



VENN

THORPEPARK

SEND OFFER

SEND Offer

Thorpepark Academy is committed to meeting the needs of all children including those with special educational needs and disabilities (SEND). We believe that every child deserves and is entitled to an education that enables them to achieve the best outcomes and develop as an individual.

Teachers and support staff are responsible for ensuring children with Special Educational Needs or a disability receive the appropriate support and provision to ensure they achieve their full potential. We believe strongly that we will do everything possible to meet the needs of child with Special Educational Needs and/or a disability. This offer and the supporting Accessibility Plan meets the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

About this information

The purpose of this report is to explain to all stakeholders how we, as a school, will provide for children with Special Educational Needs or a disability. We will review and update this information regularly to reflect changes and feedback from staff, parents and governors.

If you need any more information please see our SEND Policy or contact the schools' SENDCo – Vikki Eggleton on 01482 854632.

The governor responsible for SEND is Mrs Sheila Wallace-Marshall and Mr Paul Lum.

Date agreed by governors

Review due June 2021

1. Special Educational Needs and/or Disabilities for which Provision is made

Thorpepark Academy ensures provision is available for the following groups of children with SEND as outlined in the new Code of Practice:

- **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and learning**, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD), including dyslexia.
- **Social, Emotional and Mental Health difficulties**, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.
- **Sensory and/or Physical needs**, including a range of physical (PD) as well as Hearing Impairment (HI, visual impairment (VI) and multi-sensory impairment (MSI)

2. Policies for the identification and assessment of children with Special Educational Needs and/or disability (SEND)

At Thorpepark, staff are aware of the importance of recognising children with a special educational need or disability, as soon as possible in order to adapt the provision and learning experiences, for that child. The school ensures all pupils are treated equally with clear plans in place to meet their needs. The school has measures in place to ensure all children are making progress through monitoring and assessment procedures, including pupil progress reviews. This plan describes the manner in which the school improves the physical environment for the purpose of increasing the extent to which pupils disabled pupils participate in the school's curriculum. In addition, how the school delivers information to disabled pupils that is readily available to pupils who are not disabled.

The Accessibility Policy clearly defines the steps the school takes to prevent pupils with special educational needs and/or disabilities from being treated less favourably and outlines the facilities to help disabled pupils to access the school. The information in the accessibility plan has been prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010.

Teachers complete a cause for concern form which is then given to the SENDCO. This form clearly outlines any concerns from the teacher, parent and notes made during observations by the SENDCO and includes action to take place. Once the SENDCO has liaised with the teacher it is then decided what level of support would be the most appropriate for the child. Referrals are made where appropriate to external agencies and graduated support plans are put in place where additional support is required.

Assessments of the children are made 5 times a year (twice in the autumn term, twice in the spring term and once at the end of the summer term). These are tracked and progress reports are monitored closely. This provides us with a detailed report to monitor progress and identify potential areas for concern. Pupil progress meetings are held termly to discuss progress and any interventions and support that needs to be put in place for individual pupils.

Children on the SEND register who are significantly behind age related expectations are assessed using the Venn Steps. These are specific, measurable, attainable, relevant and timely (SMART) targets which are used to track small steps of progress. These are assessed 5 times a year and progress is monitored carefully in pupil progress meetings. Targets are set and reviewed using a graduated response following the "assess, plan, do and review process" from the SEND Code of Practice (September 2014)

3. What are the school's policies for making provision for children with special educational needs and/or disability (SEND), whether or not children have Education Health and Care Plans?

The majority of the children on the SEND register have their needs met using quality first teaching and differentiation within the classroom. In most cases this is fulfilled by the teachers by differentiating learning and adapting their planning to ensure that it incorporates opportunities to meet the learning styles of the individuals. A range of interventions are also used within the school to provide an individual personalised learning session for the pupils.

If a child is identified as having a special educational need their teacher will develop a graduated response plan based on everything that they know about the child. This is shared with the parents, SENDCO and any adult that will be supporting that pupil.

We use a SMART target approach to setting individual targets for pupils that are on the SEND register. These are small, achievable, measurable, realistic targets which aim to move the children forward in their learning. This is identified within the classroom and during personalised learning sessions when appropriate.

The school follows the; assess, plan, do and review process that is explained in the Code of Practice 2014. We use a graduated response document that outlines the targets based on the assessment that has been made by the teacher. This is then shared with the parents and then it is reviewed half termly or sooner.

An application for statutory assessment for an EHCP is based on the graduated response plans, a support plan, the advice from other professionals and the class teacher. This would be based on the pupils making insufficient progress. An EHCP is issued by the local authority and is a legal document for the school to adhere to. It includes long and short-term outcomes that the school must work towards, these targets are decided at meetings by the professionals.

4. How does the school evaluate the effectiveness of its provision for SEND?

The teaching within the school is regularly monitored and reviewed by the SLT in order to ensure the quality of teaching and learning is highly effective. The progress made by the children is a crucial factor in evaluating the effectiveness of the SEND provision. Where external agencies and professionals are involved with a child, regular visits and evaluations are provided to inform the progress made. SEND provision and supported is adapted and evaluated to ensure that the correct approach is being used to support the child. Interventions and graduated response plans are updated termly or sooner if required. The teachers work with the SENDCO, parents and the pupil to make sure any SEND support is adapted and is effective.

Governors are involved in the quality of SEND provision. SEND is reported to Governors termly which outlines the progress made by SEND pupils and any evaluations of teaching and quality of provision.

5. What are the school's arrangements for assessing and reviewing the progress of the children with SEND?

The children are monitored through a whole school approach using beginning, developing and secure in their age-related expectations. Teachers submit data using otrack on a half termly basis which is analysed by the assessment co-ordinator, teachers and SENDCO.

In addition, the children that have specific learning difficulties and are working significantly behind their chronological age are monitored using SMART targets and the assessment steps. The progress is monitored on a half-termly basis and additional support is tracked.

Through half termly progress meetings including the class teacher, assessment coordinator and SENDCO all pupils are discussed to ensure all pupils are making expected or better progress. Parents are invited to termly review mornings to discuss their child's progress with a member of staff. Parents are also invited to optional meetings with the SENDCO to discuss the provision and needs for their child. The review of targets and any new targets are discussed with parents during these meetings and parents are given the opportunity to make comments on the provision and support their child is

receiving. The SENDCO is responsible for moderating all assessment judgement for SEND pupils and the provision that is available to the children.

The teacher is responsible for all children within their class. Therefore, reviews are completed by the teacher with support from the support staff that has been working with the pupil during intervention time or any other agencies involved with the pupil.

A child with an EHCP has an annual review to discuss the outcomes from the current EHCP and agree new outcomes for the following year. Parents and professionals involved in the support for the pupil are invited to the meetings.

Thorpepark will be implementing the engagement model from September 2020. The engagement model is an assessment tool that helps in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. The engagement model replaces the use of p-scales.

6. What is our approach for teaching SEND children?

The school supports all pupils to achieve irrespective of their special educational need and/or disability, ensuring all pupils access the school's curriculum. It is expected that all teachers will tailor their teaching to suit the needs of all the pupils in their class and will implement strategies and approaches suggested from other professionals and the SENDCO.

The school believes in an inclusive education and all pupils with special educational need and/or disability are supported within the classroom by other peers and adults. The information from pupil progress meetings are used to plan learning that is challenging but builds on previous learning.

All SEND pupils are involved in additional intervention sessions at least once a week with a teaching assistant. This is evidence in separate IEP books and evaluated using our assessment steps system. We are aware of the need to avoid the over reliance of individual support for children as this can prevent the pupils becoming independent learners.

Pupils that are identified as significantly behind age related expectations are assessed using the graduated response and termly SMART targets are set. These are monitored by the SENDCO termly and discussed during pupil progress meetings with the class teachers.

7. How does the school adapt the curriculum and learning environment for children with SEND?

We work closely with professionals and external agencies to recognise the needs of disabled children and young people before they start the school. This is reviewed regularly throughout the duration the child is at the school to ensure that the correct equipment is used as the child moves through the school. Reasonable adaptations are made to the curriculum and learning environment to ensure that children with SEND are not disadvantaged compared with their peers.

Teachers are supported by the SENDCO to differentiate the curriculum to suit the needs of the SEND children. They are also involved in meetings with external agencies who give advice and future targets for particular children.

8. What additional support for learning is available to children with SEND?

All equipment and resources are assessed on an individual basis. This is dependent upon the nature of the need, funding may be provided by the school or requested from other agencies. Specialist equipment can be provided or advised by external agencies e.g. IPaSS after assessments.

The school follows a 3-wave process of support for children with SEND. Wave 1 is available to all children and includes quality first teaching which is intended to take into account the learning needs of all the children within the classroom. This includes differentiating work and adapting the learning environment to suit the needs. Wave 2 is specific targeted interventions which supports the children to make accelerated progress to enable them to achieve the age-related expectations. Wave 2 can be an individual intervention however is generally targeted at a group of children. Wave 3 is an individually

tailored intervention used to support the pupils in making accelerated progress. This may include a specialist intervention.

9. What extra-curricular activities are available for SEND children?

Thorpepark has a wide range of extra-curricular activities available to all pupils at no extra cost. There is currently a breakfast club in a morning, a range of lunchtime clubs providing a range of activities for all children and afterschool clubs. If it is agreed that attending these clubs will support the child to meet agreed outcomes it will be encouraged that a child attends.

Support is available at lunch times to support children who find unstructured time difficult to manage. Children who have been identified as requiring extra support may attend an ASD lego therapy group weekly which is led by a trained member of support staff. Interventions such as AQA pre entry awards, friendship groups, Numicon and EALIP are available to children in afternoon sessions. Further support groups and sessions are allocated as required or advised by agencies e.g. speech and language groups, friendship groups.

The needs of SEND pupils are considered when arranging any educational visit. We endeavour to include all the children and where necessary the parents of the children with SEND. The benefits and risks of pupils with SEND attending educational visits off site are evaluated to meet the needs of the children.

10. What support is available for improving the emotional and social development of children with SEND?

We use restorative approaches in school and encourage our children to make the right choices throughout the day and to be responsible for their actions. Policies on behaviour and bullying set out the responsibilities of everyone within the school. The policies also outline clear procedures, protocols and processes that enable staff to identify any social, emotional and mental health difficulties. Where children have more complex problems we provide these children with interventions such as:

ELSA – Emotional Literacy Support

Individual behaviour plans which are discussed with the children to give them strategies to manage their feelings and emotions. Behaviour plans are also shared with parents. We encourage children to follow the school rules using positive behaviour charts, good day notes and rewards.

Small group sessions that promote positive behaviour, social interaction and friendship groups.

1 to 1 counselling provided by external agencies.

Calm down zones for children to ensure that they are calm and ready to work before entering into a classroom. Euler room is a calming environment for children to go to when they feel emotional but is also used for interventions and emotional well-being work. The sensory room and space room are used as safe zones and calming areas for children that need additional provision. They provide a range of resources and equipment depending on their sensory needs.

An emotional, wellbeing and behaviour officer supports emotional and social development by taking small groups or children individually on a 1:1 basis.

The readiness scale is used to monitor and assess the social, emotional and behavioural difficulties to ensure the pupils develop in specific areas.

11. Who is the SEND Co-ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENDCO) is Vikki Eggleton who is a senior leader and a qualified teacher working at the school who has the responsibility for SEND. They work closely with all staff to ensure children with SEND can achieve the best outcomes. If you have any concerns regarding your child's needs please speak to your class teacher before speaking to the SENDCO. If you wish to make an appointment to speak to the SENDCO please enquire at the school office or telephone on 854632.

12. What expertise and training do the staff have in relation to SEND and how will specialist expertise be secured?

All staff have attended safeguarding training. Staff have the opportunity to attend training from outside agencies when necessary. Teachers, teaching assistants and other staff have an ongoing internal CPD programme. Training has been given to support staff on meeting the needs of children with ASD this includes specific sensory processing training, bespoke Makaton training for children who are non-verbal. All staff across the school are provided with relevant training linked with the children who they support. Training can also be arranged when required with the focus of the needs of the pupil. The school works closely with external agencies who give advice and support to teachers and support staff. The SENDCo has completed the statutory National SENDCO qualification.

13. What equipment and facilities are available to support children with SEND?

The school is equipped with a range of facilities to support children with SEND. The entrances are all on a ground floor level with no steps or ramps. There is a ramp in the key stage 2 building which allows access to the upper floor of Years 5 and 6. There is a disabled toilet that is located near to the office and some of the children's toilets have been adapted to suit the needs of individual pupils to become more accessible.

The playground is fully accessible by all pupils with footpaths being tarmacked to support those using walkers or wheel chairs.

Advice is sought from external agencies and professionals such as occupational therapy, physiotherapy and IPaSS. From the advice of these professionals, specialist equipment is purchased to support pupils with physical needs.

14. What are the arrangements for consulting and involving parents of the children with SEND in their child's education?

Parents of children with EHCP's are invited to annual reviews and encouraged to contact the school in between reviews if adaptations need to be made to the EHCP during the year.

Parents of all children on the SEND register are invited to coffee mornings where they can participate in conversations with the SENDCO and the teaching assistants from each class. They can look through work already completed in individual intervention times. Parent's evenings are scheduled termly to speak with the teacher and meetings are held if any concerns regarding the children's progress and achievement. The parents are also invited to meet with the SENDCO on a termly basis to discuss further actions.

In addition to the above arrangements the parents are encouraged to contribute to their child's education by arranging further meetings with the class teacher or SENDCO to discuss and review targets. Parents are given the opportunity to contribute to the review process by commenting on the review document.

Discussions between parents and teachers occur regularly and are noted down. These are then passed on to the SLT or SENDCO and further meetings arranged to discuss support plans and future targets.

15. What are the arrangements for consulting and involving children with SEND in their education?

All pupils with SEND complete a pupil passport which takes into account the child's likes and dislikes, interests and friends. Discussions within this are held to discuss the topics and the learning within the school. Pupil interviews are held by the SENDCO so children get a chance to express their feelings and let their voice be heard. Discussions are held with a range of staff and further meetings can be arranged at the request of the pupil. The child is also involved in the review process and the opportunity is available for the child to comment on the targets and review process. This enables the individual to feel that they have more control over decisions about their support. SMART targets are used to show progress in small steps and pupils are involved in discussions when teachers consider they have achieved targets or levels through their work.

Prior to professional meetings, the pupils get the opportunity to express their views by completing a pupil questionnaire. Children with SEND are also involved in school council meetings.

All aspects of the intervention sessions will be explained to the child and discussions enable individuals to feel that they have control over their support.

Where resources are being purchased the personal budget of a pupil with an EHCP or statement is used, the pupil and parent may be involved in the decision making process. This can be with a professional trying a range of resources and the pupil choosing which they prefer or discussing what the child needs in order to access the curriculum further.

16. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing a provision that is safe, accessible and in the best interests of the child. As a school we refer to external professionals and act upon advice and support that is given. We believe that the best way to support parents and children with SEND is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact the school about their concerns at the earliest opportunity. We have an open door policy and invite any parent to contact our SENDCO to discuss the provision that is in place to support their child. We have formal and informal parent's evenings and coffee mornings.

Should the need arise for a parent to make a complaint about the SEND provision, please contact the class teacher in the first instance. The SENDCO and Head of School can be contacted through the main school office. The final contact for complaints is the SEND governor. To contact the governor then a letter can be submitted through the school office. The SEND governor will then refer to the complaints procedure and address the issue. Parents can request a copy of the complaints policy which clearly states the procedures for making a complaint to the governors.

As a last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here: <http://www.ofsted.gov.uk/schools/forparents-and-carers/how-complain>, or by phone on 0300 123 4666.

17. How does the school work with other agencies to support the child and families?

Where Thorpepark has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider or other professional support or voluntary organisations.

This may include

- Educational Psychologists
- Speech and language support
- Northcott outreach (ASD support)
- IPaSS – Intergrated physical and sensory service.
- Down right special
- EHASH / social care team
- CAHMS for mental health needs
- Whitehouse unit
- School nursing team
- Children centre

18. What local support is there for parents of children with SEND?

The school work closely with a range of professionals that support parents throughout the education process. Some of these agencies include:

- KIDS –Hull independent support
- KIDS – Hull SEND sleep service

- KIDS – Hull Special Educational Needs and Disabilities information Advice and Support Service (SENDIASS)
- KIDS – Parents Forum
- KIDS – Hull Inclusion and Behaviour Support service
- Whitehouse home reach support
- IPASS

19. What are the school's arrangements for supporting children with SEND when they join the school and moving to next stage of education, if this is secondary or special school?

Meetings are held between the SENDCOs of the primary and secondary schools to transfer information and levels of support. Within these discussions is the support needed to ensure there is a smooth transition and also how the child will fit in the secondary school.

Regular opportunities are available in the Summer term for a select group of children to attend the secondary school as transition period. These children are identified as needing extra support and attending any nurture / support group when necessary.

When a child with SEND starts within nursery or foundation stage a home visit will take place and a transition plan will be put in place with the parents. When moving to another school we contact the previous school and in particular contact the SENDCO of the previous school in order to share previous arrangements and support that has been used. Records are to be transferred between schools within a 2 week deadline. When moving classes through school, transition meetings are held within school with the new class teacher. Transition books are created as a visual support and used to explain the changes that the pupil might face. There are also visits made to the next teacher and classroom.

20. Where can I find more information about SEND services in Hull and the local area (the Local Offer)?

Hull Local Offer link: <http://hull.mylocaloffer.org>

COVID-19 ADDENDUM

Purpose

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19.

Identification

The identification of pupils with SEND remains the same and we pride ourselves on identifying the needs of pupils early. The SENDCO will liaise with the teacher and parents to discuss the best pathway, support and provision to ensure that the barriers to learning are reduced.

Assessments

Assessments of pupils with SEND will continue 5 times per year. The information will be used to review targets on the graduated responses, monitor progress of SEND children and be included in any statutory assessment requests. The provision provided for SEND pupils will largely remain the same within the classroom i.e. quality first teaching, differentiation, speech and language interventions. There will be adaptations made within social / friendship groups to reduce the risk to pupils. These will be individually risk assessed and discussed with parents, professionals, SENCO, class teacher and pupils.

Extra-curricular activities

Access to extra-curricular activities will be limited across the school for all pupils. Children may be invited to attend after school clubs however numbers will be limited and dates and times will be restricted.

Emotional and social development

At Thorpepark, we understand the importance of improving emotional and social development. We will continue to use restorative approaches in school and encourage our children to make the right choices throughout the day and to be responsible for their actions. Due to COVID-19, the expectations of making the right choices and following guidance is paramount to reduce the risk to children and staff. See COVID-19 addendum with the behaviour policy. Interventions to support and develop emotional and social development will continue where possible. Children will have access to their individual safe spaces / calm down areas. The Euler room, sensory room and space room will only be accessed when absolutely necessary and strict hygiene will take place. Only 1 child will be able to use each room at any one time. Access to sensory equipment and resources will be available for children to use in the classroom when alternative space is unavailable. Rest breaks will be discouraged however identified areas can be identified when this is felt necessary. 1:1 work will continue with the emotional, behaviour and welfare officer and this will be timetabled throughout the week.

Parent involvement

Parents of children with EHCP's will be invited to annual reviews using Microsoft Teams or Zoom where possible. A room can be made available within school with access to a computer. Professionals will be encouraged to attend a meeting using the virtual platform. All documents are to be shared electronically.

Coffee mornings and SENDCO meetings will be temporarily postponed until further notice. Parents are welcomed to contact the office to speak with the SENDCO or arrange a face-face meeting. Where meetings are necessary it is encouraged only 1 member of the household attends and social distancing is followed.

External agencies

Where a child requires additional support from external agencies and professionals, referrals will continue. Telephone contact / virtual meetings are encouraged by the SENDCO to discuss the needs further. Where professionals are able to complete assessments using virtual platforms, we will support and encourage this. Where professionals are required to attend the school site, this will be risk assessed individually and all social distancing guidance will be followed.

Review: This addendum to the SEND information report will be reviewed in light of new government guidance as and when it is published.