



THOMSON HOUSE SCHOOL

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# Thomson House School

## SEND Information Report

Agreed by: Education Committee

Date: April 2024

Review Cycle: Annual

Next Review Date: April 2025

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 is a mainstream primary school for children aged 4-11 years. We are fully committed to serving the needs of all children in our community. No pupil will be refused admission to school on the basis of his or her special educational need. We will not discriminate against disabled children or children with educational difficulties, and we will take all reasonable steps to provide fully effective educational provision. Indeed, all THS children will learn to respect difference and diversity and will benefit from being members of such a community.

Inclusion at THS is supported by Achieving For Children. Information about how Achieving for Children supports children with SEND (called their local offer) can be found on their website: [www.afclocaloffer.org.uk](http://www.afclocaloffer.org.uk)

This document is intended to give you information regarding the ways in which we aim to support all our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Below are questions that give you more information about how we support children with Special Educational Needs at Thomson House School.

### **What is Special Educational Needs?**

Children with Special Educational Needs have specific difficulties (barriers to learning) that make it harder for them to learn than most children of the same age. These children may need additional or different help from that given to others.

### **What is the definition of Special Educational Needs?**

The Special Educational Needs Code of Practice 2014 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.*

Special Educational Needs are broadly defined in the following four areas of needs:

- Social, Emotional and Mental Health
- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

**Who are the best people to talk to at Thomson House School about my child's difficulties with learning, special educational needs or disability?**

- Initially, you should talk to your child's class teacher about your concerns.
- The class teacher will discuss your concerns with the school SENDCo (Inclusion Lead), **Mr Tom Jacob**. They will be asked to, or may have already completed, an Initial Concerns Form and will be monitoring your child's progress.
- Mr Jacob will arrange a meeting with you or you may wish to arrange a meeting with him. You can email him at [tom.jacob@thomsonhouseschool.org](mailto:tom.jacob@thomsonhouseschool.org).
- Alternatively, you can discuss your concerns with Ms Jackie Sanders, Head of School. You can email her at [jackie.sanders@thomsonhouseschool.org](mailto:jackie.sanders@thomsonhouseschool.org) or arrange a meeting with her via the School Office.

**Inclusion Leader Responsibilities:**

- Developing and monitoring compliance with the school's SEND/Inclusion policy to make sure all children get appropriate support and high-quality teaching;
- Updating the school's SEND register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are accurate records of your child's progress and needs;
- Coordinating all the provision for children with special educational needs or disabilities (SEND);
- Overseeing Individual Education Plans (IEP) with the class teacher, and sharing and reviewing these with parents and carers at least once each term (including planning for the next term)

- Liaising with external agencies who may be coming into school to help support your child's learning, for example, the Speech and Language Therapist, Educational Psychologist or Occupational Therapist;
- Providing specialist guidance to colleagues in the school so they can help children with SEND in the school achieve the best progress possible;
- Liaising with Governors and providing accurate termly updates of SEN provision and SEN outcomes in the school;
- Ensuring that parents are involved in supporting your child's learning and ensuring that parents are kept informed about the support your child is getting;
- Liaising with potential next providers of education to ensure a smooth transition is planned;
- Attending regular borough network meetings to ensure that SEND is up to date with all national changes.

#### **Class Teacher Responsibilities:**

- Quality first teaching that meets the learning needs of all pupils;
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need in agreement with the Inclusion Leader;
- Writing Individual Education Plans (IEP) in consultation with the SENDCo and reviewing these with parents at least once each term and planning for the next term;
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your 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;
- Ensuring that the school's Inclusion/SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **Head Teacher Responsibilities:**

- The day-to-day management of all aspects of the school, this includes the support for children with SEND;
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEN Governor Responsibilities:**

- Making sure the necessary support is in place for any child who attends the school who has SEND;

- Meeting regularly with the SENCo (Inclusion Leader) to stay up to date with changes in the school;
- Our SEND Governor is Bernadette Dooling and can be contacted directly by emailing [bernadette.dooling@thomsonhouseschool.org](mailto:bernadette.dooling@thomsonhouseschool.org)

### **What types of support may be suitable and available for my child?**

This really depends upon the nature of your child's needs and difficulties. But our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2015;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Thomson House School we have a 3-tiered approach to supporting a child's learning:

#### **Universal- (Quality first teaching/Wave 1 provision)**

All children at THS should be getting quality first teaching as part of excellent classroom practice.

For your child, this means:

- A creative, challenging, broad and balanced curriculum;
- The teacher has the highest possible expectations for your child and all pupils in their class;
- Teaching is based on developing from what your child already knows, can do and can understand;
- Different ways of teaching are in place so that your child is fully involved in learning in class; visual, auditory and kinaesthetic learning opportunities.

#### **Targeted – (Booster groups/small group intervention/catch up/Wave 2)**

For those children who are deemed not to be making sufficient progress in their learning, it may be appropriate to consider making additional short term special educational provision to remove or reduce any barriers to your child's learning.

For your child this means:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress;
- Programmes of support will be put in place on a short-term basis to help your child to 'catch up';
- This takes the form of a graduated four-part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.

This may be:

- Small group work with an Assistant Teacher/Class Teacher in or out of class. (Outside interventions are minimal to avoid disruption to the regular curriculum.)
- Small group work with our SENDCo or Senior Leadership Team.
- 1:1 intervention with the school's learning/emotional support team.

### **Specialist - (Highly personalised/Wave 3 provision)**

In order to plan for the best possible learning outcomes for your child it may be necessary to increase provision at school or seek specialist advice from a specialist professional outside the school.

For your child, this means:

- In consultation with you, your child will have been identified by the Class Teacher and SENDCo as needing extra specialist support in school instead of, or in addition to quality first teaching and intervention groups;
- You will be asked to come to a meeting to discuss your child's progress and help plan the focused support for your child through writing an Individual Education Plan;
- Personalised support through specific strategies (which may be suggested by the Inclusion Leader or specialist professional) are in place to support your child to learn and make progress;
- An Assistant Teacher or Class Teacher will run these small groups/1:1 sessions using the Teacher's plan and targets
- You may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist to help the school and yourself understand your child's particular needs in order to provide focused support. The specialist professional will work with your

child to understand their needs and make recommendations to the SENDCo / Class Teacher regarding the provision and key strategies to be used.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

### **Specified Individual support:**

This support is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the Class Teacher and Inclusion Leader as needing a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEND Support.

For your child this means:

- The school (or you) can ask Achieving For Children for an Education, Health and Care (EHC) needs assessment for your child;
- This is a legal process which sets out the amount of (and type of) support that will be provided for your child;
- After the school have sent in the request to Achieving For Children (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a EHC assessment;
- If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs;
- After the reports have all been sent in, Achieving For Children will decide if your child's needs require an EHC Plan in order to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with Special Educational Needs Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible;
- The EHC Plan will outline long and short term objectives for your child and what support they will receive in order to achieve these outcomes.

This type of support is available for children whose learning needs are complex and lifelong.

### **How do we involve pupils and parents in decisions around Special Educational Needs?**

At Thomson House School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need and/or disability you will be invited to participate in a termly meeting with the class teacher and SENDCo to discuss current progress, support strategies being used and expected outcomes. Pupils (if age appropriate) will be asked to participate in these meetings. They will be asked their views ahead of the meetings in regards to their targets and provision.
- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

### **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo Tom Jacob ([tom.jacob@thomsonhouseschool.org](mailto:tom.jacob@thomsonhouseschool.org)) or the Head of School Jackie Sanders ([jackie.sanders@thomsonhouseschool.org](mailto:jackie.sanders@thomsonhouseschool.org)).

If you are still not happy, you can speak to the school SEND Governor Bernadette Dooling or email her at: [Bernadette.Dooling@thomsonhouseschool.org](mailto:Bernadette.Dooling@thomsonhouseschool.org)

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns that you may have
- Plan with you any additional support your child may need

- Discuss with you any referrals to outside professionals to support your child's learning
- Agree targets and/or next steps for an agreed date or IEP
- Schedule a review meeting

Over an agreed period of time, the school will deliver additional support and arrange a review meeting for parents to discuss:

- The effectiveness of the support
- Progress towards the agreed outcomes
- Set new targets if required where appropriate, we will also have a conversation with your child about their learning and fully involve your child in agreeing the desired outcomes and how we will achieve them.

### **How is support allocated to children and how do they move between the different levels of support in school?**

Thomson House School receives funding from the Education & Skills Funding Agency (ESFA). These funds include devolved money to support the learning of children with SEN and/or disabilities.

The Head Teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEN in the school, including:

- The children receiving additional support
- The children needing additional support
- The children identified as not making as much progress as would be expected
- The effectiveness of the school's current interventions and provisions; prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs via a provision map.

All resources, training and support are reviewed termly by the Headteacher and SENDCo and changes are made as needed.

## **Who are the other people providing services to children with SEND in this school?**

At Thomson House School we work in partnership with a range of professionals in order to support children with SEND.

Services include:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Physiotherapy
- Behaviour Support
- Education Inclusion Support Service
- Early Advice and Intervention Panel
- Mental Health Support Team

These services might come to deliver staff training, work with a whole class, specific group or 1:1. Last year, for example, the Educational Psychologist trained staff in using the Zones of Regulation.

In addition the SENDCo can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care services
- The Primary Mental Health Team (PMHT)
- Mental Health Support Team (MHST)

## **How are the teachers in school helped to work with children with SEND and what training do they have?**

- At Thomson House School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- The SENDCo's job is to support the class teacher in planning for children with SEND, and to implement and monitor the effectiveness of whole-school initiatives to support children with SEND.
- The SENDCo has experience working as a Specialist Teacher for a broad range of needs in both Primary & Secondary education. He has gained a multidisciplinary knowledge of supporting pupils with SEND (including complex needs) by working directly with Speech and Language Therapists, Occupational Therapists and Arts Therapists prior to joining Thomson House School. Additionally, he regularly attends

training through AfC and events with other local SENDCo's to stay up to date on matters of SEND provision. He is working towards and due to complete the statutory National Award for SEND Coordination in January 2025.

- The school has a training plan for all staff to improve the teaching and learning of all children including those with SEND. This includes whole school training on SEND issues.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is appropriate expertise to support children with special educational needs. We might employ external agencies to deliver some training on specific issues such as ASC and speech and language difficulties.
- Individual teachers and support staff will attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example, using a Reciprocal Reading approach with children who struggle to read and comprehend a text.
- Individual teachers and support staff will attend training courses run by outside agencies that are relevant to the needs of specific children in the school, for example, Lego therapy, drawing and talking, Emotional Literacy Support Assistant (ELSA), Supporting Children with ASC, and dyslexia / specific learning difficulties.
- The school is able to access training programmes from different organisations including Achieving for Children Workforce Development.

### **How will the teaching be adapted for my child with SEND?**

- We carefully plan our curriculum to match the age, ability and needs of all children.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- A specialist SEND teacher or Assistant Teacher may work with your child 1:1 and/or in small groups out of class for short periods of time to support their needs.
- IEPs are referred to daily and used as part of planning for individual children with specific needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Thomson House School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

## **What support will there be for my child's happiness and wellbeing at Thomson House school?**

- At Thomson House school we believe that the safety, happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's Class Teacher, the Assistant Teachers and the SENDCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's Class Teacher if you have any concerns.
- We have a programme of well-being which includes assemblies, circle times and PSHE lessons in which all children will participate.
- Pupils are supported to develop their own emotional literacy through PSHE sessions that follow the [PATHS Programme](#) which is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.
- This is used alongside language, visual supports and strategies from the [Zones of Regulation](#) scheme, a curriculum designed to support the development of emotional regulation skills. While designed for and introduced to all pupils, the Zones of Regulation are particularly helpful in supporting neurodiverse pupils to develop these skills.
- Our learning mentor and qualified ELSA (Emotional Literacy Support Assistant), Monica Dimitroff, will see children who require emotional support at certain points in their lives. The SENDCo and the Designated Safeguarding Lead collaborate on identifying which pupils need this input, through discussions with families and other school staff.

## **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher;
- Your child's progress is reviewed internally every half term at key assessment points
- Information is shared with you every term at parent's evenings;
- If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their achievements in more detail and will also show smaller but significant steps of progress, this is called 'P levels';

- At the end of each key stage (i.e. at the end of year 2 and year 6) the government requires **all** children to be formally assessed using Standard Assessment Tests (SATs) and the results are published nationally.

In addition:

- For children receiving SEND Support, they will have an Individual Education Plan (IEP) that will be reviewed with your involvement, every term.
- IEPs will be reviewed internally by the Inclusion Team every term – as part of a plan, do, and review cycle.
- Children will be set an appropriate number of targets dependent on their area(s) of special educational need. The targets will be set and reviewed by the Inclusion team and class teacher. The targets will be discussed and reviewed with parents termly. The number of targets achieved will measure a child's progress. Progress is defined as:
  - **Expected progress - 66% of targets achieved per term**
  - **Below expected progress - 50% or less of targets achieved per term**
  - **Above expected progress - 83% or more of targets achieved per term**
- Progress will be shared with parents at the termly meetings. The progress of children with a Statement of SEND or EHC Plan is formally reviewed at an Annual Review meeting with all relevant parties involved in the child's education. If possible, the pupil's own views on their learning will be gathered in a manner appropriate to their individual development.
- The SENDCo will also check that your child is making good progress within any individual work or in any group that they take part in.

The effectiveness of the school's provision for pupils with SEND is evaluated through the school's on-going monitoring cycle overseen by the Senior Leadership Team. This includes:

- Learning walks
- Book/work scrutiny
- Lesson/intervention observations
- Termly provision audit

### **What support do we have for you as a parent of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have. Tom Jacob works from Tuesday to Thursday and can be reached at [tom.jacob@thomsonhouseschool.org](mailto:tom.jacob@thomsonhouseschool.org).
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- IEPs will be reviewed with your involvement each term.
- Homework can be adjusted to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs.

### **How is Thomson House School accessible to children with SEND?**

Thomson House School is split across two sites, the Lower School (27 Sheen Lane, SW14 8HY) for Reception and Years 1-3, and the Upper School (Vernon Road, SW14 8NH) for Years 4-6. The Lower School is further split across two buildings: the 'Court House' and the 'Modular Building'.

All classrooms at Thomson House School have step-free access via ramps and lifts. Disabled toilets are available in both the Lower and Upper School.

Unfortunately, the following spaces at Thomson House School **do not have step-free access**:

- Upper School Music Rooms
- Lower School Library

We ensure that equipment used at school is accessible to all children regardless of their needs. After-school provision and extracurricular activities are accessible to all children, including those with SEND.

### **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We understand that pre-visits may need to be made to the new school by your child with you.
- Occasionally a teacher from the new school will want to visit your child at THS to understand their existing provision.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- All targets will be shared with the new teacher.
- If your child would be helped by a book/social story to support them understand moving on, then it will be made with them.
- All children will visit their new classroom and new class teacher ahead of the move. A SEND child will have multiple visits to their new class.
- Sheen Lane children will visit Vernon Road in advance.

In Year 6:

- The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will have focused learning tasks about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

In addition, for children with a statement or EHC plan we will:

- Hold the Annual Review in Year 5 at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school.
- Hold a Transition meeting in Year 5 Summer Term to discuss your preferred secondary school choices.
- Hold the Annual Review in Year 6 at the end of the Spring Term or beginning of the Summer Term and invite the SENDCo of the named secondary school to attend.

### **Who can I contact if I have a complaint about the SEND provision made for my child?**

Initially speak with your child's teacher and/or the SENDCo. Hopefully they will be able to address your concerns.

Alternatively, you can then contact the Head Teacher, who may direct you to the school's **Complaints Policy** and procedure, which is available on the THS website.

This report is agreed by the Education Committee annually.

Report date: April 2024

Review date: April 2025