



THOMSON HOUSE SCHOOL

Thomson House School

SEND Information Report

Agreed by: Education Committee

Date: February 2017

Review Cycle: Annual

Next Review Date: February 2018

This Thomson House School policy should be read in conjunction with the Equalities Policy, Accessibility Plan, Assessment Policy, Complaints Policy, Behaviour Policy and Child Protection Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

Thomson House School - SEND Information Report

'We believe that all children have the potential to flourish and achieve fulfilment'

Thomson House School Vision: Personal Wellbeing

At Thomson House School, we define success through personal achievement and will recognize the individual potential and strengths of each of our children. Every member of our community will have the opportunity to achieve their full potential in all areas of their education and we will ensure an inclusive environment which embraces diversity and celebrates individuality. All members of our community have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, and social or care circumstances.

Our SEND Information report is written in line with the requirements of:-

- Part 3 of the Children and Families Act (2014)
- SEND Code of Practice (Jan 2015)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act (2010)

You may also want to look at other Thomson House School policies which link to this report. Our SEND Information report should be read in conjunction with our Behaviour Policy, Assessment Policy, Equalities Policy, Child Protection and Safeguarding Policy, Complaints Policy, and Accessibility Plan.

This report was developed with school staff, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice (2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age;
- or

- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The high quality teaching at Thomson House School that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision as defined under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need for which provision is made at Thomson House School

Thomson House School is a mainstream setting which was established in 2013. We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their full potential
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Thomson House School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with special educational needs such as speech and language issues; social language and communication needs; behavioural difficulties and dyspraxia. Thomson House currently has two children with Education, Health and Care plans. Decisions on the admission of pupils with Education, Health and Care plans are made by the Local Authority.

The admissions arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEND

At Thomson House School our class teachers monitor the progress of all pupils every half term to review their progress. We use a range of assessments with all pupils at various points – EYFS profile (baseline, December, February and June), phonics screening (December, March and June), reading,

writing and maths internal assessments (every half term in Y1 upwards) spelling age (Daniels and Dyak annually) and reading age (Salford annually).

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are fine motor skills; speech and language (SALT); nurture groups for social skills; precision teaching; 1-2-1 support in maths/English; ELSA support; EAL groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed every half term, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. At each pupil progress meeting (every half term) the impact of every intervention will be judged against the pupils' targets and their progress. If the targets have been achieved, the pupil may cease intervention completely or have intervention to address a different target - we follow this **Assess, Plan, Do, Review** model with each child and each intervention, as stated in the SEND Code of Practice (2015).

Additional support can be offered to the family in relation to accessing education and links with outside agencies, for example, access to Children's Centres, family support workers, social workers, housing, language services etc

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2015) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- that which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be a termly review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision being made. The collation of all review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked every half term. In addition to this, pupils with special educational needs will have review meetings every term which will include parents and any specialist expertise required.

If these reviews do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2015)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (SEND CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring; precision teaching; mentoring; small group teaching; use of ICT software learning packages. These are often delivered by our Assistant Teachers or our SEND Teacher under the close direction of the class teacher. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty 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 such pupils. Where children also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

If a child requires medicine to be given in school, a detailed form must be completed by the parents, giving permission to the school to manage the administration of such medicines. These forms are held by the School Office Manager, Miss Vicky Mitchell. All Thomson House staff have been trained in the use of epipens and all have had basic first aid training.

Attendance at Thomson House is regularly monitored by the Head Teacher and the Office Manager. For any child whose attendance dips below expected levels the Head Teacher will have a meeting with parents to see if support can be put in place to increase attendance levels. The school aims to support families as much as possible in increasing attendance and will only use the services of the educational welfare team as a last resort.

Thomson House takes the same supportive approach to behaviour. We have very high expectations regarding behaviour and believe that a consistent approach based on positive reinforcement should be used. Only as a last resort will exclusions be used. See the Thomson House School Behaviour Policy for further details.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Thomson House School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (SEND Code of Practice 6.11)

Identifying SEND in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements for children with special educational needs – disabled toilets; lift access; slopes to enter/exit the school; and widened classroom doorways. All staff have had recent training in first aid, safeguarding, behaviour management and SEND practice.

3e additional support for learning that is available to pupils with special educational needs

Schools may receive funding for SEN pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and

evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up funding' from the Local Authority where the child or young person lives.

The Head Teacher has the final say in the use of the personal budget within the school.

3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Thomson House School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

At Thomson House, extra-curricular clubs take place during our lunch hour and after school. We encourage all children to attend two clubs each week. All children with special education needs are able to attend these clubs. If support is required this will be put in place after discussion between, school, parents and child.

We believe in encouraging outdoor learning and classes will have a trip out of school each half term. All children will be included in trips and necessary support will be organised for those children who need it to participate. Local trips are frequent and, again, support will be put in place if required.

Thomson House offers an extended school day with a breakfast club which starts at 7.45am and an after school club which ends at 6pm. All children with special educational needs are welcome to participate in these clubs – parents should book places through ParentPay.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Thomson House School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, circle time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to a counsellor, mentor time, nurture groups, external referral to CAMHs, time-out space for pupils to use when upset or agitated, worry boxes, sensory calming boxes etc

Pupils with emotional and social needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We regularly include parents in working parties to take the school forward. We conduct an annual parental survey. We also regularly ask for the views of pupils concerning many different aspects of school life. The school has an 'open-door' policy for parents and pupils to offer feedback at any time.

The school has a strong well-being programme to instil in the children a sense of self-worth and to raise self-esteem. We teach anti-bullying strategies and participate in the national anti-bullying week annually. E-safety is part of our curriculum.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place to address bullying behaviour, as well as raising awareness of SEND for everyone in the school community through parental workshops and assemblies.

4 The name and contact details of the SEND Co-ordinator

The SENDCO at Thomson House School is Mrs Hannah Hannington, who is a qualified teacher and is working towards the National Award for SEND Co-ordination. Mrs Amanda Letch, Head Teacher, holds the National Award for SEND Coordination.

Mrs Hannington is available on 020 3608 2080 or via email at:

hannah.hannington@thomsonhouseschool.org. She is available at the school on Tuesday, Thursday and Friday.

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and assistant teachers have regular training with regard to different aspects of special educational needs. Most recently all staff had epi-pen training and ASD training. We have a trained speech and language therapist as an assistant teacher. We also have a specialist part time SEN teacher who has level 5 Diploma in specific learning difficulties. This member of staff is also trained to deliver 'Drawing and Talking.' We currently have one assistant teacher who is receiving ELSA training and is due to complete the course in June 2017. Another assistant teacher has worked alongside a behavioural expert and is trained to run nurture groups effectively. The Head Teacher holds the national qualification 'SEND Award' at post graduate level. Teachers have attended courses on 'Introduction to the Early Help Assessment', 'Understanding the Disability Discrimination Act' and 'Understanding Autism'.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are special schools, Educational Psychologists, Speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, Teaching and Learning Advisors etc.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Thomson House School are invited to discuss the progress of their children on three occasions a year and receive a written report annually. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. At Thomson House all pupils in KS2 have a one-to-one meeting with their teacher every half term to review their learning journey and to set targets together to move them forward in their learning.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Thomson House School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, the SENDCo or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 5 days per year

- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc (Dyslexia consultants)
- Ability to take advice from SPA (Single Point of Access) for Richmond schools
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

- EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).
- The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on:

HELPLINE: 020 8547 6200

Website: www.enhanceable.org

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

- At Thomson House we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We often visit other settings to support a smooth transition. Home visits are made by the Reception class teaching teams at the start of each year.
- We also contribute information to a pupils' onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

- The local authority's local offer is published on

www.afclocaloffer.org.ukv and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

- We will publish information on our website about the implementation of this policy by the governing body for pupils with SEND. The information published **will** be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

Approved by the Governing Body on: 6th February 2017

Next review on: February 2018