

Our Local Offer for Special Educational Needs and/or Disability



Headteacher:

Mrs Elizabeth Bradbury

School address:

Chapel Lane

Harriseahead

Stoke-on-Trent

ST7 4JL

Telephone number:

01782 512301

Email:

office@thursfield.staffs.sch.uk



Please click the relevant words on the wheel to be taken to the corresponding section.

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Reviewed annually

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs	
How will you know if my child or young person needs extra help?	
<ul style="list-style-type: none">• Children's learning is monitored on a day-to-day basis and progress is rigorously tracked.• Staff are available to listen to parental concerns regarding individual needs.• We liaise closely with previous settings and external agencies.• We offer a range of assessments to identify individual needs.• Pupils may voice a need themselves which we will discuss with you.• After identification, we will liaise closely with you and external agencies to formulate a support plan.• We have several programmes in school for early intervention which will help to support your child.	
What should I do if I think my child or young person needs extra help?	
<ul style="list-style-type: none">• Talk to your child's teacher.• Make an appointment to speak to the SENDCo (Mrs Timmis)	
Where can I find the setting/school's SEND policy and other related documents?	
<ul style="list-style-type: none">• The SEND policy and other related documents can be found on the school website	

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- All children are provided with quality first teaching that is differentiated to meet their needs.
- The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.)
- Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- All children have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings.
- Parents of children on the SEND list will have a consultation meeting with their child's class teacher once a term (3 times a year).
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their individual needs. Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited into school to discuss next steps in the identification of action to improve outcomes. SEND support will be recorded on a APDR (Assess, Plan, Do, Review form) giving a set of expected outcomes. Progress

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Teaching, Learning and Support

towards these outcomes will be tracked and reviewed regularly with the SENDCo, parents, the pupil (where appropriate) and their class teacher.

- These next steps are SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound) and are used to plan the next steps in the learning of our SEND children.
- If progress rates are still thought to be low despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Support Service, Speech and Language Therapy, the Autism Outreach Team or an Educational Psychologist.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to assess for an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice.
- As part of the differentiation your child may receive one or all of the following: • targeted in class work • small group class support • small group interventions • 1-1 interventions
- Additional learning support is available to guide teachers in order to plan and deliver interventions to our learners e.g. Dyslexia / Dyscalculia screening and support, Behaviour and well-being specialist support.
- Teaching approaches are modified to meet the needs of individual children e.g. specialist resources and equipment, use of ICT resources, additional adult support and differentiating and targeting outcomes for children.

How will the curriculum and learning environment be matched to my child or young person's needs?

- When a child has been identified as having special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs)

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Teaching, Learning and Support

may be allocated to work with the pupil 1:1 or in a small group for an amount of time during the school day, such as in assembly or for part of a lesson or in a small group to target more specific needs.

- A child's SEND support will be recorded using an APDR with targets being set according to individual needs. These will be monitored regularly by the class teacher and teaching assistant. If appropriate, additional specialist equipment or resources, ICT and/or additional adult support may be provided.

How resources are allocated to meet children or young people's needs?

- The school receives funding to respond to the needs of children with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education, (the Age Weighted Pupil Unit); The Notional SEND budget and Pupil Premium funding for pupils who meet certain criteria.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to start an assessment of an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice.

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

- All children will be provided with quality first teaching that is differentiated to meet their needs.
- The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback).
- Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

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Teaching, Learning and Support

- All children have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND register will have a consultation meeting with their child's class teacher once a term (3 times a year).
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- Individual assessments of the pupil will can be under taken in order to make an accurate assessment of their individual needs.
- Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parents will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes.
- SEND support will be recorded on an ADPR, giving a set of personalised targets. Progress towards these targets will be tracked and reviewed three times a year with parents, the pupil (where appropriate) and their class teacher.
- If progress rates are still thought to be low despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Support Service, Speech and Language Therapy, the visual impairment team, the Autism Outreach Team or an Educational Psychologist.

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Teaching, Learning and Support

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to start an assessment of an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice.
- As a parent, you will be involved in all parts of the process. You will be invited to discuss your child's progress three times a year with the class teacher and SEND team: these meetings coincide with parents' evenings but you can speak to your class teacher or the SENDCo at any time throughout the year. Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.

How will equipment and facilities to support children and young people with SEND be secured?

- The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need.
- Children with an 'Education, Health Care Plan' will have an allocated number of hours of support to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
- Other children will also receive support linked to their needs as indicated on their APDR form. This support may take various forms: In class support from teaching assistants, small group support, Specialist 1:1, support from external agencies.
- Provision of specialist resources Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and differentiated

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Teaching, Learning and Support

support and Interventions are put in place to support their learning and the impact of that provision measured. The interventions and their impact are recorded in the pupil's APRD plans. If interventions are not having the expected impact, then the SENDCo may refer to external professionals in discussion with parents to enable further support to be provided.

How will you and I know how my child or young person is doing?

- Children who are on the SEND register and are recognised as having a need, will have targets set along with a provision map of support. These will be reviewed during the year and new targets will be set at least three times throughout the year (more as and when needed)
- Parents can talk to the class teachers about their child's progress on appointment. The class teachers review the progress of all the children each half term and adapt their teaching accordingly.
- We hold a termly parents' evening where parents can look at the children's books and meet with the class teacher along with a detailed report at the end of each academic year.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in the form of a written report.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.
- Every child has a home/school planner which we ask all parents to record in; any concerns or questions. The planners are checked by the classroom staff each morning.
- We can signpost you to SENDIASS if you feel you need further support with any SEND issues.
- Parents will be invited in to set and discuss targets at the beginning of a term and then at the end of each term to review targets and set next steps (more frequently if needed).

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Teaching, Learning and Support

How will you help me to support their learning?

- An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
- The SENDCo, Mrs. Timmis may meet with you to further discuss how to support your child.
- If external agencies are involved, they may suggest further strategies and resources to help your child.
- A number of parent workshops are organised over the school year, these are advertised via our newsletter, on our website and Facebook page and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- Children take part in setting their own targets as part of their support plan review. This is done as a 1-1 discussion and children help to create their targets on their plans.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We continuously ensure the provision has a positive impact on the outcomes. We do this in a variety of ways, including: Robust evaluation of intervention and support plan targets, book scrutinises, SENDCo/SLT/Governor monitoring, SEND APDR Plans are reviewed with parents/carers and updated regularly through the year and evaluations, reports with support and guidance from external agencies.

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Children with identified safety needs will be met at their door in the morning and dismissed directly at the end of the day to the person collecting them. Children with identified needs have additional support at break and lunch with a high ratio of staff on duty. Regular risk assessments take place to identify hazards and control measures as needed, these are amendment when needed.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

- There is a strong pastoral support network within the school, founded in our school ethos of 'We care, we share, we dare to dream.' Every child matters and it is widely considered that every lesson, every day counts towards each individual's well-being and academic achievement.
- The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions.
- Children can achieve DoJos (team points) for a variety of reasons.
- Attendance is monitored regularly and concerns are shared with parents as applicable.
- All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding.
- We work closely with Trailblazers to offer emotional support.
- The Lighthouse club, provides nurture provision to individual children and groups of children throughout school. A pupil may access this provision for a number of weeks, or for a longer period of time.
- A Behaviour Specialist visits school each week and successfully works with children and parents regarding emotional well-being.

How will you manage my child or young person's medicine or personal care needs?

- Pupils with complex medical needs will be provided with a Care Plan: this is compiled in partnership with parents, medical agencies and school staff.

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Safety and wellbeing

- A central record of pupils' Health Care plans is kept in the main school office, to which all staff have access to.
- Individual copies of Health Care Plans are signed by and copies given to relevant staff, e.g. Class Teacher, TA, Lunchtime Supervisors and School Cook.
- All staff receive epi-pen training, asthma training as appropriate to pupils in their care; this is delivered by the school nurse team.
- Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form is in place to ensure the safety of both child and staff member.
- A selection of staff hold qualifications in first aid and paediatric first aid.
- External advice is sought when needed to ensure care is appropriate.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Exclusions are avoided as much as possible and alternative provision is considered a preferable response.
- The school has a clear behaviour policy and this is supported by all staff.
- Our school ethos is 'We care, we share, we dare to dream.' We believe all children can achieve at their level, our ethos is reflected in the targets and expectations.
- Children may have individualised behaviour plans which will be created with advice and support from other agencies – including Autism Outreach, Behaviour Support and CAMHS.

How do you support children who are looked after by the local authority and have SEND?

- Personal Education Plan (PEP) meetings take place termly and these are focused on progress. The virtual school will offer support as and when needed and also educational psychologist advice.

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Working Together

Who is involved in my child's education?

- The point of contact is your child's class teacher. They will know your child the best. They will work alongside the SENDCo and identified teaching assistant to set targets.
- The SENDCo will review their targets and seek additional advice and support from external agencies as needed. This may include SENIS, Educational Psychologist, autism outreach, occupation therapy, CAMHS, behaviour support, trailblazers, outreach etc.
- Any referral to an outside agency will be discussed with you and the reasons behind the referral

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- SEND information is shared with the appropriate staff as needed
- SEND information will be passed on to your child's new teacher when they move up to their next class.
- Learning Passports, or one page profiles are written which outline children's learning needs and preferences.

What expertise do you have in relation to SEND?

- The SENDCo has achieved the National SENCO award and the staff all receive yearly training from SEND services (as needed).
- The SENDCo has also achieved a PG certificate and diploma in Specific Learning Difficulties (SpLD) and holds an AMBDA (Associate membership of the British Dyslexia Association).
- Staff are updated through staff/team meetings of updates when relevant. If a child attends school with a specific need then training will be arranged to support provision and understanding of that need (if needed). Based on the needs of the children, Thursfield identifies staff members who have received

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Working Together

professional training to enable them to support children with additional needs, including medical needs.

- We also invite the school nurse and other agencies into school to support with training when needed. All our staff have had training towards becoming a Dyslexia Friendly School and are all trained in providing quality first provision. Some staff have received training in Autism, Speech and Language and Social, Emotional, Sensory, Trauma and Attachment and Mental Health.
- Staff are regularly updated on the SEND Code of Practice and any changes in relation to SEND services and how support is accessed by the school. As part of the ongoing staff training, disability awareness is planned in to ensure staff are confident in how to deal with disabilities. This training is done on a need basis and all the relevant staff would receive appropriate training.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

Education Psychologist • School Nurse Hub • Inclusion Hub • Inclusion Officer • Advisory Teachers • Behaviour Support Specialist • Autism Outreach Team • Speech and Language Therapy • Occupational Therapy • Hearing and Visual Impairment Service • CAMHS (Child and Adolescent Mental Health Service) • Family Support • Education Welfare Officers • Physical and Disability Support Service • SENDIASS (Special Educational Needs and Disability Information and Support Service) • Trailblazers

Who would be my first point of contact if I want to discuss something?

- First point of contact would be the class teacher. You can also contact the school SENDCo on the contact details below.

Who is the SEN Coordinator and how can I contact them?

- The SEND Coordinator is Mrs. Timmis. An appointment can be made with Mrs Timmis by phoning the school office on 01782 512301, or emailing office@thursfield.staffs.sch.uk

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Working Together

What roles do your governors have? And what does the SEN governor do?

- Our SEND governor, Mrs. N. Cartwright meets with the SENDCo each term to discuss SEND provision.
- Looked after children link governor is Mrs K. Lang.

How will my child or young person be supported to have a voice in the setting, school or college?

- Pupils are included during the target setting/ reviewing processes
- Pupil interviews take place to gather SEND pupil voice
- SEND pupils are represented at School Council and Reading Council meetings.
- SEND children are invited to all after school clubs and to compete in Sporting events etc

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Governors vacancies are advertised in the newsletter to all parents
- Parents are encouraged to volunteer in school life
- Parental workshops provide advice and support

What help and support is available for my family through the setting?

- Appointments can be made to talk to the Head Teacher, Mrs Bradbury regarding referrals to family support etc.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.
- If your child is subject to a risk assessment, then a meeting to discuss what this looks like will be arranged.

Provide details of the physical accessibility of the setting

Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

Are disabled changing facilities available? Yes ☒

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Inclusion & Accessibility

No ☐

Details (if required)

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒

Details (if required)

No ☐

Do you have disabled parking spaces for students (post-16 settings)? Yes ☒

No ☐

Details (if required)

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Inclusion & Accessibility	
<ul style="list-style-type: none"> • Details of the school's Inclusion policy and Accessibility plan can be found on the school's website. 	
How accessible is the setting's environment?	
<ul style="list-style-type: none"> • The first floor classrooms would not be suitable for wheel chair users. 	
What forms of communication does the setting use to ensure inclusivity?	
<ul style="list-style-type: none"> • All communication is available to download from the school's website • Short text messages are regularly used as 'reminders' of important information. • Information sharing evenings/meetings are regularly arranged (New intake, residential school trips etc) • Parents are welcomed by our school office staff who are always happy to talk through any items on the newsletter or to answer any queries. 	

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Joining and moving on	
Who should I contact about my child or young person joining your setting?	
<ul style="list-style-type: none"> • Parents can contact the school office on 01782 512301 to arrange a visit to the school. 	
How can parents arrange a visit to your setting, school or college? What is involved?	
<ul style="list-style-type: none"> • Parents can contact the school office on 01782 512301 to arrange a visit to the school. • A number of 'Open days/evenings' are planned each year for the new Reception intake. 	

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Joining and moving on

- Tours of the school can be arranged at other times via the school office.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (*IRR*)

- A number of strategies are in place to enable effective pupil transition. These include: • Discussions between the previous or receiving setting prior to the pupil joining/leaving
- Attendance at transition sessions where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need. •
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. •
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

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Additional Information

What other support services are there who might help me and my family?

- SENDIASS are available if you require additional advice and support.
- Other agencies homestart, CAMHS the local support team. Please contact us if you wish to be signposted to support, or visit Staffordshire connects.
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

When was the above information updated, and when will it be reviewed?

- Annually

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

Parents can give feedback to the school at any point and we welcome discussions to improve outcomes. If you feel that you need to make a complaint, please follow the school's complaints policy.

Type of Setting *(tick all that apply)*

- | | | | |
|--|--|--------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 |
| <input type="checkbox"/> Post 18 | | | |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> |
- Independent/Non/Maintained/Private

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Additional Information

☐ Other (Please specify below)

DFE Number

District

- | | | |
|---|------------------------------------|---|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire |
| <input type="checkbox"/> Tamworth | | |
| <input checked="" type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford |
| <input type="checkbox"/> South Staffordshire | | |

Specific Age range

4-11

Number of places

Which types of special educational need do you cater for?

- ☐ ☒ inclusive mainstream school ☐ special school