

Thorney Island Primary School – Local Offer/Information Report

Special Educational Needs Regulations

Mission Statement: to excite, challenge and support all learners to progress, make a positive contribution and achieve their potential.

At Thorney Island School, we are committed to offering an inclusive curriculum to ensure the best progress for all groups of pupils regardless of need or ability. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. This additional provision may be used to support individuals or groups of children.

Children may encounter barriers to learning in the form of a specific learning difficulty such as Dyslexia, a Speech and Language Disorder, Autistic Spectrum Disorders or an emotional/ behavioural difficulty.

“Diversity is celebrated and embraced and, as a result, this is a highly inclusive school.” (Ofsted, February 2018)

“Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities make similar rates of progress to their peers.” (Ofsted, February 2018)

“Pupils are proud to attend this inclusive and harmonious school.” (Ofsted, June 2023)

“Support for pupils with special educational needs and/or disabilities (SEND) is effective. Leaders have developed systems to help teachers identify if a pupil may have SEND. They guide teachers on how to adapt their teaching to meet the needs of pupils with SEND. Leaders work closely with other professionals to gain the right advice for supporting pupils, for example in speech and language. All staff are supported well to adapt learning to meet pupils’ needs effectively. Consequently, these pupils achieve well alongside their peers in class.” (Ofsted, June 2023)

	People	Responsibilities
Who are the best people to talk to in school about my child's difficulties with learning/ disability/ behaviour?	Class teacher	<p>They are responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's needs. Checking on your child's progress. Identifying, planning and delivering any additional help your child may need and discussing this with the school's SENCo (Mrs Jenny Jones) Updating Individual Provision Maps and sharing and reviewing these with you. Producing and reviewing Class Provision maps to show extra provision in place in all classes.
	Mrs Jenny Jones, the Special Educational Needs Coordinator (SENCo)	<p>She is responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with Special Educational Needs (SEN) and/or disabilities, and monitoring that all children get consistent, high-quality support that meets their needs. Ensuring that you, as parents, are involved in your child's learning, kept informed about the support they are receiving and are involved in reviewing how they are doing. Liaising with outside agencies that may be coming into school to help support your child's learning <i>e.g. Speech and Language Therapist, Educational Psychologist</i>. Updating the records of your child's progress and needs. Providing specialist support for teachers and support staff in the school. Supporting your child's teacher to write their Individual Provision Map that specify targets to be achieved.
	Mrs Tracie Bangert SEN Governor	<p>Along with the rest of the governing body, she is responsible for:</p> <ul style="list-style-type: none"> Ensuring the school has up to date SEN Regulations. Ensuring the school has appropriate provision and has made the necessary adaptations to meet the needs of the children within the school.

How does the school know if children need extra help?	<ul style="list-style-type: none"> Concerns are raised by parents/carers, teachers, TAs, the child's previous school, other professionals or the child themselves. There is a lack of progress identified through regular assessment and monitoring. There is a change in the pupil's behaviour/ attitude. Screening carried out by the SENCO highlights an area of need. 		
	Types of support provided.	What this would mean to your child?	Who can get this support?
How will the school support my child?	Class teacher input via good/outstanding classroom teaching. Quality First Teaching and Ordinarily Available Inclusive Practice.	<ul style="list-style-type: none"> The class teacher will have high expectations. Teaching is based on what your child already knows (differentiated/adapted) Putting in place different ways of teaching so your child is involved in learning; e.g. using resources to make learning more practical. Clear routines/targets Clear whole school routines /rewards 	All children in school.
How will the curriculum be matched to my child's needs? How is the decision made about how much support my	Specific small group / individual work. This group could be: <ul style="list-style-type: none"> Run in or out of the classroom. Run by a teacher, the SENCO, HLTA or TA. 	<ul style="list-style-type: none"> Progress checks will have identified a gap in your child's learning/understanding; therefore, some extra support is needed to close the gap between your child and their peers. The class teacher or SENCo will plan group sessions for your child with targets to help your child make more progress. These will generally run for ½ a term and will be reviewed regularly. A Teaching Assistant who has been given specialised training could deliver a recommended programme <i>e.g. Precision Teaching</i>. 	Any child/group of children who have been identified with gaps in their learning. They may be entered onto the SEN Register as School Support .

child receives?	Specialist groups planned by outside agencies. <i>E.g. Speech and Language Therapist or Educational Psychologist, Occupational Therapy.</i>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input, referrals may be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be contacted by the school to discuss your child's progress and to help plan possible ways forward. • You will be asked to give your permission for the school to refer to an outside agency <i>e.g. Speech and Language Therapist or Educational Psychologist.</i> • The specialist professional will work with your child and make recommendations that will help the school and yourself understand your child's particular needs better. 	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups. They will be entered onto the SEN Register as School Support.
	Types of support provided.	What this would mean to your child?	Who can get this support?
	Specified Individual Support of 22.5 hours or more. This is usually provided by an Education Health and Care Plan (EHCP).	<ul style="list-style-type: none"> • The school or parents can request that the local authority carry out an Education, Health and Care Needs Assessment (EHCNA) of your child's needs if they meet a certain threshold of need. • This is a legal process and you can find more details in the West Sussex Local Offer or by asking Mrs Jones. • This is a high level of support so outside agencies will be asked to contribute a report outlining your child's needs. The Local Authority will then decide whether your child 	Children whose learning needs; - Are severe and complex. - Need more than 22.5 hours

		<p>needs an EHC Plan. If they decide against an EHCP, a meeting will be arranged in school to decide a plan for the next steps to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • If an EHCP is agreed, it will outline the support your child will receive and the strategies that should be used. 	of support in school.
How does the school monitor the progress my child is making?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher and school's SENCo. • His/Her progress is formally reviewed every term. This is analysed by the Headteacher, English and Mathematics Coordinators, as well as the SENCo. • Intervention programmes are reviewed at the end of every half term to check they are having the desired effect on progress. • Individual Provision Maps are reviewed at least three times a year. 		
How will I know how my child is doing?	<ul style="list-style-type: none"> • Parents Evenings are held every term. • Parents receive two reports a year. • Individual Provision Maps are reviewed three times a year. Targets are set by the class teacher. Parents and pupils are encouraged to contribute their input. • Ask for an appointment to see either the class teacher or Mrs Jones (SENCo). 		
How will the school help me to support my child's learning? How will I be involved?	<ul style="list-style-type: none"> • Class letters are sent home at the beginning of every half term. These will include ideas of how you can support your child. • Class meetings are held every term where you are invited to find out about your child's learning journey. • We would like to meet with you at least once a term so we know how they are doing at home so we can ensure we are doing similar things to support them and are sharing what works well. • Your child's class teacher or Mrs Jones (SENCo) will meet with you to discuss ideas of how to support your child's learning or behavioural needs. A parental questionnaire may be filled in with you. • If outside agencies have been involved, suggestions and programmes are normally provided that can be used at home. • Appointments with the SENCo can be made. 		

<p>What support will there be for my child's wellbeing?</p>	<ul style="list-style-type: none"> • Members of staff such as the class teacher, teaching assistants, SENCo and Headteacher are readily available for pupils who wish to discuss issues and concerns. • Nurture sessions are also available to children who need this support with emotions throughout the school as well as a lunchtime group open to children from military families. • Pupils who find lunchtimes difficult are encouraged to join in without outside games with older pupils. Fun games and activities are sometimes set up by older children to help pupils with social skills and to form friendships. • There is a 'Friendship Bench' located in the playground where children can go if they would like another child to come and play with them. • Children have the opportunity to talk to a trained Emotional Literacy TA as required. • Drawing and Talking therapy is delivered to specific individuals/groups by a trained teacher. • A robust PSHE Curriculum has been established. <p><u>Children with Medical Needs</u></p> <ul style="list-style-type: none"> • There are currently several staff who have completed anaphylaxis training, as well as Diabetes, Asthma, Deaf Awareness and Epilepsy. • Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both the child and staff member. • When a child has an allergy, a referral is made to the school nursing service who will draw up a Care Plan. Their photograph is taken and displayed in both the office and staff room.
<p>What specialist services/ expertise are available at or accessed by the school?</p>	
<ul style="list-style-type: none"> • Educational Psychologist (EP) • Learning & Behaviour Advisory Team • Autism & Social Communication Team 	<ul style="list-style-type: none"> • Occupational Therapy • Child Development Centre (CDC – Paediatrician) • Child and Adolescents Mental Health Service (CAMHS)

<ul style="list-style-type: none"> • Speech and Language Therapist • Early Help/Social Services • School Nursing Team • Ethnic Minority Achievement team (EMAT) 	<ul style="list-style-type: none"> • Physiotherapy Service • Diabetes/Epilepsy Nurses • Sensory Support Team
<p>An Educational Psychologist is allocated for Thorney Island School. She will normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. An EP holds an annual conversation with the SENCo to discuss specific children or sometimes whole school issues.</p> <p>A Speech and Language Therapist is allocated for Thorney Island School. They can carry out speech screen checks to assess the production of sounds. Depending on the age of the child, this may occasionally result in a referral for Speech and Language Therapy in Chichester. They can also assess the language children understand and provide programmes / resources for us to use at school.</p>	
<p>What training have the staff supporting children with SEN had?</p>	<p>Staff have accessed the following training either 'in-house' or from outside agencies:</p> <ul style="list-style-type: none"> • Speech and Language training courses – Robust Vocabulary, Communication Friendly Classroom, Core TA Training, Speech Sounds • Emotional Literacy • Dyslexia Friendly Classroom • Supporting Dyslexia • Team Teach • ASD and Behaviour • Lego-Based Therapy • Early Help Plans • Supporting reading, writing and spelling in KS1 and KS2 • Calm Children training • Domestic Abuse Awareness

	<ul style="list-style-type: none"> • Handwriting Support • Circle of Friends • Developmental Trauma • Strategy Toolbox for Good Mental Health in Schools • Understanding Attachment Disorders and How to Help • De-escalation and challenging behaviours • Drawing and Talking Therapy • Diabetes Training • Epilepsy Training • We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. • Training can be accessed through NOVIO at Novio Support – Supporting children of ages 0 to 25 with SEND which is a setting-to-setting network or through the West Sussex Services for Schools. Support is provided through staff training and development and by sharing information and advice.
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Activities and school trips are available to all. • Risk assessments are carried out and procedures put into place to enable all children to participate. • If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
How accessible is the school environment?	<ul style="list-style-type: none"> • Our school has an Accessibility Plan which is reviewed regularly and can be viewed on the school website. • The school is on one level. • There is ramped / level access to 5 classrooms and 4 other entry points within the school. • There is a toilet adapted for disabled users. • There are wide (double) doors in some parts of the building.

<p>How will the school prepare and support my child when arriving or transferring to a new school?</p>	<ul style="list-style-type: none"> • We understand that moving schools can be a very stressful time; therefore, many strategies are put into place to enable the pupil's transition to be as smooth as possible. These include; • Ensuring every child starting our school has a named peg and drawer on their first day. • Face to face or telephone discussions with the previous / next school's SENCo/staff prior to joining/ leaving. • Additional visits are made for pupils who require extra time at their new school. Photographs may be taken and a personal book can be made to aid transition. • Staff can run a transition Emotional Literacy group for children in Year 6 when needed. • Secondary School Staff visit prior to transition to secondary school to meet the class teacher and the pupils.
<p>How are the school's resources allocated and matched to children's educational needs?</p>	<ul style="list-style-type: none"> • The SEN Budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual's needs. • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings. • Pupil Premium Payments are used to support pupil's learning and wellbeing.
<p>What to do if I have a complaint</p>	<p>We hope that we can work with all children and parents at our school successfully and that we provide provisions for children on the SEND register which help them reach their full potential. If there should be a concern in relation to our SEND provision, the process outlined in the school's complaints policy can be followed, which is accessible from the school website or school office.</p>

For further information about events or services available in the area for children with additional needs or special educational needs and/or disabilities (SEND) and their families please look on the **West Sussex Local Offer** website [Local Offer - West Sussex County Council](#)

The **West Sussex SEND Information, Advice and Support Service** (WS SEND IAS) also provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disability. [West Sussex SENDIAS Service](#)