

SEN Information Report 2018 – 2019

This information report should be read in conjunction with the school's **SEN policy**, which can also be found on the website.

SEN Provision at Thornford CE Primary School

We welcome all children and aim to support them as much as possible to achieve their very best. Currently, we have children with a range of additional needs, including: dyslexia, co-ordination, speech and language, social, emotional and mental health, autism and epilepsy. We have a child with a brain injury, for whom we receive advice from the charity SHIPS (Supporting Head Injured Pupils in School).

SEN Intervention

Ofsted (May 2017) stated, 'Thornford is exceptionally good at meeting the needs of all pupils who attend'.

Many interventions are in place for group and individual support. In the past year these have included:

KS 1: Learn to Move, phonics support, individual speech therapy, social skills support, focused reading support and 'First Class @ Number 1'.

KS 2: 'Write from the Start' handwriting, SNIP spelling groups, individual 'Toe by Toe' reading and spelling programme, 'First Class @ Number 2' and 'Success @ Arithmetic', 'First Class @ Writing', sensory needs support and SHIPS Reading Lifeboat.

We have received advice from the Behaviour Support Service, The Special Educational Needs Support Service (SENSS), Speech and Language Therapy (in both Dorset and Somerset) and the SHIPS charity.

The SENCO has carried out diagnostic assessments for specific learning difficulties (dyslexia).

We use School Pupil Tracker Online to record and monitor children's progress in maths and English. For specific interventions, we aim to carry out a 'before' and 'after' assessment to evaluate effectiveness.

The SEN Register

At present (December 2018), we have 13 children on the SEN register, who have a Learning Support Plan (LSP). Three of these children have an Education, Health and Care Plan (EHCP) and another is being referred for statutory assessment.

An additional 28 children are being monitored for a variety of reasons. These are children who may previously have been on the SEN register or who may be on the register in the future.

The main area of need for children on the SEN register is cognition and learning, as can be seen on the table below:

<i>Main area of need</i>	<i>Number of pupils</i>
Cognition and Learning	9
Communication and Interaction	1
Social, Emotional and Mental Health	2
Sensory and/or Physical	1

Training in SEN

The SENCO, Mrs Emma Lewis, has a post-graduate certificate for teaching and assessing children with specific learning difficulties (dyslexia). She attends termly meetings with other SENCOs in the Sherborne area, as well as briefings from Dorset County Council, to keep updated with county and nationwide information, courses and events.

As a staff, we have received training for children with autism spectrum disorders, including the importance of using visual approaches to learning.

We have two teaching assistants who are trained as ELSAs (Emotional Literacy Support Assistants).

Information Sharing

Any concerns about children in school are shared at parents' evenings or at additional times if necessary. Extra meetings are held when needed. We try to be as open as possible about the children, without unduly worrying parents.

This is especially the case in the Early Years when children settle into school and develop at greatly varying rates.

If children have a Learning Support Plan, we share this with parents at least twice a year, in the autumn and spring terms. At the end of the summer term, we send home a review with suggestions for ongoing and further support. The children are encouraged to share their views and put comments on their LSP. Parents' and children's comments are especially helpful for us to evaluate what is working and to plan future support.

SEN Support for Life

We consider children's social, emotional and mental health to be of utmost importance and remain aware that at primary school we are setting the foundations for future learning and happiness. This is especially the case for children with additional needs and SEN.