



# Thurleigh Primary School

(Part of the Federation of Kymbrook & Thurleigh Primary Schools)

*Working in partnership with families to unlock the potential of every individual.  
Together, we nurture a self-belief and a lifelong passion for learning.*

## **SEN Information Report**

**2023-2024**

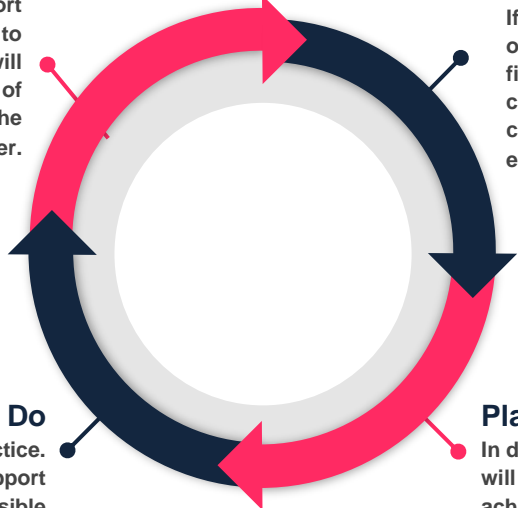
The SEND Information report forms part of the [Bedford Borough Council Local Offer](#) for learners with special educational needs and disabilities (SEND). The aim of this report is to explain how we, at Thurleigh Primary School, implement our SEND policy within our school and as part of KT Federation. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [www.thurleighprimary.uk](http://www.thurleighprimary.uk)

<p>What kind of SEND do we provide for?</p>	<p>Thurleigh provides for a wide range of Special Education Needs and Disabilities (SEND). We currently have 20 pupils on our SEND and concerns registers from Reception to Year 6. This is 22.9% of the school. There are 2 pupils with an EHCP which is 2.4% of our current whole school cohort. This is compared with 2.5% national SEND data January 2023 average for EHCPs. We have 18 pupils on SEND support/concerns which is 20.7% compared with 13.5% national SEND data January 2023.</p> <table border="1" data-bbox="674 373 2056 943"> <thead> <tr> <th data-bbox="674 373 1126 435">AREA OF NEED</th> <th data-bbox="1126 373 2056 435">CONDITION</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 435 1126 582"><b>Communication and interaction</b></td> <td data-bbox="1126 435 2056 582"> <ul style="list-style-type: none"> <li>• Autism spectrum disorder</li> <li>• Speech and language difficulties</li> </ul> </td> </tr> <tr> <td data-bbox="674 582 1126 746"><b>Cognition and learning</b></td> <td data-bbox="1126 582 2056 746"> <ul style="list-style-type: none"> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> </ul> </td> </tr> <tr> <td data-bbox="674 746 1126 874"><b>Social, emotional and mental health</b></td> <td data-bbox="1126 746 2056 874"> <ul style="list-style-type: none"> <li>• Attention deficit hyperactive disorder (ADHD)</li> <li>• Emotional health related needs</li> </ul> </td> </tr> <tr> <td data-bbox="674 874 1126 943"><b>Sensory and/or physical</b></td> <td data-bbox="1126 874 2056 943"> <ul style="list-style-type: none"> <li>• Hearing impairment</li> </ul> </td> </tr> </tbody> </table>	AREA OF NEED	CONDITION	<b>Communication and interaction</b>	<ul style="list-style-type: none"> <li>• Autism spectrum disorder</li> <li>• Speech and language difficulties</li> </ul>	<b>Cognition and learning</b>	<ul style="list-style-type: none"> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> </ul>	<b>Social, emotional and mental health</b>	<ul style="list-style-type: none"> <li>• Attention deficit hyperactive disorder (ADHD)</li> <li>• Emotional health related needs</li> </ul>	<b>Sensory and/or physical</b>	<ul style="list-style-type: none"> <li>• Hearing impairment</li> </ul>
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<p>Who are the best people to talk to in this school about my child's difficulties with learning or concerns I may have around SEND?</p>	<p>Class teacher – they will be able to:</p> <ul style="list-style-type: none"> <li>• discuss your child's progress against expectations and targets</li> <li>• identify, plan and deliver any additional support your child might need</li> <li>• explain this personalised learning to you</li> <li>• suggest ways you can help at home</li> <li>• meet you once each term to share and review plans and targets</li> </ul> <p>SENDCo (Special Educational Needs / Disability Coordinator) Mrs Morgan – will be able to:</p> <ul style="list-style-type: none"> <li>• help the class teacher to deliver your child's additional support</li> <li>• Monitor the effectiveness of support and pupil progress against targets</li> <li>• coordinate support from outside agencies</li> <li>• discuss your child's learning experience and progress</li> </ul>										

	<ul style="list-style-type: none"> <li>• make sure the school’s SEND policy is adhered to throughout the school</li> </ul> <p>The Headteacher – Mrs Augustine will:</p> <ul style="list-style-type: none"> <li>• be responsible for ensuring your child’s needs are met</li> <li>• make sure the Governors are kept up to date on all SEND matters within the school and all legal requirements relating to support for children with SEND</li> </ul> <p>The SEND Governor – Mrs Bev Strange will:</p> <ul style="list-style-type: none"> <li>• make sure the school provides the necessary specific and/or specialist support to all of its pupils with SEND</li> <li>• hear your concerns if you are not happy with the response or support from the school staff</li> </ul>
<p>How do we identify learners with SEND?</p>	<p>All our class teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork, socially or emotionally/behaviourally. There are lots of reasons why a child may fall behind in their learning. Only those with a learning difficulty that require special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, outside agencies, information from the child’s teachers, parents/carers and from the child themselves alongside academic tests and concerns checklists.</p> <p>If the teacher notices that a pupil is falling behind, they identify any gaps in their learning and will give the pupil extra tuition (interventions) to try to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.</p> <p>If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss their concerns or the possibility that your child has SEN.</p> <p>The SENDCO will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see what interventions and support have been put in place and offer further help in this area. The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.</p> <p>Based on all of this information, the SENDCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school’s Concern register (for low level concerns) or the SEN register (where more significant issues or help may be needed), and the class teacher, supported by the SENDCO, will work with you to create a SEN support plan for them. Parents and pupils will be consulted and informed at every step of the process and permission of parents sought for any official external agency involvement.</p>

<p>How do we work with parents and carers of children with SEND?</p>	<p>The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND right from the very initial discussions of yours or our concerns through to any additional involvement from external agencies. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child. We will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions. Your input will form part of termly reviews of Individual Progress Plans (IPPs), annual reviews of Education, Health Care plans (EHCP) and any permissions required to involve external support for your child.</p>
<p>How do we involve children/young people with SEND in their education?</p>	<p>The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views at termly where they have IPPs and regularly to check how they are feeling about their progress and provision. We will endeavour to gather your child's voice as often, and for as many of the aspects of their learning, as possible to promote their engagement and investment in driving their own education.</p>
<p>How do we assess and review pupils' progress towards outcomes?</p>	<p>We use a graduated approach. This means that we follow a 4-part process of Assess, Plan, Do and Review.</p>  <p><b>Review</b> We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.</p> <p><b>Assess</b> If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.</p> <p><b>Do</b> We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p> <p><b>Plan</b> In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.</p>

	<p>As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. All this is written down on an Individual Progress Plan (IPP) or tracked on Intervention tracking paperwork.</p> <p>Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.</p> <p>We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.</p> <p>This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.</p>
<p>What is our approach to teaching pupils with SEND? What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?</p>	<p>Our approach is ambitious, inclusive and based on Quality First teaching. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers adapt their teaching and make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that all pupils know more, remember more and can do more.</p> <p>We make the following adaptations to ensure all students' needs are met:</p> <ul style="list-style-type: none"> <li>• Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, content of the lesson, reducing the cognitive load and providing feedback.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as laptops, visual timetables, writing templates, checklists, word maps, or math and science practical aids, writing slopes, assistive listening devices, etc.</li> <li>• Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and brain/movement breaks.</li> <li>• Reduce distractions where possible – clear desk space, quiet area or screen</li> <li>• All children are welcome to attend extra-curricular activities. Staff taking extracurricular activities will be notified of any child who needs additional support.</li> <li>• All children are welcome to attend the Before School Club (from 8am) and the After School Club (from 3:20pm) – separate from school but transitions to this are aided by school.</li> </ul>
<p>What additional support for learning is available for pupils with SEND? How does the school involve other organisations, in meeting pupils' SEND and supporting their families?</p>	<p>Thurleigh receives funding from the Local Authority to support students with SEND. This funding is used in a range of ways:</p> <ul style="list-style-type: none"> <li>• Short-term interventions to support children's learning needs.</li> <li>• Learning aids such as sensory equipment and software.</li> <li>• Specialist resources and equipment</li> <li>• Securing support from specialists as required</li> </ul> <p>Additional support may be provided by specialist services through drop-in support to teachers (and in some cases parents) and upon referral to an external agency such as an Educational Psychologist or Speech and Language therapist for an</p>

	<p>assessment to help the school understand how to support the pupil effectively. Sensory and Communications team (for pupils with hearing impairment or autism spectrum conditions), Early Help Team, Early years support team, Hearing Support Team and Child Development Centre (CDC) also provide support to staff and pupils. Expertise and relevant training is shared with wider staff too.</p> <p>In addition to external agency support, parents can find information about Bedford Borough SEND support through their local offer: <a href="https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page">https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page</a></p>
<p>What expertise and training do staff have to support pupils with SEND?</p>	<p>All of our staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of pupils as well as a regular cycle of whole staff CPD by the SENDCo and external specialist agencies. Our SENDCO has completed the National Award for SEND coordination.</p> <p>Examples of training in SEND include: -</p> <ul style="list-style-type: none"> <li>• Understanding cognitive load and Working memory training</li> <li>• Dyslexia and Learning difficulties</li> <li>• ADHD</li> <li>• Anxiety</li> <li>• Developing oral language in children including those with communication needs – Lift off to Language</li> <li>• Understanding Autism course</li> </ul>
<p>How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<p>Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Head teacher and SENDCo every term in reading, writing and numeracy.</p> <p>Policies for identifying children and young people with SEND and assessing their needs:</p> <ul style="list-style-type: none"> <li>• SEND policy: Available on the school website: <a href="http://www.thurleighprimary.uk">www.thurleighprimary.uk</a></li> </ul> <p>Children are continually monitored and observed in class. We believe in early intervention in order to support children and parents as soon as possible.</p> <ul style="list-style-type: none"> <li>• All children in reception will be assessed using a Baseline check, within the first 6 weeks of them starting school in the autumn term.</li> <li>• Other formal assessment issued by the Department for Education includes: the end of Year 1 all children being formally assessed using a phonic screening test, Year 4 children are formally assessed against their times table knowledge through an online test and at the end of Year 6 National SATs testing in English and maths.</li> <li>• In each year group all children are assessed throughout the year to measure their progress against the National Curriculum programmes of study.</li> <li>• Where necessary, children will have an IPP based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan (next steps) made.</li> <li>• The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.</li> </ul>

	<ul style="list-style-type: none"> <li>The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. Regular book scrutinies and lesson observations will be carried out by the SENDCo, subject leaders and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</li> </ul>
How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND? How are disabled pupils supported within school?	<p>We are committed to ensuring inclusion in extra-curricular activities. All of our trips, clubs and activities are open to all children and are highly inclusive. Where necessary, we consult with parents/carers and specialist advisers to ensure accessibility.</p> <p>Our building has been adapted to allow for accessibility for pupils with physical disabilities. This includes accessible toilets and clearly marked steps/ ramps. Please see our accessibility plan for more information.</p>
What support is available for improving emotional and social development?	<p>In addition to formal curriculum coverage of PSHE, we offer additional emotional and well-being support for children who need it. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring. Thurleigh has a well-being lead worker in school one day a week to provide bespoke support to pupils in need. We always engage swiftly with parents and carers to help us to gain a full perspective on children's emotional wellbeing. We signpost and refer for emotional/social support as required.</p>
How can parents or carers of children with SEND make a complaint about the provision made at the school?	<p>We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. If you have already spoken to your child's class teacher, complaints about SEND provision should be made to the SENDCO in the first instance and will be dealt with in line with our Complaints Policy.</p>
Where can parents or carers get more support for children with SEND?	<p>Parents can seek advice from:</p> <ul style="list-style-type: none"> <li>IPSEA (Independent Provider of Special Education Advice) at <a href="https://www.ipsea.org.uk">https://www.ipsea.org.uk</a> or SENDIASS (SEND Independent Advice &amp; Support Service) at 01234 276267 or by emailing <a href="mailto:sendiass@bedford.gov.uk">sendiass@bedford.gov.uk</a>.</li> <li><a href="#">DfE Parents and Carers Guide</a></li> <li>Bedford Borough Parent Carer Forum at <a href="https://www.bbpcf.co.uk/">https://www.bbpcf.co.uk/</a></li> </ul>
Who should parents or carers or children/young people contact if they have concerns?	<p>Parents/carers should contact the Special Educational Needs and Disability Co-ordinator (SENDCo): Sheri Morgan</p> <p>Email: <a href="mailto:thurleigh@ktfederation.co.uk">thurleigh@ktfederation.co.uk</a></p> <p>Tel: 01234 771252</p> <p>The SEND link governor is Bev Strange.</p>
How do we support pupils during transition?	<p>We recognize that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.</p> <p><b><u>If your child is joining us from another school/pre-school/nursery:</u></b></p> <ul style="list-style-type: none"> <li>The SENDCo will visit school/pre-school when appropriate.</li> <li>If your child would be helped by a book to support them in understand moving on, then one will be made for them.</li> <li>Your child will be able to visit our school and stay for taster sessions.</li> </ul> <p><b><u>If your child is moving to another school:</u></b></p>

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Extra visits to the new school will be arranged for your child.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IPPs/Provision Map will be shared with the new teacher.
- If it helps, a book will be made to support them in understand moving on.
- Teachers and TA's will hold joint transfer meetings so that details can be shared fully.
- Teachers and TA's will spend time with their new class
- There will be planned transition days and extra visiting sessions or time spend with the new teacher if requireds.

**In Year 6:**

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's next school.
- Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child may participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book to support them in understand moving on, then one will be made for them.