Wave 3 interventions are School Action Support.

Children currently on the SEN register at School Action = 42  
School Action Support = 9  
Education Health Care Plan = 2

### **Admission Arrangements:**

Pupils are admitted to the school according to the admissions criteria detailed in the School Prospectus, regardless of ability/disability. All admission decisions are taken with full regard to the SEN Code of Practice 2014. As well as Rotherham's admissions policy [http://www.thornhillprimary.org.uk/wp-content/uploads/2012/10/Co\\_ordinated\\_scheme\\_for\\_Primary\\_Schools\\_2015\\_20161.pdf](http://www.thornhillprimary.org.uk/wp-content/uploads/2012/10/Co_ordinated_scheme_for_Primary_Schools_2015_20161.pdf)

### **Access Facilities:**

Children have full access to the school grounds. The school's accessibility policy and plan can be found on our website. <http://www.thornhillprimary.org.uk/>

