

**Thornhill Lees Infant CE (VC) and Nursery School**  
**Special Educational Needs and Disability**  
**Information Report December 2024**



*'At Thornhill Lees we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'*

**SEND information report**

**The kinds of SEND that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

**Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We focus on quality first teaching thorough following the graduated approach from Kirklees.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views where possible
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Transition**

We will share information with our feeder Junior school(s) and specialist provision that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils have a transition visit to their new school, pupils with SEND have extra visits timetabled in in the summer term.

## **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Little wandle- keep up/catch up
- Handwriting
- Maths - booster and greater depth/challenge - Max's marvellous maths
- Time to Talk - social skills
- SALT - range of speech programmes
- Movement group
- ELSA groups (Trained ELSA in school)

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 (at times) and small group work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now and next boards, basket activities, larger font, wobble cushions, fidget toys, raised boards, ipads, steps to aid posture when seated, any equipment recommended by physiotherapists or Occupational therapists
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Refer to accessibility plan.

## **Additional Learning**

Specific children have additional support for learning within each class and a resource provision has now been set up to support some children. Some children have small group in class and/or intervention support.

We have a number of teaching assistants who are trained to deliver interventions such as movement group, handwriting, number, emotional support, phonics, Speaking and listening, early reading and writing.

Teaching assistants will support pupils in a small group and or if needed on a 1:1 basis for some activities if they have an ANP or My Support Plan. Children with an EHC plan will have key adult support and some 1:1 where possible and also access smaller group support, funding can be attached when the EHCP process has been followed and an EHCP is in place. This process takes 20 weeks (see separate guidance on the EHCP process).

Teaching assistants will support pupils in small groups when there is a shared target or need and they are on a group intervention plan.

We work with the following agencies to provide support for pupils with SEND:

Speech and Language Therapy service

Kirklees Specialist provision

LOCALA for a range of support e.g. physiotherapist, occupational therapist, child development practitioners

EYSEND Service

CCI team (Complex Communication and Interaction)

Autism Outreach

Visually Impaired team

Hearing Impaired team

Cognition & Learning outreach

SEMH outreach

Physical impaired outreach

### **Expertise and training of staff**

Our SENDCO Karen Gratino, has 7 years experience in this role and has worked as a teacher for 24 years previously. She has completed The National Award for Special educational Needs Co-ordinator, postgraduate certificate at Huddersfield University September 2021.

She is allocated 4.5 days a week to manage SEND provision.

We currently have a focused team of teaching assistants.

Staff are frequently updated on CPD related to the current needs of the children in our care.

In the last academic year, staff have been trained in Aces, Emotional well-being, ELSA, asthma awareness, Epipen training, SALT and AET autism, GAP training, Makaton training as well as other curriculum areas.

### **Securing equipment and facilities**

Refer to Accessibility Plan

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions - The SENDCO meets with class teachers termly to review the interventions, ANP's and individual progress. General discussions also take place half termly as needed.
- Monitoring by the SENDCO
- Using provision maps to measure progress - use of SENIT document (EYFS- end of first term in year 1), PIVATs for children who are working Pre Key Stage in Key stage 1, school Tracking system & Evidence me for EYFS children
- Holding annual reviews for pupils with SEND on EHC plans.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Refer to Accessibility Plan.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the

- Emotional Well Being is the priority of all children in our school and we are currently part of the Trailblazers Mental health project.
- Children are supported by our ELSA intervention.
- We have a zero tolerance approach to bullying.

### **Working with other agencies**

LOCALA - school nursing team - commissioned time in school fortnightly

SALT - termly commissioned time in school

Hearing and visually impaired teams

Referrals into SALT, EYSEN, KSP, CAMH's when and where needed.

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEND**

KIAS- Kirklees Information Advice and Support [Service-kias@kirklees.gov.uk](mailto:Service-kias@kirklees.gov.uk) tel. 01484 225422

PCAN-Parents of children with additional needs [-info@pcankirklees.org](mailto:info@pcankirklees.org) tel. 07754 102336.

### **Contact details for raising concerns**

Debbie Douglas - Headteacher

Karen Gratino -SENDCO - [karen.gratino@thornhilllees.com](mailto:karen.gratino@thornhilllees.com)

### **The local authority local offer**

Our contribution to the local offer is published here:

<http://www.kirklees.gov.uk/localoffer> or a link can be found on the schools website [www.thornhilllees.com](http://www.thornhilllees.com).

### **Monitoring arrangements**

This policy and information report will be reviewed by Karen Gratino (SENDCO) **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Supporting pupils with medical conditions

LAC Policy

