




Thorner's Church of England Primary School

Schoolhouse Lane, Litton Cheney,

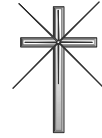
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Please give a brief overview of the capabilities within your service to provide for children and young people with special educational needs and disabilities (SEND).

We currently cater for children with a range of mild and moderate Special Educational Needs. As a small school we respond quickly to any additional needs required by a child. Although we do not have staff with additional qualifications in any specific areas, we do have experienced TAs and teachers who have often worked with pupils whose needs range from speech and language support to assisting people with Dyslexia. Although we do not have any specific areas or classrooms for children with Special Educational Needs, we make the most of our large grounds as often as possible when supporting all our pupils.

We remain committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

In light of this commitment, class improvement works and additional soundproofing and acoustic work will continue to be added to classrooms over the coming years. The work carried out in Chesil and Bredy has benefitted all pupils and made it an even better environment for learning. The work for Eggardon will commence in the Summer of 2018.

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

We regularly test and observe all our children at work in key areas and monitor their progress against national benchmarks every half term. This enables us to quickly spot where a child may be experiencing difficulties or obstacles in their learning which we can assist with. Any parent with concerns about their child can contact our Special Needs Co-ordinator/their child's class teacher or the headteacher at any time in confidence or attend one of our monthly SEN Drop-In sessions to discuss any SEN concerns they may have.

How will your staff support my child/young person?

We offer a graduated response when giving support to a child with SEN. Initial steps may include additional classroom support in specific subjects or a short course of 1-to-1 sessions with a TA or Teacher. More intensive measures may include some class time interventions with a TA or the involvement of external experts and the creation of individually tailored plans for a specific child.

Pupil Involvement

Children are closely involved in the drawing up of the individual plans and both their overall targets (and their smaller SMART Intervention targets) have a 'child friendly' explanation included so that pupils know themselves how to improve. These will be agreed with you and copies are provided of all such plans. We offer regular meetings with the Special Needs Coordinator and allow extra time for all SEN pupils at Parents' Evenings for both parents and pupils to discuss issues.

If a pupil is not making progress, despite receiving the full range of additional support available as part of Thorner's graduated response and with external agency support, then the SENDCO will make arrangements to apply for an Education, Health and Care Plan as set out in the Code of Practice. Parents/Carers and pupils will be central to this process and will be kept regularly informed of the progress and outcome of any such application. During both the application process and the annual review of any Education, Health and Care Plan, pupils are involved at all times by utilising "All About Me" sheets as well as ensuring that any meeting or review is person-centred so that each pupil is given the opportunity to contribute to the formation of their plan.

How will the curriculum be matched to my child's young person's needs?

We are obliged to teach all children the full national curriculum and as such we will take steps to provide differentiated learning opportunities across the whole curriculum that take into account any additional needs a child may have.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We will monitor any child's progress constantly and can provide parents with regular academic updates. We may create an individual plan for a child which will contain all the details of what the school is doing to support your child and which will also contain what steps can be taken at home to cement and reinforce what the school is doing in class. We will offer regular meetings to discuss your child with the Special needs Co-ordinator and allow extra time for all SEN pupils at Parents' Evenings. We will also offer you information about external agencies and services that may be of assistance.

What support will there be for my child's/young person's overall wellbeing?

Your child's wellbeing and safety are vitally important. We will offer appropriately challenging work and tasks that will ensure they progress as swiftly as possible and encourage them to develop their self-esteem and confidence when tackling new opportunities. We can offer emotional support and specific sessions in emotional literacy to help children to overcome difficulties that they may face. The use of several modes of communication between home and school also enables us to monitor the wellbeing of a child on a regular basis.

What specialist services and expertise are available at or accessed by your setting?

Although we do not have staff with extra qualifications in any specific area of additional needs, we offer a broad range of knowledgeable staff who have several years' experience in working with pupils with Special Needs.

What training do staff supporting children and young people with SEND have?

Our staff have attended numerous County led training sessions on a range of additional educational needs including, speech and language, emotional needs, supporting writing and reading and supporting physical needs in school. The training of current staff is reviewed regularly to ensure we are able to support the needs of our current pupils

How will my child/young person be included in activities outside the setting including trips out?

We work closely with external providers of both enriching curricular trips and extra-curricular activities to ensure that steps are taken to ensure the participation of all pupils is as full and as safe as possible. Additional members of staff can be used to accompany pupils on trips and all trips are planned well in advance (with risk assessments carried out and individual plans put in place where necessary) so as to ensure we can meet any additional needs to enable all pupils to get the most out of the range of activities and excursions we offer.

How accessible is the setting environment?

Although our main building is over 250 years old, the majority of our school is on one level and there is good access to the main teaching areas. Our outside space is also both generous and generally level with a ramp between the playgrounds and main field.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

We are in regular contact with the local secondary school and arrange a series of visits and study days to enable all children to get a taste of what secondary school is like. Similarly we have a meeting with key members of the secondary school to ensure that a smooth transition is made for any child moving between our schools. We can prepare specific transition plans if children require them.

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

The School's resources are allocated to ensure that all children maximise their potential. Any child with additional needs will be given additional resources in line with the graduated response outlined above.

How is the decision made about what type and how much support my child/young person will receive?

The Special Needs Co-ordinator together with the Headteacher and Special Needs Governor will discuss with parents what type of support is appropriate for any one child. The decision will be based upon the level of need of the child and what type of support is most appropriate at that time. These decisions will then be reviewed as a child passes up through the school and as they progress with their studies.

Arrangements For Supporting Looked After Pupils With SEND

Thorner's is aware that looked after pupils may be especially vulnerable and that seeking the input of guardians/the Local Authority is critical when working with such pupils. Thorner's will work within the statutory guidance and we will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to Looked After pupils must be given due regard. (See Thorner's policy on "Child Protection Policy" <http://thorners.dorset.sch.uk/download/child-protection-policy-sep-2018-pdf/>)

Local Offer

The School's local offer can be found here:

<https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

<http://thorners.dorset.sch.uk/send/>

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their pupil has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO/Headteacher.

Thorner's publishes its Complaint's Policy on the school website; this information can be found <http://www.thorners.dorset.sch.uk/policies/ComplaintsFeb13.pdf>

How can I be involved?

Parents can support their child in numerous ways both at home and by working closely with school staff; all of which can be discussed on a case by case basis with the Special Needs Co-ordinator. Parents can have a key input when schools draw up individual plans or goals for their

children and can regularly monitor and discuss those plans with staff. Parents may also wish to look to become a parent governor.