

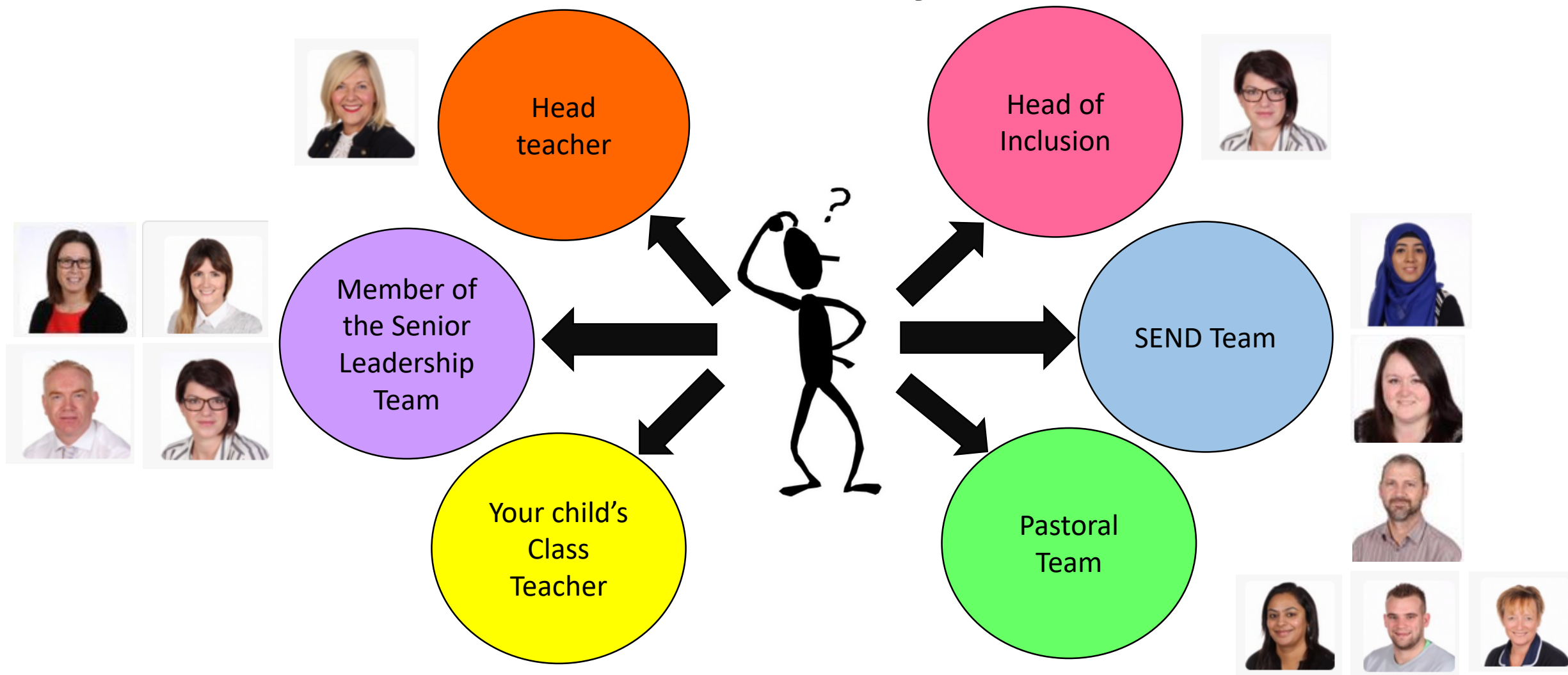
# **SEND Information Report**



**Updated: April 2019**

**Approved by Governors on 2<sup>nd</sup> April 2019**

# Who are the best people to talk to if I have a concern about my child?



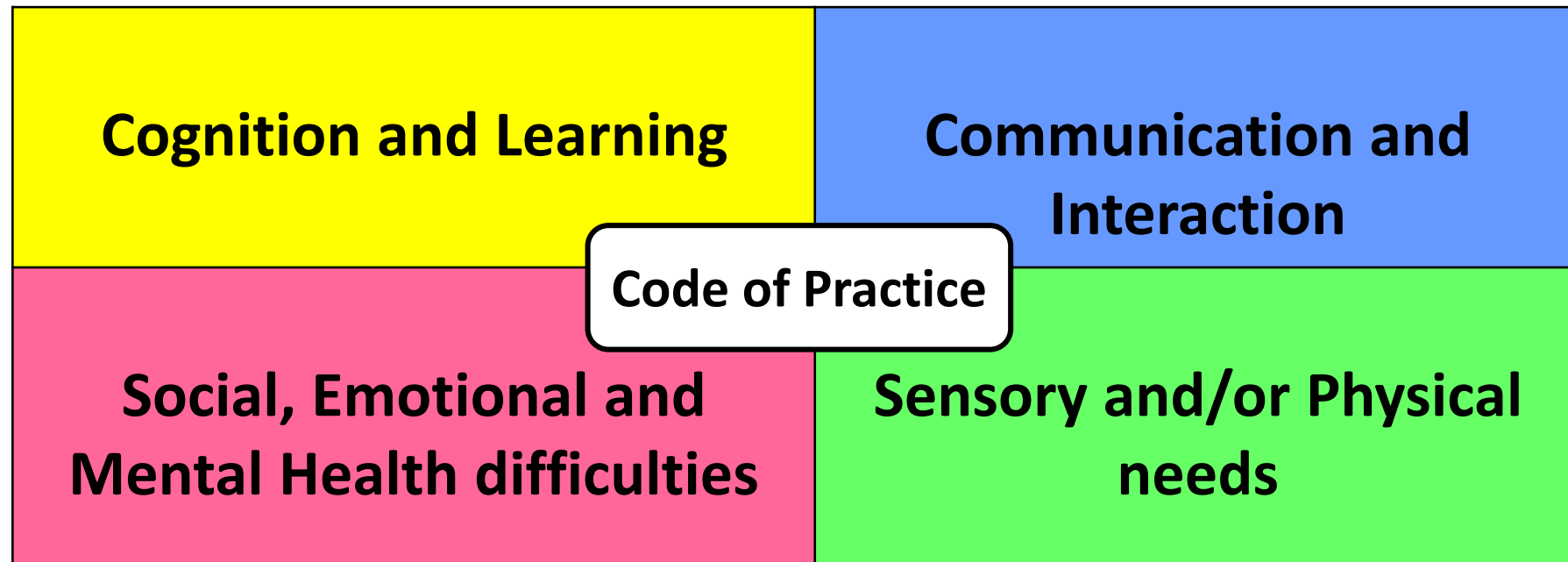
# How does the school know if children need extra help and what should I do if I think my child may have SEND?

The school uses the ['Language and Literacy Toolkit'](#) designed by **Birmingham Local Authority Access to Education** to assess children's needs in relation to areas such as spelling, punctuation and grammar, listening and understanding, vocabulary, reading fluency, phonics and understanding of reading as well as through tracking children's progress and attainment through the **National Curriculum**. The school uses the Maths Framework designed by Birmingham Local Authority Access to Education to assess children's needs in relation to areas such as number, shape and calculations. Children who are SEND but with little literacy, language and or mathematical difficulties are identified through medical assessments via Doctors or assessments made by outside agencies.

***If a parent or guardian thinks their child may have SEND they are encouraged to book a time to come and discuss the matter with the child's teacher or the SEND team.***

# What kinds of special educational needs do we make provision for at Thornton?

SEND pupils at Thornton have a wide range of needs. Provision is focused on the child and supported by information and guidance from professionals.



## Cognition and Learning

**Some children find learning more difficult than others. They may need:**

- help to break down new learning into smaller pieces of information.
- more time to think about their
- answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support

## Communication and Interaction

**Some children may need help to play and talk to other children and adults. They may need help:**

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like
- different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

## Social, Emotional and Mental Health difficulties

**Some children may need help to play and talk to other children and adults. They may need help:**

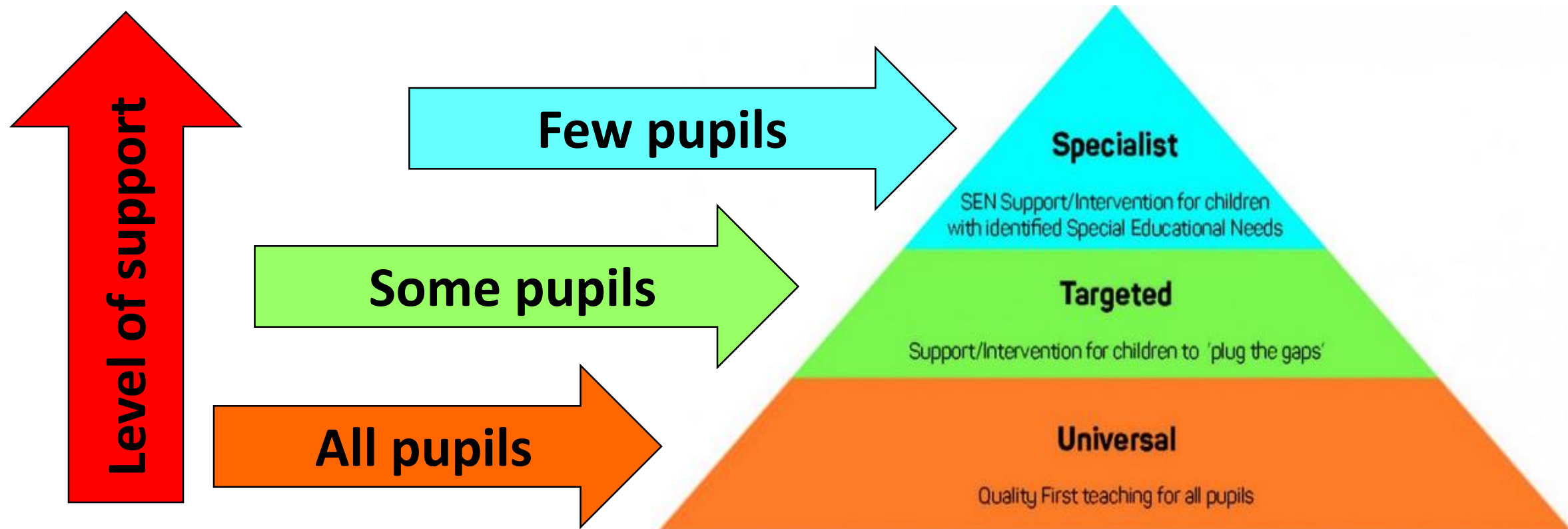
- Some children will find it difficult to manage their behaviours and cope with their feelings. They may need help to:
- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends

## Sensory and/or physical needs

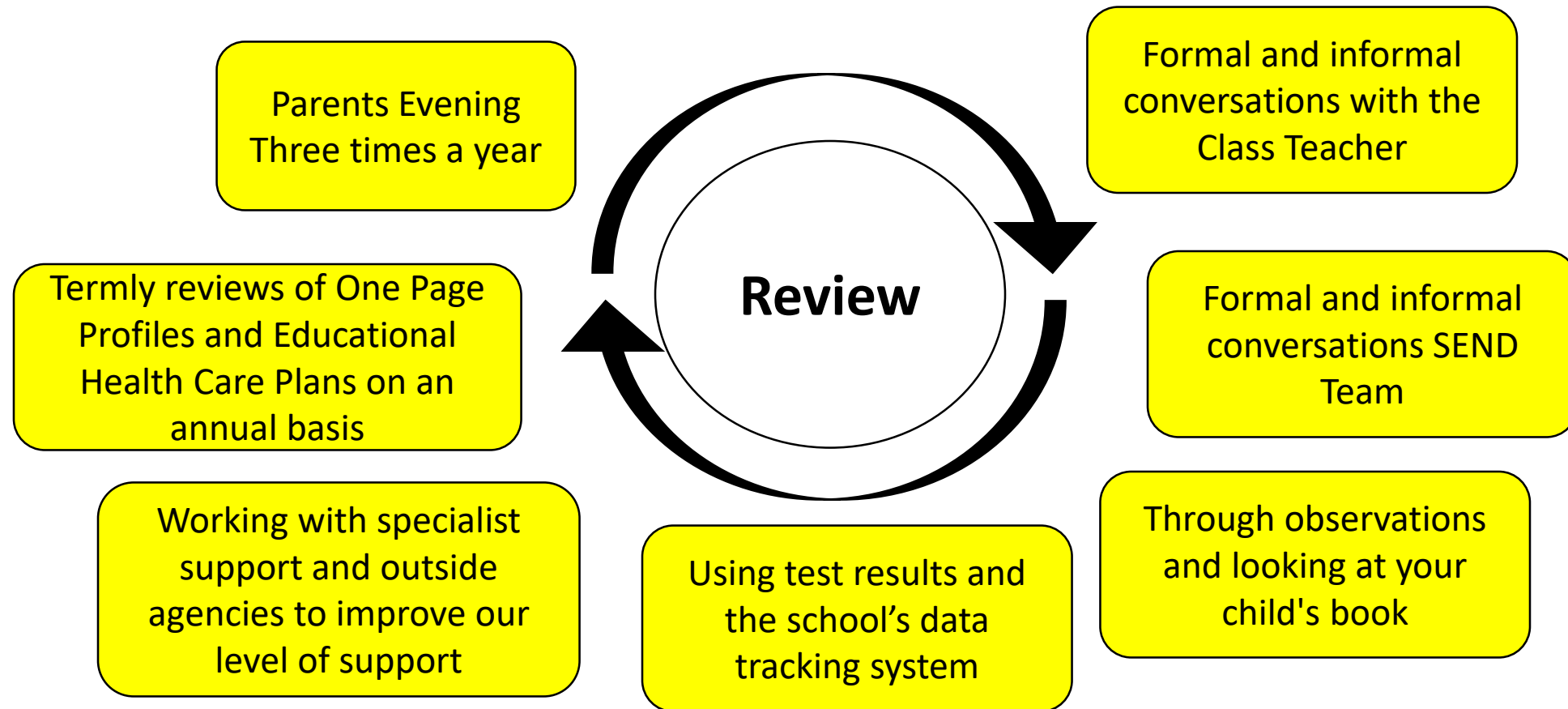
**Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:**

- help with their sight and/or hearing.
- help with moving around the school building.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- Help with medical needs and medication.

# How will school staff support my child?



# How will I know how my child is doing and how will you help me to review and support my child's learning?



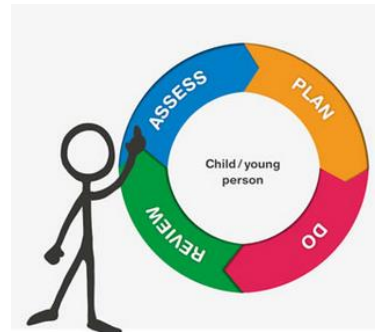
# How will my child be involved in their own learning?

Your child will discuss their targets with teaching staff and the SEND team and some children will complete pupil 'one page profiles' which inform adults working with them what works well and what they would like more support with. All children at Thornton have the opportunity to self-assess and let the teaching staff know what they think of their own learning.



## How do we check support is working?

We check the success of interventions through progress on the Language and Literacy Toolkit, the Maths Framework, as well as the school assessment system Target Tracker. Most recently, we have invested in a new software Provision Map to track finer rates of progress.



Outside agencies may check that support is working by performing assessments before support starts and then after to give a clear picture of any progress.



# What support will there be for my child's overall well being?

Thornton applies a **holistic approach** to education, looking at the whole child. The SEND team provide social groups and pastoral care as required based on referrals from staff and/or parents. Where needed referrals to outside agencies such as 'Forward Thinking Birmingham' are made so that our children can access suitable mental health resources.

Please refer to whole school policies regarding PSHE for further information about children's well-being please see the school's website.



# What specialised services and expertise are available at or accessed by the school?

School Nurse

Communication  
and Autism Team

Physical Difficulties  
Support Service

Educational Psychiatrists

Speech and  
Language therapist



THORNTON PRIMARY SCHOOL

Pupil and School  
Support teachers

Sensory support- Visual  
Impairments Teachers and  
Hearing Impairment Teachers

Pastoral Team  
Support

Forward Thinking  
Birmingham

# What training are the staff supporting children and young people with SEND had/having?

All Staff	Identified Staff
Epi-pen training (annual update)	Mrs Easthope (National Award for SENCOs in 2013)
Asthma training (annual update)	Miss Shaheen (National Award for SENCOs in 2019)
Diabetes training	Miss Wilcox (Autism Lead Level 2/3)
Autism training (Tier 1)	Miss Shaheen (Team Teach/Safe moving and handling)
Supporting children with physical needs such as visual and hearing impairments.	First Aid at work
Attachment training	Precision teaching
Inclusive teaching (Quality First Teaching) Delivering Targeted Interventions	Senior Leadership Team and Pastoral Manager - Positive Handling training (February 2019)

# **School's physical and learning environment**

## **How will my child be included in activities outside the classroom including school trips?**

Thornton has a policy of inclusion for all children. Reasonable adaptations are made where necessary to allow all children to access activities. We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns. Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers.

## **How accessible is the school environment?**

Thornton has some accessible areas, however currently many of the classrooms have steps into the rooms. There is a lift for access to the first floor classrooms and there are toilets with adaptations to support those with physical needs.

## **How are the school's resources (equipment and facilities) allocated to children's SEND?**

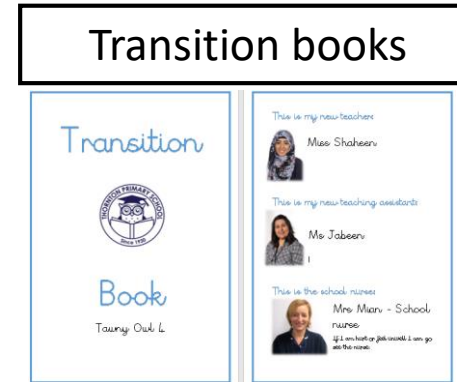
Resources are allocated as required, on discussion with parents, class teachers and the SEND team and outside agencies. Children for whom the school receives additional funding for have resources purchased based on recommendations from outside agencies and based on the needs of the child, for example a child with a visual impairment may require a laptop for touch typing.

# How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?

At Thornton we hold **transition** meetings with future schools to discuss transition and children and parents/guardians will be invited to these meetings, if people from outside agencies work with the transitioning child then they will be invited to attend.

In some cases pupils will work with the SEND team to develop **pupil profiles** or **passports** which contain 'need to know' information about a child for their new teachers. We go on visits to children's schools when needed before they attend Thornton.

Teachers will also share **One Page Profiles** and **Case Studies** as part of transition for the new academic year.



## Case Studies

**What were the barriers to progress?**  
[redacted] had a difficult transition from Year 3 to Year 4. He found it extremely difficult to find the motivation to complete a task. He had a fixed mind-set approach and often responded with phrases such as 'I can't do it' 'I'm not good at it anymore'. [redacted] has been struggling to build good friendships outside the classroom. He has struggled and is still struggling with understanding the rules for play, how to be a good friend and spatial awareness. Due to this [redacted] had found it difficult to get himself focused on tasks within the class which has impacted on the progress he is making.

**What did the school do to overcome these barriers?**

- [redacted] has been given one to one support from Steve Foy (learning mentor) for approx. two weeks in the playground and within the class focusing on using the task board to complete activities, social games and developing a growth mind-set with his attitude towards learning.
- [redacted] has table that he works on independently without being distracted by other pupils. He has 'work time' and 'free time' to keep him interested and motivated.
- [redacted] has a word station upon recommendation from the CAT worker.
- [redacted] uses a visual times table to help him understand the routine of the day and a personalised times table for PPA day.
- [redacted] has worked with the TA and I to help to talk about his emotions and understand them better through social stories and use of visuals.
- [redacted] has personalised planning for core subjects so all activities planned are pitched accurately according to his ability.
- For Topic [redacted] had an activity sheet which he chooses one focused independent activity to work on and once it is completed he learns through plans. This has increased his focus in the afternoons and he has a more positive attitude towards learning.
- [redacted] has a reward system where he has to earn 4 parts in order to get his treats throughout the day. The rewards are linked to his attitude towards learning and completing tasks.
- [redacted] receives weekly support from the Autism Lead (LW) to work on his Speech and Language targets.

## One Page Profile

All About Me - My Current One Page Profile	
My Name is [redacted]	Class [redacted] Profile No: 2 Oct 2018
<b>What people like about me and what I can do well</b>	
"I enjoy writing and using wow words. I like Maths too, it's fun. I like English too"	
Miss Shaheen "I like how you have been celebrating your achievements with the class"	
<b>Where are we now? What has been happening recently? since the time of the last review</b>	
[redacted] has transitioned well into Year 4 with the same class teacher and is continuing to build friendships. He currently receives additional support from the class teacher and teaching assistant. He is also receiving support with his reading (word reading, fluency and comprehension skills). He has found the use of some resources beneficial within lessons such as visual aids, key vocabulary mats and sentence building activities.	
<b>What is important to me now and in the future</b>	<b>My parent(s)/carer(s) hopes and aspirations for me now and in the future</b>
It's important to me to play. I want to sell motorbikes when I'm bigger"	[redacted] mum would like him to build his confidence and self-esteem [redacted] needs to learn to understand his emotions and control his frustration at times.
<b>My Current Needs how best to support and communicate with me</b>	
<ul style="list-style-type: none"><li>• I like to have visuals to support me in lessons. It helps me to understand my work.</li><li>• The class teacher helps me by scaffolding work and gives me word banks to use during my lesson.</li><li>• I like to have key words on sticky notes that are brightly coloured.</li><li>• I need support and encouragement during lessons to complete my work.</li><li>• I like it when I know I'm doing well with positive praise and rewards such as stamps/dishes/use of the Zone Board.</li><li>• The teacher will ask me questions to check my understanding. I like the questions to be</li></ul>	

# Who can I contact for further information?



**Birmingham Local Offer and Information -**

[MyCareinBirmingham](#)

SEN Parent Partnership Service

**SEND Information, Advice & Support Service**

SEND Information, Advice & Support Service

The POD, 28 Oliver Street

Nechells, Birmingham B7 4NX

**Email Address:** [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk)

**Telephone Number:** 0121 303 5004

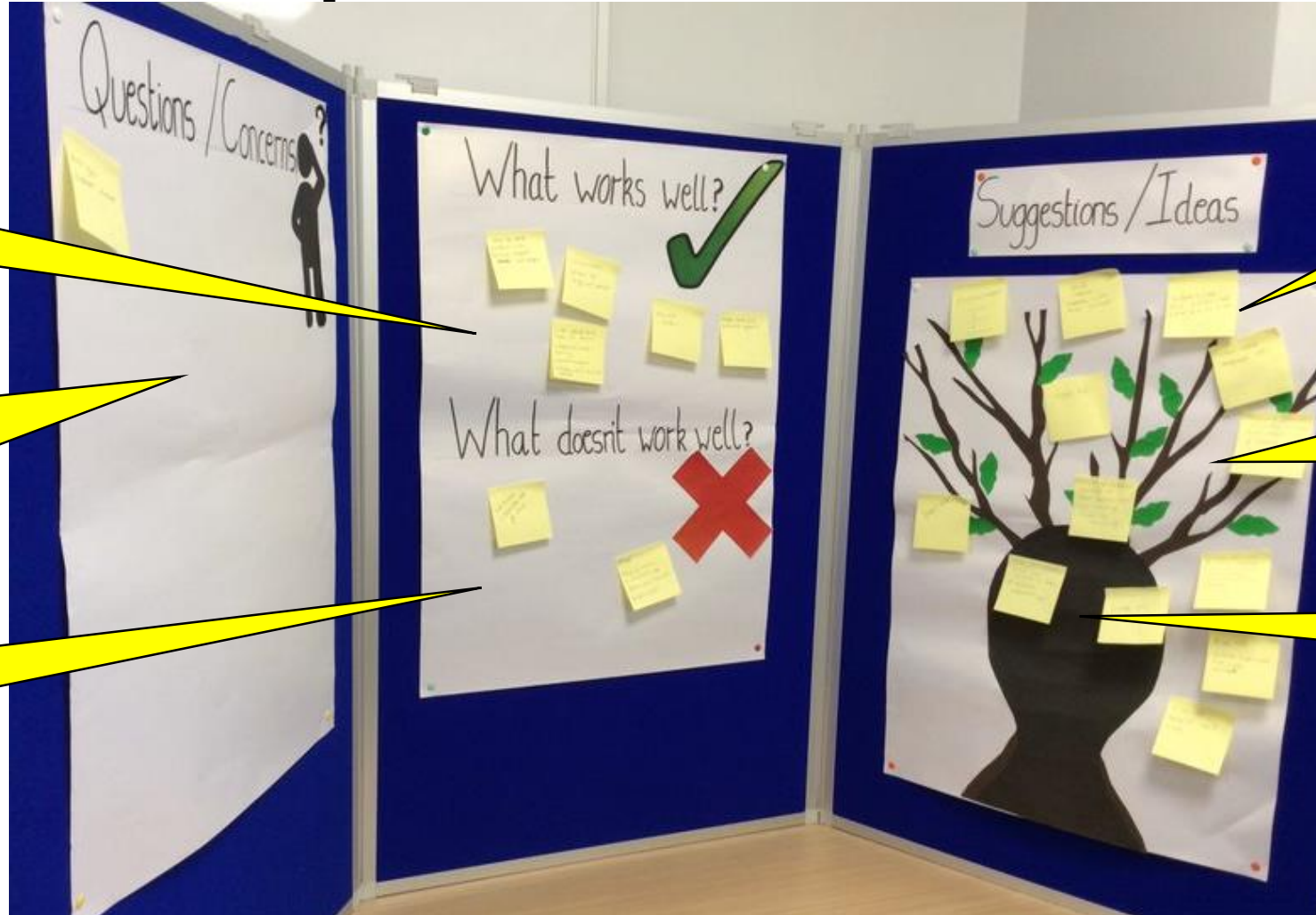
# SEND Glossary

<b>National Curriculum</b>	Programme of study that schools follow nationwide
<b>Birmingham Local Authority</b>	Local government body responsible for Birmingham
<b>Access to Education</b>	Access to Education consists of three specialist services: Communication & Autism Team (CAT), Pupil and School Support (PSS) and Sensory Support (SS), who work together to ensure schools provide equal opportunities for pupils with SEND
<b>intervention</b>	A programme designed for pupils to improve an area of need.
<b>Universal provision</b>	High quality teaching and resources that all pupils can access.
<b>specialist</b>	A person who is highly skilled in a particular area.
<b>Educational Health Care Plan</b>	Legal document that describes a child or young person's special Educational, Health and social Care needs.
<b>One Page Profile</b>	A simple summary about the pupil's needs and how they can be supported.
<b>review</b>	A process whereby you discuss what has worked well and what needs to be improved/changed.
<b>observation</b>	Closely monitoring something or someone
<b>Self-assess</b>	This involves children evaluating their own work and learning
<b>holistic approach</b>	Starts with the child's needs at its core and then designs tailored approaches to their education.



# Parent Views

## Information Report Review 16<sup>th</sup> October 2018



The questions help you to find information easily

Provide information about how SEND pupils are supported in all areas of the curriculum)

The information could be presented differently

Use colour coding

Provide an photo alongside the person's name

Provide a glossary of technical terms