



WHALEY THORNS PRIMARY SCHOOL

SEND REVIEW SEPTEMBER 2021

Context

On June 1st 2020, Whaley Thorns Community Primary and Nursery School became part of TEAM Education Trust, a newly founded Trust led by Stubbin Wood Special School and Nursery. Whaley Thorns is one of the founding schools and it is hoped, that over the next few years, TEAM Education Trust will grow as more schools join.

Whaley Thorns Community Primary and Nursery School is of smaller than average size (147 on roll) but is rapidly growing in the number of new admissions, particularly in the EYFS. Numbers on roll in EYFS have increased so much so over the last year, that it has moved back to a morning and afternoon place nursery to increase the number of spaces it can offer. The school has recently appointed 2 level 3 teaching assistant apprentices and successfully recruited a Nursery Teacher and a KS2 teacher, who started in July 2021, to reflect the growing numbers on roll. The vast majority of pupils are white British heritage and those who have English as an additional language currently stands at 3.93% (33.5% national 2018).

The school is set in an area of high social deprivation. The catchment area is a mixture of owner/occupied, LA housing and privately rented. 38.57% of the pupils are disadvantaged and are supported through pupil premium (national 15.4% 2019). 36.6% are currently eligible for free school meals.

The proportion of disabled pupils and those who have special educational needs is higher than that nationally (school 21.4% - national 14.9% 2019). The majority have behavioural, emotional and social difficulties (ASD) or speech, language and communication needs. 2 children have an EHCP.

The school currently holds its 'Healthy Schools Award', 'Forest Schools Accreditation', Nurture Group Accreditation', 'Silver Primary Games Mark'.

During the Covid-19 pandemic, the school continued to provide full time education for vulnerable children and children of keyworkers on school site (approx. 56 children). The school remained open throughout all holidays, including bank holidays, during the first lockdown.

Learning loss throughout the school closures has been significant and has left a lot to be 'recovered' and gaps in learning. Engagement in remote learning during the second school closure was high (at around 75%). This was due to better communication, clearer guidance and a robust remote learning platform

Year 1-6 attendance 2 nd September – 26 th June 2021	
All	95.30%
Girls	95.81%
Boys	94.57%
SEN	94.26%
EHCP	55.76%
Disadvantaged	94.45%
Non-Disadvantaged	95.92%

Term time holidays historically, have been high despite issuing families with penalty notices, carrying out regular attendance panels and unannounced drop-ins. These stopped during the Covid pandemic however, as the restrictions have lifted, term time holidays are rising again.

Number of fixed term exclusions in the last 3 years

(2018-2019 was high in the early part of the year due to a particularly challenging cohort)

2019-2020	4 (3 children)	Disadvantaged	1	SEN	1
2020 - 2021	3 (2 children)	Disadvantaged	1	SEN	1

2021-2022 All	0	Disadvantaged	0	SEN	0
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Number of permanent exclusions over the last 3 years

2019-2020 All	0	Disadvantaged	0	SEN	0
2020 - 2021 All	1	Disadvantaged	0	SEN	0
2021-2022 All	0	Disadvantaged	0	SEN	0

Review: The SEN report will be updated annually and in year to respond to any key changes in the year to reflect the School SEN provision.

What kinds of SEN do we provide for?

At Whaley Thorns, we are committed to providing to quality education for all. In order to help children reach their full potential we invest time and resources in providing high quality to ensure children with SEND are supported in accessing all areas of the curriculum. Provision we currently offer:

Nurture group.

Equine Therapy- run in association with Coloured Cobb

Forest schools –on site provision

ECAT- every child a talker.

Speech and language therapy.

1:1 TA support for interventions in phonics and maths

Positive play

Anxiety Gremlins

Peer listeners

Precision teaching

Cracking Comprehension

Lexia Reading

Phonics Shed

Walking with the school dog

Off Site provision –hydrotherapy, sensory play accessed through Stubbin Wood school part of TEAM education trust.

How do we identify children and young people with SEN and assess their needs?

We operate a graduated response to SEND in school and believe that early identification is key. Class teachers fill in early concern sheets, to look at area of concern and interventions are placed to see if support helps. From this, we then look at referrals to outside agencies to help support the child.

Constant monitoring and assessment of children.

Who is our SENDCo?

Our SENDCo is Miss Hannah Slack and she can be contacted on 01623 742604 or emailed at h.slack@whaleythorns.teameducation.org.

We are supported by our link SEND governor, Mrs. J. Hill. She can also be contacted on the same number or emailed at j.hill@whaleythorns.teameducation.org

What are our arrangements for consulting parents of children with SEN and involving them in their child's education?

Our school strives to be an inclusive environment and we believe parents should be involved at every step. Termly reports to parents are there to provide information on

progress and attainment. In addition, regular meetings and feedback forms are provided to parents so we can ensure that the provision their child is receiving is of maximum impact.

What are our arrangements for consulting young people with SEN and involving them in their education?

Pupils at Whaley Thorns come first therefore we ensure that children are at the forefront of their provision and what happens in their learning. We gain pupil voice, meet with pupils and develop provision to meet their wants and needs.

Pupils are heavily involved in reviews of learning and we listen to the views of children.

What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?

We use every available opportunities available to work with parents and young people as part of this assessment and review

We have established strong links with feeder schools so children are supported with all transitions.

We work hard to promote good outcomes for all children and encourage children to believe their dreams have no limits regardless of our needs. We have developed a world of work programme that helps support children to have aspirations and dream in later life.

What is our approach to teaching children and young people with SEN?

Teaching of children with SEND at Whaley Thorns, is a child centred approach. Children will be included in all lessons and provision will be made and adapted to ensure that children are not faced with any barriers when accessing learning.

Children will be supported by their class teacher, the SENDCo and TA's. Work will be adapted to meet the needs of the child and never will children be asked to do something different to their class. It will always be inclusive and children will not be treated differently in class for their needs.

We are aware of the benefits of a multi-sensory approach to learning, we ensure that we get to know the children in our school and provide provision that suits. We take a practical approach to learning, lessons are heavily resourced and equipment is readily available to support learning.

How are adaptations made to the curriculum and the learning environment for children and young people with SEN?

Whaley Thorns Primary is proud to offer a bright, welcoming and accessible environment that will support the learning of all children.

Our classrooms are bright, organised and have ramped access in KS1. We have accessible toilets and changing facilities to support any children who may need help with transfers or personal care.

The curriculum is mapped on a two-year cycle, with all curriculum areas covered. For children with SEND as well as covering their year group expectations, we teach children to meet their own targets, regardless of their year group expectations.

What is our expertise and training of staff to support children and young people with SEN?

Our commitment to professional development has meant that our staff are trained and continually developing to meet the needs of the children in our school.

Our SENDCo has the accredited award; we have fully trained nurture and forest school leaders.

We have regular first aid training and staff work in line with care plans. In addition, we are supported by and have regular reviews from external agencies

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

Provision maps, termly reviews and performance management meetings of staff.

We update and adapt the provision we offer to suit and meet the needs of the children in our school.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Our curriculum is packed full of exciting enrichment activities and this is not stopped for anyone with SEN. We offer a range of inclusive activities, class trips and visits. In addition, we have extra provision linked with Stubbin Wood school for SEN provision off site; this includes, hydrotherapy pool, sensory rooms and other sporting fixtures.

What support do we provide for improving emotional and social development?

We understand the importance of support children and their social and emotional needs.

We offer links to counselling services, behaviour support, support referrals to CAMHs and in school have:

Nurture group
Anxiety gremlins
Equine therapy
Peer listeners
Pupil voice.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families?

Multi-service working has been adapted successfully in our school. We welcome the support of other agencies to support and aid the development of all children.

We currently work with and have access to:

- School nurse
- School doctor
- Speech and language therapist
- Behaviour support service
- Educational psychologist
- Counselling services
- Early help work
- Occupational therapist

What are our arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Any complaints around SEND in school should come to the SENDCo Miss. Hannah Slack (h.slack@whaleythorns.teameducation.org)

If this is not dealt with or you want further support with this matter, you can then contact the school's Principal Mrs. A Lupton.
(headteacher@whaleythorns.teameducation.org)

Further support can be offered by our link governor, Mrs.J. Hill
(j.hill@whaleythorns.teameducaion.org)

What are our arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Our school is nurturing and caring environment that is inclusive to all. Children who are looked after by the local authority are supported in their learning and plans are made through their PEP reviews. This is work carried out with virtual schools and the carers of the young person or people.