



THAKEHAM PRIMARY SCHOOL

SEND ANNUAL INFORMATION REPORT

JULY 2020

This report primarily identifies how pupils with SEND were supported in school from September 2019 to March 2020. The latter part of the report outlines how pupils with SEND were supported during the partial closure of the school due to Covid-19 from March 2020 to July 2020.

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| <p>What types of SEND do we provide for at Thakeham Primary School?</p> | <p>Thakeham Primary School is an inclusive school. We believe that all pupils are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential.</p> <p>We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2014) which states that:</p> <p style="padding-left: 40px;">A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p style="text-align: center;">SEND Code of Practice (2014) - Introduction xiii and xiv</p> <p>Pupils who have been identified as having a special educational need or disability and who are receiving support have been placed on the school's SEND register. We currently have 21 pupils on the SEND register. This equates to 20.58% of the total number of pupils on roll. There are 17 pupils registered at SEND Support and 4 pupils with an Education, Health and Care Plan (EHCP).</p> <p>In line with the SEND Code of Practice (2014), pupils' SEND has been categorised into the following four Broad Areas of Need:</p> <ul style="list-style-type: none"> - Communication and Interaction e.g. Autistic Spectrum Condition, expressive and receptive language difficulties - Cognition and Learning e.g. dyslexic difficulties - Social, Emotional and Mental Health Difficulties e.g. ADHD - Sensory and/or Physical Needs e.g. visual or hearing impairment |
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| | <p>At Thakeham Primary School, pupils who are on the SEND register have needs which fall into one or more of the four Broad Areas of Need.</p> |
| <p>How do we identify and assess pupils with SEND?</p> | <p>At Thakeham Primary School, we have a clear approach to identifying and responding to SEND. Class teachers, supported by the Headteacher and Inclusion Co-ordinator (InCo), make regular assessments of pupils' progress. When monitoring pupils' progress, class teachers look for pupils who have made less than expected progress given their age and individual circumstances. They have looked to see if progress:</p> <ul style="list-style-type: none"> - is significantly slower than that of their peers from the same baseline - fails to match or better the pupil's previous rate of progress - fails to close the attainment gap between the pupil and their peers <p>If the school has had concerns about the progress of a pupil, it has taken action to remove barriers to learning and put effective special educational provision in place. The school has adopted a graduated approach to this support. The pupils have been supported through different waves of provision. Wave 1 provision has included strategies that are available to all pupils. Wave 2 provision has included small group interventions whilst Wave 3 provision has been individual targeted support. The three waves of provision are discussed in greater detail below.</p> <p>Wave 1 Provision</p> <p>If a class teacher has concerns about the progress of a pupil, the school's first response has been to ensure that the pupil receives high quality teaching, targeted at the area of weakness. The class teacher has completed a Nature of Concern Wave 1 monitoring form. This form has identified the pupil's current level of attainment, together with the views of the pupil and parent. The form has also outlined which Wave 1 strategies the pupil is using. Wave 1 provision includes strategies like table top spelling lists and voice recorders. Strategies have been available to all pupils. After an agreed length of time, the pupil's progress has been reviewed. If the pupil has made progress, the pupil has continued to be monitored at Wave 1. However, the decision has sometimes been taken to put Wave 2 provision in place.</p> <p>Wave 2 Provision</p> |

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| | <p>Wave 2 provision is when a pupil accesses a small group intervention that is in addition to the class teacher's standard planning. For pupils who have accessed Wave 2 provision, the class teacher, teaching assistant (TA) or Inclusion Co-ordinator (InCo) has completed a provision map which has monitored the impact of any intervention in place. Each pupil on the SEND register has also had an Individual Learning Plan (ILP). The ILP contains approximately three targets which are reviewed termly, Over the last academic year, due to Covid-19, the ILPs were only reviewed in the autumn and spring term.</p> <p>Wave 3 Provision</p> <p>Wave 3 provision is individual targeted support. The InCo has put Wave 3 provision in place if a pupil has failed to make progress through Wave 2 support.</p> <p>In addition to on-going formative assessments, the school has also used a range of specialised tests to assist in the identification of pupils' learning difficulties and to monitor progress. Tests that the school has used include:</p> <ul style="list-style-type: none"> - Parallel Spelling Test - Nelson Single Word Spelling Test - Phonological Assessment Battery (PhAB) - York Assessment of Reading for Comprehension (YARC) - The Dyslexia Screening Test - Sandwell Numeracy Test - Raven's Progressive Matrices - The British Picture Vocabulary Scale |
| Who is the special educational needs co-ordinator (SENCo) and how can he/she be contacted? | <p>Since September 2018, our designated teacher responsible for special educational needs is Mrs Alison Mullineux. At Thakeham Primary School, our SENCo is known as the Inclusion Co-ordinator (InCo) to reflect wider responsibilities. Parents can contact Mrs Mullineux through the school office. Mrs Mullineux has been an INCo since 1999 and hasn't been required to complete the SENCo Award.</p> |
| What is our approach to teaching pupils with SEND? | <p>At Thakeham Primary School, every teacher is a teacher of SEND. Class teachers are responsible and accountable for the progress and development of the pupils in their class. Class teachers have worked closely with the InCo to plan and differentiate activities to meet the needs of all the pupils.</p> <p>In addition to differentiated class work, pupils with SEND have also accessed specific interventions. Pupils have either worked in small groups or on a one-to-one depending on whether they have accessed Wave 2 or Wave 3</p> |

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| | <p>support. The interventions have been led by class teachers, the Intervention teacher (Mrs Mills), the InCo or TAs. They have taken place in the classroom environment or a quiet group room. Interventions have been delivered on a flexible timetable to guarantee that pupils do not miss key learning in class. Examples of intervention which have taken place this year include: phonics, precision teaching (overlearning), number, speech and language therapy, Jump Ahead (gross and fine motor skills), Write from the Start (handwriting), social skills and Narrative Therapy.</p> |
| <p>How do we adapt the curriculum and learning environment?</p> | <p>All of our pupils have accessed either the Early Years Foundation Stage Curriculum or the National Curriculum. Class teachers, the InCo and TAs have differentiated tasks to make them more accessible for some pupils. Multisensory learning across all curriculum areas has been promoted and pupils have been encouraged to use visual, auditory and kinaesthetic learning styles to further their skills.</p> <p>As part of the school's Wave 1, quality first teaching, class teachers have ensured that their classroom environments provide pupils with access to resources to encourage independent learning. For example, all classrooms are rich language environments which promote pupils' language and literacy skills.</p> <p>The school building and outdoor areas are accessible to all pupils. The school has an accessible hygiene room.</p> |
| <p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p> | <p>Thakeham Primary School is committed to ensuring that every aspect of the school day, including extra-curricular clubs, is accessible to all pupils. This has been achieved through implementing a number of strategies. Class teachers have made effective use of TAs in the classroom to ensure that pupils can access activities. For example, TAs have supported with the reading or writing required for a pupil to access a group task.</p> <p>Where possible, pupils have worked in mixed ability groups where they are encouraged to support one another. Pupils are encouraged to collaborate and engage with all the pupils in their class and across the school. Class teachers have also ensured that pupils with SEND are able to engage in activities with pupils in the school who don't have SEND by differentiating classroom activities and making necessary adaptations to resources. For example, resources have been enlarged or provided on coloured paper.</p> |
| <p>How do we consult parents of pupils with SEND and involve them in their child's education?</p> | <p>At Thakeham Primary School, we encourage parents/carers to discuss any concerns they may have with their child's class teacher. If appropriate, a call/meeting with the InCo has been arranged.</p> <p>Parents/carers are kept informed about their children's progress at Parent Consultation Evenings, which are offered termly with the class teacher and InCo. However, parents/carers are encouraged to meet informally with staff to</p> |

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| | <p>discuss their child's progress throughout the year. Information has been shared with parents/carers about how they can support their children at home.</p> <p>For pupils who have an Individual Learning Plan (ILP), class teachers and the InCo have met with parents/carers to discuss targets and support during the autumn and spring term. Parents/carers have been involved in reviewing targets and their views are recorded on the ILP. The InCo has placed great importance on working closely with parents/carers.</p> <p>All pupils who have an ILP have also had a written report in the summer term.</p> <p>Updates on the curriculum have been shared with parents/carers through newsletters, the school's website and through curriculum meetings led by class teachers.</p> <p>Parents are also made aware of support available through the West Sussex SEND Information, Advice and Support Service (SENDIAS) which can be accessed online at: send.ias@westsussex.gov.uk or by phone on 0330 222 8555.</p> |
| How do we consult pupils with SEND and involve them in their education? | <p>Pupils have been fully involved in their education. Class teachers and the InCo regularly discuss targets with pupils so that they understand areas for development. All pupils have had the opportunity to comment on their progress and their views are recorded on their ILPs. Pupils on the SEND register also share their views on how they can best be supported through their One Page Pupil Profile.</p> <p>During the autumn and spring term, the SENCo has met with pupils on the SEND register to discuss their general level of support. Where possible, the SENCo has made adjustments to meet the pupils' requests. Examples include requests for alternative fidget toys.</p> <p>Throughout the day, pupils receive regular verbal and written feedback. All marking follows the school's marking policy, which clearly identifies a pupil's strengths and ways forward.</p> |
| How do we assess and review pupils' progress towards their outcomes and evaluate the effectiveness of our SEND provision? | <p>Regardless of whether a pupil has accessed Wave 1, Wave 2 or Wave 3 provision, the support has taken the form of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and members of staff have checked that the intervention in place is both relevant and effective.</p> |

Assess – The InCo and class teacher have carried out a clear analysis of the pupil's needs. This analysis has drawn on the class teacher's assessments, previous attainment and progress of the pupil, as well as the views of the pupil and parent.

Plan – The InCo and class teacher have agreed, in consultation with the parent and pupil, the interventions and support put in place, along with a clear date for review.

Do – Although the class teacher remains responsible for working with the pupil on a daily basis, the pupil may have accessed either Wave 1, Wave 2 or Wave 3 interventions or a combination of these. At Thakeham Primary School, interventions have been delivered by the class teacher, Intervention teacher, InCo, TAs and by outside agencies such as play therapists.

Review – The effectiveness of the support and interventions and their impact on the pupil's progress have been reviewed and evaluated in line with the agreed date. Parents and the pupil have had the opportunity to review progress and their views are recorded on the ILP. The InCo and class teacher have also revised the support in light of the pupil's progress and development, deciding on any changes that need to be made to the provision.

The ILPs, which were reviewed in the autumn and spring term, demonstrate how many pupils have made good progress against each of their targets set. Individual assessments, together with evidence in pupils' books show that many pupils are applying the targeted skills to independent learning. Through ILP reviews, it has also been evident how parents/carers have supported their children's learning at home. Parents/carers have played a key role in reviewing and setting new targets.

In addition to ILP learning outcomes, the school has also monitored pupils' progress through the school's assessment tracker. During the autumn and spring term, class teachers have inputted data on pupils' attainment. This data has been discussed during Pupil Performance meetings with the class teacher, Headteacher and InCo.

For pupils on the SEND register, their attainment and progress data has been analysed closely. The school normally classifies 'expected progress' as a 3 points score over an academic year. Due to the partial closure of the school due to Covid-19, 'expected progress' this academic year has been reduced to a 2 point score. Due to the reduced number of terms assessed, it has not been possible to make direct comparisons with previous years.

The tables below identify the number of pupils on the SEND register who have made 'expected progress' or 'better than expected progress' during the autumn and spring term in Reading, Writing and Maths. Due to lockdown, pupils did not complete the spring term in school and so this needs to be taken into consideration when analysing the data.

It must also be remembered, that not all pupils make linear progress throughout a year. The majority of pupils will have periods of both slower and more rapid progress. This will affect a pupil's learning trajectory.

SEND pupils with EHCPs often make smaller steps of progress. This progress is not always identified through the school's system reported below. Staff have an alternative tracking tool in place for these pupils.

| KEY STAGE | NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN READING |
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| EYFS | 2/2 |
| KS1 | 4/6 |
| LOWER KS2 | 3/8 |
| UPPER KS2 | 3/5 |

| KEY STAGE | NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN WRITING |
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| EYFS | 2/2 |
| KS1 | 6/6 |
| LOWER KS2 | 2/8 |
| UPPER KS2 | 2/5 |

| KEY STAGE | NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN MATHS |
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| EYFS | 2/2 |
| KS1 | 3/6 |

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| | <table><tr><td>LOWER KS2</td><td>4/8</td></tr><tr><td>UPPER KS2</td><td>3/5</td></tr></table> | LOWER KS2 | 4/8 | UPPER KS2 | 3/5 |
| LOWER KS2 | 4/8 | | | | |
| UPPER KS2 | 3/5 | | | | |
| | <p>For those pupils who have accessed the advice of outside agencies, like the Speech and Language Therapy Service, the school has also drawn on assessments carried out by these specialists to help monitor progress. The goal sheets and termly reports provided by the Speech and Language Therapy Service reflect the positive progress these pupils have made.</p> <p>All hard copies of ILPs and outside agency reports are securely filed. Each pupil also has an electronic file.</p> | | | | |
| How do we support pupils with SEND to improve their emotional and social development? | <p>The school aims to provide a happy, caring and supportive environment for the pupils through the promotion of positive behaviour strategies. The expectations of behaviour are set out in Thakeham's Behaviour Policy and Anti-bullying Policy.</p> <p>During the autumn and spring terms, the school has offered pastoral support for pupils who are encountering emotional or social difficulties. For pupils experiencing emotional or social difficulties, the class teachers work closely with the Headteacher, InCo, parents and pupil. Pupils are offered either Wave 2 or Wave 3 support. Support during the year has included play therapy, social skills groups and Cognitive Behaviour Therapy.</p> <p>At Thakeham Primary School, we recognise the importance of developing pupils' social skills and promoting their emotional well-being and these are fostered at every opportunity. Prior to the partial closure of the school due to Covid-19, mindfulness activities were introduced throughout the school at a set time each day. These activities proved popular with pupils and staff reported a positive impact on pupils' well-being.</p> | | | | |
| What expertise and training do our staff have to support pupils with SEND? | <p>The InCo at Thakeham Primary School attends regular meetings with the other teachers responsible for special educational needs in the locality. Through these meetings, the InCo accesses the skills and advice of other InCos/SENCOs as well as training opportunities from outside agencies. Training received by the InCo and other members of staff at Thakeham Primary School over the last academic year includes:</p> <ul style="list-style-type: none">- Supporting pupils with expressive and receptive language - advice from Speech & Language Therapist (All staff received) | | | | |

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| | <ul style="list-style-type: none"> - Safeguarding training (All staff attended) - Safeguarding Day – Focusing on Domestic Violence, Alcohol & Drug Use, MASH (INCo and Headteacher attended) - Therapeutic approach to behaviour (Headteacher and InCo attended). - First Aid at Work & Paediatric First Aid (TAs attended) - Adrenaline Auto-injector training (All staff attended) - Locality SENCo meeting (INCo attended half termly meetings during autumn and spring term) - Rupture and Repair After Covid-19. (InCo attended) - Mindfulness (Headteacher attended) <p>The school has also benefited from close links with outside agencies. The InCo has drawn on the expertise of the specialists through meetings, phone calls and emails.</p> <p>Class teachers at Thakeham Primary School receive training through weekly staff meetings as well as locality and county training sessions. Staff have observed teachers working within the school and have also visited other schools to observe good practice. The InCo has supported class teachers and TAs with individual pupils' needs.</p> |
| How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families? | <p>Throughout the year, the school has accessed the advice and support of a number of outside agencies including:</p> <ul style="list-style-type: none"> - Speech and Language Therapy Service – Expressive, Receptive and Social Communication - Learning and Behaviour Advisory Team – Consultation and Review Meeting - Autism and Social Communication Team – Consultation and Review Meeting - Educational Psychologist - Community Mental Health Liaison Service |

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| | <ul style="list-style-type: none"> - Child Development Centre - School Nurse - Children and Family Centres - Early Help Team - Family Support Workers - Social Workers - Play Therapist <p>The school benefits from a good relationship with each of these services. Some pupils in the school have accessed direct support from these specialist services and they have provided advice and guidance on learning outcomes. Some of these services have also worked directly with parents, providing information and offering support.</p> |
| What are the arrangements for supporting children in moving between phases of education? | <p>Due to Covid-19, it hasn't been possible to put in place the school's usual transition plan for pupils starting or leaving Thakeham Primary School.</p> <p>However, for pupils entering Reception, the class teachers and InCo have spoken with staff at pre-schools/nursery schools about individual pupils. The class teachers have spoken with all parents and where appropriate, the InCo has also spoken with parents. The InCo has also spoken with any Outside Agencies who have worked with specific pupils. Every pupil will have transition visits in September 2020 at the beginning of the new school term.</p> <p>For pupils moving on to secondary school, a number of measures have been put in place. The InCo has spoken with the SENCo at the local secondary school to discuss the pupils' needs. Pupils in Y6 have attended the whole school virtual transition day for their secondary school. Links to online resources have also been sent directly to parents. For some pupils with SEND, a visit to the secondary school has been arranged. All SEND records have been transferred to the new school.</p> <p>For pupils entering or leaving Thakeham Primary School mid-year, the Headteacher has met with parents and children individually. The Headteacher and/or INCo has spoken to relevant staff at the previous/new school. All records have been transferred.</p> |

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| <p>How has the school supported SEND pupils during the partial closure of the school due to Covid-19?</p> | <p>During the partial closure of the school due to Covid-19, many SEND pupils completed the online work set by class teachers and laptops were loaned to families where required. Parents/carers received advice by phone or email from the Headteacher, InCo or class teachers on how home learning activities could be differentiated.</p> <p>Some SEND pupils had work printed by the school as this made it easier for pupils to complete work set. To ensure that pupils' specific needs could be met, some SEND pupils received individualised learning packs. Many of these learning packs were home delivered.</p> <p>The InCo spoke with parents/carers and SEND pupils each week throughout the lockdown period to offer advice and support. All communication was logged. The Headteacher and class teachers also made phone calls home.</p> <p>From March 23rd 2020 until May 31st 2020, 5 pupils on the SEND register attended school either full or part time. During this period, all pupils with EHCPs were home learning. There was an individualised risk assessment in place for all pupils with an EHCP. These risk assessments, together with a summary document on how the school was supporting parents/carers and SEND pupils were sent to WSCC.</p> <p>From 1st June 2020 and the wider opening of schools, pupils on the SEND register started returning to school. During this period, 17/21 (81%) of SEND pupils attended school. 3/4 (75%) of pupils with EHCPs attended school. (1 pupil was shielding due to being in the category of 'clinically extremely vulnerable'). The risk assessments for pupils with EHCPs were updated once pupils returned to school.</p> <p>During the summer term, with the consent of parents, an Annual Review meeting was postponed until the autumn term.</p> <p>Over lockdown, interventions did not take place although speech and language programmes were shared with parents to deliver at home. Since 1st June and the wider opening of schools, interventions have not taken place due to social distancing and the restrictions caused by class bubbles. Interventions will resume in September 2020.</p> <p>During the summer term, all planned face-to-face visits by Outside Agencies, including the Speech and Language Therapy Service and the Autism and Social Communication Team were postponed. However, some agencies provided the school with support material. This support material was sent home to parents.</p> <p>During lockdown, all meetings for pupils on Child Protection Plans, Child in Need Plans and meetings for Children Looked After took place via Skype. During the latter part of the summer term, face-to-face visits from Social Workers resumed but with strict social distancing measures in place.</p> |
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| | <p>The school is fully aware of the impact of Covid-19 on pupils' emotional well-being as well as their academic attainment and progress. Following the InCo's attendance at a recent training course, (Rupture and repair After Covid-19), measures will be put in place to support pupils when they return to school in September 2020.</p> |
| Where can the school's and West Sussex's Local Offer be found? | <p>Services available for identifying and assessing children and young people with special educational needs from birth to age 25 can be found on the West Sussex Local Offer website. Areas covered are education, health, social care, support services and leisure.</p> <p>The provision, support and resources available at Thakeham Primary School which is part of the STARS and Chanctonbury locality group can be found in the school's Local Offer. This can be found on the school's website. There is also a link to the West Sussex Local Offer.</p> |
| How do we handle complaints from parents of children with SEN about provision made at the school? | <p>The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are heard through the school's complaints policy and procedure.</p> |