



SEND INFORMATION REPORT 2024/25

THRYBERGH PRIMARY SCHOOL

Oldgate Lane, Thrybergh, Rotherham, S65 4JG

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 01709 850732 **HEADTEACHER:** Mrs R Parry-McDermott





Special Educational Needs & Disability Information Report

January 2025

This is Thrybergh Primary School's information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below and on the school website: <https://thryberghprimary.org/>

The types of Special Educational Needs Provided for at Thrybergh Primary School

At Thrybergh Primary School, we meet children's individual needs and will make reasonable adjustment to do so. We pride ourselves on our inclusive nature and ethos. We provide for all types of SEND of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

Admission of children with SEND

The Local Authority admits pupil to the school according to its own admissions policy, which can be found at http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

Children who have Education, Health & Care plans which name Thrybergh Primary School are given priority by the Local Authority admissions team.

How do we identify children and young people with SEND?

All children are assessed on entry to the Early Years Foundation Stage through our Speech and Language Therapist, who works with us fortnightly. This means that we can start to meet Speech, Language and Communication Needs (SLCN) quickly. We also screen new starters in FS2, and further into Key Stage 1 if SLCN is indicated on entry. We use a range of assessment measures, as well as National Curriculum tests, in Key Stage 1 and 2, including FFT Reading Assessment Programme and YARC.

These assessments tell us how well a child is attaining according to age related expectations. If a child is attaining below their age-related expectation in any area, then their teacher will adapt their teaching and the tasks to match the level at which the child is performing. Children's progress will then be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant. This is called quality first teaching. Some children also have the opportunity to access a small group catch-up intervention programme for a few weeks. This would be wave 1 support.

If a child is not making progress then the teacher will consult Mrs Levesley, the school's SEND co-ordinator (SENDCo). We use a Graduated Response document to record the strategies we have



tried within wave 1. We then implement an assess, plan, do, review model, where more specific interventions might be delivered, assessed and reviewed. If further support is needed, we would then use a SEND specific assessment programme such as SNAP or seek informal advice from specialist professionals, such as our Specialist Inclusion Team teacher or the Speech and Language Service. We would then move onto Wave 2 of the graduated response and put more specialised plans in place to meet the needs of the child, again following the assess, plan, do, review cycle. Wave 3, which tends to be very individualised and bespoke interventions, may follow where a child's needs are more complex or where progress is not improving, following support at Wave 2. We have a Wave 3 plan Pre EHCP plan, which is a much more detailed plan covering a range of needs, which is put in place first. For a few pupils, an Education, Health and Care Needs Assessment will be appropriate. This is a statutory process which involves parents and all other professionals involved with the child. When a child is awarded an EHCP, they transfer onto a Wave 3 Post EHCP plan.

Involving Parents and Carers

Everyone:

- is asked about their child's needs when their child starts at Thrybergh Primary
- has the opportunity to come into school before or after lessons, or at a pre-arranged time to meet the class teacher
- can telephone the SENDco or Head Teacher with any concerns or queries
- is invited to parents and carers meetings on a termly basis
- receives a termly Pupil Progress Report whether they attend Parents' Evenings or not
- receives an annual report
- is invited to school events

Some parents:

- whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional meetings with the class teacher
- whose child is chosen to go on an intervention programme will know because the teacher will discuss this with them
- may notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

A few parents:

- whose child needs more specialised support will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen once a term or more often, if needed. Children who are looked after by the local authority will have planning meetings as a matter of course, but these may be more frequent if they have Special Educational Needs.

Involving Children who have SEND

Before each planning meeting, a familiar member of staff will talk to each child with SEND needs and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc. All the staff who are working with children with SEN are observing them and listening to them on an on-going, every day basis. They are alert to children's feelings and report any changes to the SENCO and the parents.



How do we assess and review children's progress?

Children who have special educational needs have individual targets on their wave 2 or wave 3 plans. These can be set by the class teacher, in consultation with the SENDCo by the Specialist Inclusion Team if they suggest a Learning Support Programme or by the Speech and Language therapist. The targets are measurable and are reviewed termly or more frequently if appropriate. Most of the time, these targets will be linked to a specific intervention or adaptation, matched to the child's presenting needs. Parents are invited to review meetings to discuss their child's progress towards their targets and to plan for next steps.

Transition to a New / Secondary School

The SENCO invites the SENCO from the receiving school to review meetings at Thrybergh Primary School during the summer term of Y5 and in Y6, in order to plan everything that needs to happen to ensure a successful transition to the child's new school. Transition plans are tailored to individual children's needs and staff from Thrybergh Primary School can support children in additional visits.

Possible Plans for Children with SEN

At Thrybergh Primary we are very flexible and will do our best to put in place the right intervention to meet a child's needs, so that they are never treated less favourably than other pupils. This could include:

- A sensory approach to learning
- More practical activities
- Smaller learning steps
- Extra help/supervision from a member of staff
- Small group or one to one work
- Different resources or facilities
- A visual timetable
- A work station

All staff are experienced and trained in meeting children's SEND. When needed, specialist training is arranged so that a child's plan can be delivered.

A Whole School Approach

At Thrybergh Primary, we have a whole school approach to SEND and it is part of our strategic plans every year. As part of our whole school approach:

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to make their views and feelings known. We work alongside With Me In Mind to develop our Mental Health support.
- We have a rigorous reporting and monitoring system for bullying and investigate any complaint thoroughly and seriously.



Access Facilities

To support our neurodiverse children, we use visual timetables in every classroom. Our school has an accessibility plan, with a long term vision of making positive changes to ensure that our school is accessible to all.

Complaints

Should parents of children with SEND have any complaints about the provision for their children, they should contact Mrs Levesley (SENDco) or Mrs Parry-McDermott (Headteacher). If their complaint is not resolved, then they should follow the school complaints procedure, which is available from the school office and the school website.

Useful Contacts and Information

The Local Offer - The School's contribution to the local offer can be found at

www.rotherhansendlocaloffer.org

SEND Co-ordinator: Mrs K Levesley Contact: klevesley@thryberghprimary.org telephone: 01709 850732.

Parents / Carers Forum: A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND) <https://www.rpcf.co.uk/>

Contact: 01709 296262 SENDIASS www.rotherhamsendiass.org.uk Information, advice and support for parents and carers of children with SEND Contact: 01709 823627 The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf For information on admissions, please visit: http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place