



SEND Local Offer



SEND Local Offer Report

Provision

Teachers at Thrybergh Primary School plan carefully the provision for all children in their classes, taking account of their individual and personal needs through 'Quality First Teaching'. Individual and personal needs are considered and support staff are deployed appropriately. Support staff are aware of children's needs and the appropriate support needed. Children can therefore achieve success and develop their independence without fear of failure.

Our skilled support staff are trained to support children and to adapt learning where appropriate according to the individual needs of children. Intervention programmes and strategies are used to support individuals or small groups of children.

We work closely with external agencies and are committed to confidentiality and liaising with families about children's individual needs. All children are enabled to access all areas of the curriculum, including school trips and after school clubs through adaptation of the activity or additional support where necessary. Risk assessments are completed to ensure that health and safety are not compromised.

Planning Assessment and Identification

Ongoing monitoring of all children's progress and development through observations and informal assessments are carried out by all teaching staff. Regular formal assessments measure the learning progress that all children make, particularly in reading, writing and numeracy. The informal and formal assessments are appropriate to the age of the child and the requirements of the Department of Education. If necessary, a more sensitive assessment tool, which details smaller but significant steps of progress, will be used. Gaps in skills, knowledge and understanding are identified and addressed through the next cycle of planning. If a teacher has concerns about a child's progress or behavior, our experienced and skilled SENCO is consulted and a meeting with parents/carers is arranged to discuss the child's needs. Under the Special Educational Needs Co-ordinators guidance, the child's progress will be closely monitored whilst appropriate identified strategies are implemented and/or resources used. If appropriate, further assessments will be carried out and any appropriate intervention programmes delivered. Advice and guidance will be sought from appropriate identified external agencies as and when necessary. Review meetings will take place with parents/carers, and any other staff or professionals involved at each key point, but each term at a minimum. Staff will listen to any concerns that parents/carers have, agree any additional support and discuss any referrals to outside professionals to support the child's learning.



If necessary, an Education Health and Care Plan (EHCP) will be established in collaboration with all other involved agencies. The school has an ongoing commitment to training for all staff to improve the teaching and learning of children, including those with Special Educational Needs and Disabilities (SEND). This includes whole staff training on SEND issues such as Autistic Spectrum conditions (ASC), supporting children with physical co-ordination needs or social, emotional and mental health needs. Individual teachers and support staff attend training courses by outside agencies that are relevant to the needs of specific children in their care. Any information and/or learning from such courses are shared with other staff as appropriate.

Staff Training for Children with SEND

Training is given when necessary to support staff in their own knowledge of Special Educational Needs and Disabilities.

Communication with External Services

We are committed to working with external services. This is co-ordinated by the Special Educational Needs Co-ordinator through regular planning meetings. School is committed to working in partnership with families and external professionals to support equality of access within the guidance found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>



Service Involvement in Transition Provision

Personalised transition provision is negotiated with families, schools and external professionals to maximise success and minimise anxiety for all, for example, extra accompanied and unaccompanied visits, sharing of successful approaches and strategies, sharing of Learning Mentor or other staff support.

Transport Provision

We do use external transportation to transport children with physical needs to and from school.

Further information on commonly occurring SEND needs:

Autistic Spectrum Condition

Universal

Behaviour Support Service (if necessary)

Learning Support Service (if necessary)

Education Psychology Service (if necessary)

Autism Communication Team (if necessary)

Additional School Support (no Education Health and Care plan).

Autistic Spectrum Condition plan for staff, which identifies triggers and strategies to use

Teaching Assistant support in lessons (if necessary)

1:1 if required

Transitional visits when moving classes

Relevant access arrangements for national assessments

Interventions (if required)

Visual timetable

Review meetings with parents (if necessary)

Working alongside key worker (when necessary)

Individual Education Plan with targets (if required)

Education Health and Care Plan Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.



Speech Language and Communications Need

We are committed to ongoing professional development for all staff.

At Thrybergh Primary, we work closely with Speech and Language professionals to implement programmes of support. We are committed to confidentiality and to liaising with families and external agencies as appropriate.

Universal: Speech and Language Therapy

Education Psychology Service (if necessary)

Learning Support Service (if necessary)

Additional School Support (no Education Health and Care plan)



Speech Language and Communications Need

Teaching Assistant support in lessons (when required)

Intervention groups (if necessary)

Access to Information Communication Team (if needed)

Relevant access arrangements for national assessments

Teaching Assistant support to work on activities provided by Speech and Language Therapy (if necessary)

Individual Education Plan with targets (if required)

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Moderate Learning Needs

We are committed to ongoing professional development for all staff. At Thrybergh, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways:

- Small group support in class by a teaching assistant
- 1-1 support for personalised learning programmes
- IEP target support
- Early Identification
- Learning Support Programme
- Talk Boost
- Talking Partners
- Targetted intervention programmes
- Liason with external agencies including: Learning Support Service, Educational Psychology Service, School Effectiveness Service.
- A wide range of resources
- First Class at Number
- PAT
- Social speaking

As always, we are committed to confidentiality and to liaising with families and external agencies as appropriate.

Universal

Education Psychology Service (if necessary)

Learning Support Service (if necessary)

Additional School Support (no Education Health and Care plan)

Teaching Assistant support in lessons (when required)

Interventions Small group work (if necessary)

Relevant access arrangements for national assessments



Moderate Learning Needs

Universal

Individual Education Plan with targets (if required)

Differentiated work With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Specific Learning Needs

We are committed to ongoing professional development for all staff.

At Thrybergh Primary, we work closely with external agencies to ensure that our children receive the appropriate support. This can be delivered in a variety of ways: We are committed to ongoing professional development for all staff. At Thrybergh, we work closely with external agencies to ensure that our children receive appropriate support.

This can be delivered in a variety of ways:

- Small group support in class by a teaching assistant
- 1-1 support for personalised learning programmes
- IEP target support
- Early Identification
- Multi Sensory Learning
- Learning Support Programme
- Talk Boost
- Talking Partners
- Targeted intervention programmes
- Liason with external agencies including: Learning Support Service, Educational Psychology Service, School Effectiveness Service, Early Years Inclusion Outreach Service.
- A wide range of resources

As always, we are committed to confidentiality and to liasing with families and external agencies as appropriate

Universal

Education Psychology Service (if necessary)

Learning Support Service (if necessary)

Additional School Support (no Education Health and Care plan)

Teaching Assistant support in lessons (when required)

Interventions Small group work (if necessary)

Relevant access arrangements for national assessments

Individual Education Plan with targets (if required)

Differentiated work

Use of Information Communication Technology (if required)



Suggested resources to use when working
With Education Health and Care plan



Specific Learning Needs

Same as the children with no Education Health and Care plan, using appropriate Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Social Needs

We are committed to ongoing professional development for all staff.

At Thrybergh, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways in consultation with parents. Playground helpers support children at lunch and break times. We work closely with the Educational Psychology Service to enable us to help and support children appropriately.

Universal

Behaviour Support Service

Education Psychology Service (if necessary)

Additional School Support (no Education Health and Care plan)

Mentoring with Higher Level Teaching Assistant (if required)

Interventions

Teaching Assistant support in lessons (if required)

Behavioural Emotional and Social Difficulties plan available for staff with strategies

Relevant access arrangements for national assessments

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Emotional Needs

We are committed to ongoing professional development for all staff.

At Thrybergh Primary, we work closely with external agencies to ensure that our children receive appropriate support. This can be delivered in a variety of ways in consultation with parents.

We have a highly skilled Learning Mentor who works with children both in and out of class, in small groups and on a 1-1 basis. Staff are also trained in Child Protection and bereavement. Playground helpers support children at lunch and break times. We work closely with the Educational Psychology Service to enable us to help and support children appropriately.

Confidence and commitment to liaise with families and external professionals as necessary.

Universal

Behaviour Support Service

Police Young Persons Partnership Officer

Education Psychology Service (if necessary)

Looked After Children students - Get Real Team and Looked After and Adopted Children Team

Additional School Support (no Education Health and Care plan)

Mentoring with Higher Level Teaching Assistant (if required)

Teaching Assistant support in lessons (if needed)

Behavioral, Emotional and Social Difficulties plan available for staff with strategies



Emotional Needs

Interventions (if required)

Relevant access arrangements for national assessments

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Mental Health Needs

Universal

- Committed to ongoing Continuing Professional Development (CPD) for all staff Additional School Support (No Education Health and Care plan)

- Staff trained in:

- Child Protection

- Team Teach

- Willingness to work in partnership with families to support equality of access

- With Education Health and Care plan

- Confidence and commitment to liaise with families and external professionals as necessary.

Hearing Impairment Needs

We are committed to ongoing professional development for all staff.

At Thrybergh, we work closely with external agencies to ensure that our children receive appropriate support. We work closely with the Hearing Impaired Service and some of our staff are completing Level 1 in British Sign Language. Staff are trained in meeting the needs of children with a hearing impairment and are willing to undertake further training where necessary.

Universal

Hearing Impairment team

Additional School Support (no Education Health and Care plan)

Relevant access arrangements if necessary

Advice to staff regarding strategies to use in class

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs.

Visual Impairment Needs

Universal

We are committed to ongoing professional development for all staff.

At Thrybergh, we work closely with external agencies to ensure that our children receive appropriate support

Additional School Support (No Education Health and Care plan)

- Willingness to work in partnership with families to support equality of access

- With Education Health and Care plan

- Confidence and commitment to liaise with families and external professionals as necessary



Multi-Sensory Impairment Needs

Additional School Support (no Education Health and Care plan)

Advice to staff regarding strategies to use in class

With Education Health and Care plan

Same as the children with no Education Health and Care plan.

Physical Needs

Universal

- Committed to ongoing
 - Continuing Professional Development (CPD) for all staff
 - Nature and level of personal care agreed with families according to need
 - Willingness to work in partnership with families to support equality of access
- Additional School Support (No Education Health and Care plan)
- Recognising the limitations of the building – adaptations made wherever possible
 - Willingness to work in partnership with families to support equality of access
- With Education Health and Care plan
- Confidence and commitment to liaise with families and external professionals as necessary.

Levels of Support

Universal

School nurse

Relevant specialised doctors/nurses

Additional School Support (no Education Health and Care plan)

Medical plan

Support required would depend on the need

With Education Health and Care plan

Same as the children with no Education Health and Care plan, using appropriate

Universal services and additional school support strategies which will be bespoke to the individual child and their specific needs