



Osborne
Co-operative Academy Trust



SEND Information Report

Thameside Primary School

Last reviewed: March 2025
Next review date: March 2027

Thameside Primary School

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

How does the school know if my child needs extra help?

Informal and formal assessments, as well as formal and informal observations of pupils are carried out on a regular basis within the classroom. These assessments and observations are used by the class teacher to identify the strengths and difficulties any child in their class may be experiencing. As any concerns are noticed, they can be considered in several ways:

- The teacher may identify interventions and / or strategies that can be put into place within the classroom, with immediate effect
- The class teacher or LSA can take concerns to the SENCo to request advice, support and / or strategies
- Through discussion and decision making about the type of support or intervention needed by individual or groups of children during the termly Pupil Progress Meetings that include the Head Teacher, a member of the Core Leadership Team and the class teacher of the year group

Children can also be identified by:

- A parent raising their concerns, firstly with the class teacher, who may then speak with or refer them onto a member of the pastoral team
- A teacher raising a child with a member of the pastoral team who then presents the concerns at the weekly 'Team Around the Child' meeting, which is attended by the Head Teacher, Deputy Head Teachers, Assistant Head Teachers, SENCo, Safeguarding Officer, Family Support Worker, and the Inclusion/Behaviour Lead. Together, these professionals consider the best suited available support and strategies that could be granted to the child and in some cases their family. This can include referral to the Educational Psychologist, Community Paediatrician, Speech & Language Therapy Team, Prevention and Support Service, Children and Mental Health Services (CAMHS), Thameside Family Hub and the Sunshine Centre.
- The scrutiny of data by the SENCo after each termly data drop. Children at W- which means 'just starting to work towards national expectations for the year group' or lower for Reading, Writing and Maths, will be identified as needing additional intervention and will be placed on the Special Educational Needs (SEN) register. Children can be placed on or removed from the register according to their assessment data and whether they have made progress after termly data drops. This scrutiny also enables the SENCo to suggest strategies and interventions that can be discussed at the Pupil Progress meetings as well as identify if the child may benefit from being referred to an outside agency e.g. Educational Psychologist. This approach to identifying children with additional need does not apply to children who have English as an additional language (EAL).

How is the decision made about how much support my child will receive and who is involved in that decision?

As a result of analysing termly assessment data, the SENCo and class teacher will discuss the needs of children that are working below the expected standard and who aren't making expected progress. Targeted Intervention and support will be considered on an individual basis, in addition to in-class support and Quality First Teaching (QFT), to meet objectives reflected in the termly year group Provision Map. Provision maps are reviewed by the class teacher at the end of each term, with new objectives being set for the new term, if further

support and / or intervention is deemed necessary. If a child appears to have significant difficulties, parents will be asked to grant permission for referrals to be made to appropriate outside agencies to determine if additional identification of difficulties and / or support is needed.

If a child has an Education, Health and Care Plan (EHCP), or if one is granted at any time during their time at Thameside Primary School, the teacher and SENCo will meet to discuss each child on an individual basis and determine what support they need and how this can be delivered on a daily basis, across the week and during a term. The EHCP will be reviewed on an annual basis and will include parent(s), the class teacher, the 1:1 support staff (if applicable), the SENCo and any additional professional involved in the child's education, health and care.

How will I know how the school supports my child/and how is this communicated?

An Individual Learning Plan will be written that sets out objectives to be worked on for each area of concern, the provisions or interventions that will be used to meet the objectives, who will deliver the provision/intervention and how often it will happen. The Individual Learning Plans will be sent home to parents at the beginning of the Autumn, Spring and Summer Term. Teachers will discuss the Individual Learning Plan with parents during Parents Evening Meetings in the Autumn and Spring term along with progress made towards previous objectives. This information will be shared in the Summer term by means of the End of Year Report. Individual Learning Plans and Provision Maps will be reviewed by the teacher at the end of the term and a new Individual Learning Plan and Provision Map will be written if your child require further support and / or intervention.

How will the curriculum be matched to my child's individual/specific needs?

Class teachers are responsible for planning and delivering tasks, according to the individual needs of the children in their class. A learning support assistant (LSA) may support individuals or small groups of children during the initial discussion / introduction of a subject / task, whilst the task / activity is being completed and / or during the plenary of a lesson. In addition, children may be supported 1:1 or within a small group intervention, delivered by the teacher, an LSA or Higher Level Teaching Assistant (HLTA), on a regular basis to address specific and targeted areas of need, often decided upon when a child is either working at levels lower than those expected of their age or who aren't making the expected progress.

The areas most often addressed through interventions are literacy, numeracy, speech and/or language difficulties and social interaction skills. In addition, support can be offered for co-ordination / mobility difficulties, lack of concentration and difficulties in socialising / behaving appropriately with others. Advice from outside agencies will be followed as much as possible within the school setting.

How are the school's resources allocated and matched to children's special educational needs?

There are learning support assistants (LSA) attached to year groups and they provide support to the classes and/or underperforming groups for numeracy, literacy and phonics in the morning. In the afternoon sessions, LSAs provide support within classes for any children identified by the class teacher; they may work 1:1 with children that would benefit from additional support / targeted intervention. HLTAs can be timetabled to carry out interventions or take small, targeted groups for developing basic numeracy, literacy and phonics skills.

In school, there are currently four nurture bases for children in Early Years, Key Stage 1 and Key Stage 2. The children that access the bases often have significant education and / or social communication difficulties. Many of the children have an EHCP whilst others are

children for whom an EHCP will be requested or whom the Educational Psychologist has been involved with. During the morning sessions, children can access literacy and maths sessions to develop their basic skills. In the afternoon, the focus is on developing social communication and interaction skills. In the Key Stage 2 nurture group children also develop their skills in PSHE, Art, Music, Science, History and/or Geography. Children can access both the morning and afternoon session or just one session according to their need. Attendees for the morning sessions are identified through their end of term data, whether they are making expected progress regardless of their ability and if they find it difficult to cope in class. The teacher is then asked to complete a Boxall Profile which ascertains if a nurture intervention is the correct intervention. Attendees for the afternoon session are considered based on their behaviour in the classroom, their interactions with their peers and other children or if they are experiencing behaviour difficulties that could be attributed to a specific diagnosis of a condition or an external emotional factor. Again, a Boxall Profile is completed to ascertain if a nurture intervention is the correct intervention. Boxall Profiles are completed each term to establish progress and to consider the 'next step' whether this be integration into certain elements of the school day e.g. in class for all maths lessons, or if further advice and support is needed e.g. involvement from the Educational Psychologist. Where it is established that attending sessions in the nurture groups is not the most appropriate course of action for some children, consideration will be given as to how to support the children in class.

If a child has an EHCP then support is allocated according to individual need. Some children may have 1:1 support all day and every day, whilst others may receive a balance of 1:1 / small group / whole class support which could come from the class LSA, another year group LSA, a HLTA or the class teacher.

How does the school address my child's emotional, social and behavioural needs?

Thameside Primary uses the Us Approach which is based on Trauma Informed Practice which focuses on understanding behaviour and supporting emotional wellbeing. Children are taught about the Zones of Regulation and strategies that they can use or that adults will use with them to help them to emotionally regulate. Every class has an emotional regulation station and resources within the station to help children to emotionally regulate.

The school has a Behaviour Support Team which is supported by the Behaviour Lead/Assistant Head Teacher. The Behaviour Support Team is based in 'The Bridge' – an area in the school where children may be taken to for 'Time Out' from the classroom, where their difficulties in class and resulting behaviour choices will be discussed with them before they return to class. Bridge staff will also go into classes to support children who may be finding accessing the classroom difficult for one reason or another. The Bridge also works with children to address social and emotional needs such as anxiety about coming to school and issues with friends.

The Bridge houses the Pupil Referral Unit where children will work if the consequences of their behaviour deem it appropriate for them to be removed from their classroom or the main school environment, for a specified period.

The Family Support Team support with children's emotional, social and behaviour needs by making referrals, with parents consent, to organisations such as Children and Mental Health Service (CAMHS), Mental Health and Support Team (MHST) and Kids Inspire. The MHST comes into school to meet with the parents of the children on their caseload so that parents are provided with the knowledge and skills to support their children.

The Designated Teacher for Looked After Children (LAC) works closely with the SENCo and Pastoral Team to ensure the appropriate support or intervention is offered to Looked After Children to address any trauma caused by adverse childhood experiences. With the consent

of the child's Virtual School, a Looked After Child may receive support via Play Therapy.

How will you ensure that my child and I are involved in discussions about, and planning for their education?

Parents will be invited to attend two Parents Evenings per year – one in the Autumn term and one in the Spring term. At these meetings, your child's Individual Learning or Support Plans will be discussed. The school has an 'Open Door' policy where parents can request to speak with members of staff outside of these Parents Evenings. Teachers and the SENCo are happy to meet with parents – appointments should be requested via the office. There are also half termly after school 'Drop In' sessions when the teacher is available to speak with parents.

For children who have an EHCP, an annual review of their progress towards the long-term outcomes in their EHCP will be carried out. Parents, school staff and other professionals involved in the child's education, health and care will be asked to contribute their thoughts and opinions, as part of the review process. Parents, professionals, and the child (if appropriate) will be invited to the Annual Review meeting where progress and 'Next steps' are discussed, to provide feedback to the Local Authority whether to Amend, Maintain or Cease the EHCP. An Emergency Annual Review can be requested at any time to make changes to the child's special education needs and provisions, to request additional funding or to request a change of placement.

How accessible is the school environment for mobility behavioural, sensory, health and other issues?

Most of the school is on one level with ramps to the main access areas of the school building. There is a lift to the first floor of the two-storey element of the building. Playground areas are flat and level. Gates and doors are wide enough to enable wheelchairs and walking frames to pass through them easily.

All children with a health difficulty are placed on the school's 'Medical Register' which is updated on a regular basis. There is a copy of the Medical Register and Individual Care Plans in the main office and in the SENCo's office. The SENCo is responsible for meeting with parents of children with health needs to devise a Care Plan. Class teachers also have copies of Care Plans for the children in their class. EpiPens and individual medication for epileptic seizures are securely stored and locked away in respective children's classrooms. Children's dietary needs are recorded on Bromcom and shared with the kitchen staff daily. Children with dietary needs usually wear a lanyard with their dietary needs stated on it, as they collect their lunch. The lanyards are collected from the children after they have been served; the lanyards are returned to the Main Office where they are stored and retrieved from daily.

How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?

Children are invited on all trips. In the case of day trips, if it is felt relevant, a parent/carer or responsible family member, may be asked to accompany their child on a 1:1 basis but with the support of a further LSA and class teacher, when needed. For residential trips, decisions around support will be discussed on an individual basis well in advance of the trip. Individual risk assessments are completed for some children to make it possible for them to attend school trips/educational visits irrespective of their category of need and/or health issues.

How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

There is a complete programme of transition in place from Nursery to Year 6. Several visits are first made by the children to partner classes in the year group they are moving to. A series of visits are then made to the year group bases that the children will be moving into, in their current class group with their current teacher during the week in which most year 6 children will be spending time at their new secondary school. Finally, children spend a few sessions with their new teacher in their new classroom with their new class and the new Learning Support Assistant for the class. In addition, those children that are identified as needing additional transition support are given the opportunity to have additional contact/visits. This can take the form of a Transition Book for moving from Nursery to Reception or Reception to Year 1. There are briefing and de-briefing sessions for Key Stage 2 children which gives them the opportunity to talk through worries before and after visits to their new class teacher, and new secondary schools. At Thameside Primary all children receive a personally written Pen Portrait from their new teacher before the end of the summer term.

For children joining the school or moving on to a new school, the SENCo will attend/arrange a Transition Meeting with the parents and SENCo from the previous school or the new school, where possible.

What training have the staff supporting children and young people with SEND had or are having?

- Training in delivering the 'Letters and Sounds' literacy programme
- Speech and Language Link training
- Speech and Language interventions training for LSAs
- Infant and Junior Language Link training
- ChatterBug in Early Years
- Language Focussed Play
- Colourful Semantics training
- In house training on Precision Teaching and addressing Dyslexic type traits
- Supporting children with EAL
- First Aid
- Training in the care of children with Diabetes or allergies that require the administration of medication via injection / EpiPen from the Diabetes Nurse Team and School Nurse Team
- Epilepsy training
- Level 2 and 3 NVQ in Learning Support
- Child Protection and Safeguarding
- Understanding and Supporting Emotional Regulation
- Intensive Interaction
- Sensory Processing
- Teaching New Skills
- Core Vocabulary Board/Language Boards
- Subitising
- Flash Back in Four and Fluent in Five KS2 Maths
- Paediatric First Aiders and First Aiders
- Safe Handling Training

What specialist services and expertise are available at or accessed by the school?

- A full time Special Educational Needs Co-ordinator (SENCo)

- A full time Assistant Head for Behaviour who is the SENCo for the on-site Alternative Provision
- A full time Family Support Worker
- A full time Behaviour Support Team
- A full time Behaviour Support Learning Assistant
- A full time Attendance Officer
- Visiting Specialist Teachers for Hearing & Visual Impairments
- Input from NHS Occupational Therapy Service, Paediatric Physiotherapist Team, Speech and Language Service and Community Paediatricians
- Treetops Outreach Worker
- Thameside Children's Centre/Thameside Family Hub for families seeking support
- School Nurse Team
- The Sunshine Centre
- Young Carers
- Domestic Abuse Support Services
- Coram
- Local Authority Educational Psychologist for commissioned work

Who can I contact for further information?

In the first instance, concerns should be expressed to your child's class teacher. In the event of further advice needed or support to be given by the school, then the SENCo should be contacted via the school office, when an appointment will be arranged to discuss things further. The SENCo can be contacted by telephoning 01375 372188.

Thurrock SEND Local Offer

'What is a Local Offer? A Local Offer gives children and young people in the borough, who have Special Educational Needs (SEN) and/or a disability, information in one place. The Thurrock Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in Thurrock for parents and young people'. (SEND Local Offer).

Some of the services that are available are as follows:

- Education Health and Care Plans
- Thurrock SEND Family Forum
- SEND Developments
- Thurrock SEND Communication and Engagement Newsletter
- Strategies and Policies – Support for special educational needs and disability
- Your Aspiration, Our Priority – the Thurrock SEND podcast
- SEND Provision Films
- Applying for Schools
- Early Years Support
- Phase Transitions: Nursery to Reception and Year 6 to Year 7 information

You can access Thurrock's Local Offer by visiting Ask Thurrock <https://www.askthurrock.org.uk/> or by clicking on this link [SEND Local Offer](#). Alternatively,

you can contact them on 01375 652801.