



## **SEN and Disability**

**Local Offer:**

### **Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Thornton Primary School

School Number: 02035

## Accessibility and Inclusion

### What the school provides:

The original part of the school was built in 1914 and there have been changes and extensions at various dates. Most exits and entrances are wide enough to accommodate wheelchairs and are on one level. Once inside, the school is fully wheelchair accessible to pupils and carers. There are stairs to a loft storage area and an office, but pupils and carers do not need access to these. There are accessible parking spaces in the car park and disabled toilets are available. Information for parents and carers is available on the school website, our Thornton Primary School Facebook page and a weekly newsletter is available to keep parents/carers updated. Messages to parents and carers are also sent via text message. There is the facility to translate messages to any language and to audio voicemail as necessary. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The rooms are large enough to accommodate specialist furniture if needed. The school has a range of ICT programmes for pupils with SEND. There are PCs, laptops and iPads available for all children to use. Some of these devices are in the classrooms and we also have a designated ICT suite to teach computing and other subjects. Every classroom has an interactive screen. The school works with a range of specialist teachers including speech and language therapists and specialist dyslexia teachers to support the needs of our children and ensure they are able to reach their full potential.

## Teaching and Learning

### What the school provides

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. Each year we enlist the support of a private Speech and Language Therapist to assess the speech and Language needs of all the children entering Reception to ensure they are given the best possible start in the Early Years.

The class teachers, in collaboration with the SENDCo informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Special Educational Needs Coordinator (SENDCO) assess and monitor the children's progress in line with existing school practices. The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and

accurate indicators. Most classes have the benefit of at least one Teaching Assistant (TA). Some TAs are timetabled to work with individual children or with small groups to meet specific identified needs.

In the case of children with a Hearing Impairment, Visual Impairment or medical needs, specialist support, equipment and training is provided by outside agencies.

A number of staff have a paediatric first aid qualification and there is always a qualified first aider on site.

The school ensures teachers and TAs have regular and relevant training to support all children eg ASD, ADHD and SEMH difficulties etc Specialist teachers regularly advise teachers and support staff to ensure lessons and the environment are suitable for pupils e.g. for a pupil with Visual Impairment or a pupil with an EHCP. Staff are well qualified. A number of TAs have or are working towards higher educational qualifications, and some have specific qualifications and experience e.g. speech and language.

When sitting examinations children with SEND can be supported 1 to 1, have timed breaks, be granted additional time or sit exams in a quiet setting in a small group to aid concentration.

The SEND provision maps record the type of intervention a pupil is receiving, the duration, pupils' progress and these are evaluated regularly to assess the impact of these interventions. The Assessment Coordinator, Mrs.T,Barnes monitors assessment data regularly. The Assessment Coordinator and SENDCO work together to identify those children falling behind and interventions are put into place to try and bridge this gap. PIVATS assessments are used to assess those children on the SEND register that are making smaller measures of progress.

Thornton Primary has a specialised SEMH unit located in the school building. This unit is led by Miss Samantha Gardner, who is a qualified teacher specialising in SEN. She works specifically with the children in her care, implementing the individual EHCP and completing reviews. She works closely with the school SENDCO as required.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

Parents contribute and take part in Annual Reviews for those children in receipt of an EHCP. Any paperwork provided by school and other outside agencies are shared with all parties in advance of the meeting. Pupils are also asked to contribute to their review. This is always done in an age-appropriate way e.g., a child in Early Years may be asked to draw a picture, where a Year 6 child may be invited to the review to share their views verbally. IEPs (Individual Education Plans) or IBPs (Individual Education Plans) are produced on a termly basis for those children on the SEND register. These

are shared with parents and targets are discussed with the children. The IEPs are monitored closely, and targets are updated if children achieve them.

The SENDCo's email address is published on the school website so that parents can contact the SENDCo directly with any concerns if they wish. Letters are sent out to parents on a termly basis reminding them that they can contact the SENDCo via email or make an appointment via the school office if they have concerns about their child. The SENDCo is available at parent's evenings on a termly basis and parents can make an appointment to discuss any concerns about their child. We use the Lancashire PSED Toolkit to assess children's behaviour and emotional wellbeing. This toolkit provides interventions to support children with SEMH difficulties.

Each pupil receives an annual report at the end of the academic year and parents are invited to two parents evening per year. The SENDCo is available by request to offer support to parents with children on the SEND register. Pupils' progress is monitored throughout the school and Pupils with SEND are also monitored on the Provision Map. Regular Pupil Progress Meetings between the Headteacher and teachers ensure the progress of each child and additional provision needed is discussed and evaluated.

## **Keeping Children Safe**

### **What the school provides**

Staff carry out Risk Assessments where necessary. A separate and comprehensive Risk Assessment has been conducted for our Forest School site. These are monitored by the Head Teacher.

If required, a handover is carried out by the TA or class teacher to the appropriate parent/carer.

Parking is on the road but there is a car park which can be used if this is deemed necessary. There are two disabled bays in the car park. There is at least one teacher and one TA to supervise children at playtimes. At lunch time a member of the Senior Leadership Team supports children at lunch time and the Midday Supervisor leads a small team of teaching assistants to support children during their lunch and play time.

Our Family Learning Mentor often provides a safe space inside for children to complete quiet activities if the children do not wish to be outside.

If it is identified that a pupil needs additional support, this will be provided. Support is available in every class, but some classes have additional adult support if required. There is also additional support for PE, where necessary and appropriate. Additional adults always accompany school trips, and the majority of these adults are school staff. The school always meets minimum supervision ratios but usually include additional adults so that the adult: child ratio is small. All visits are fully risk assessed and permission is gained from the Local Authority when necessary.

Parents can access the Anti-Bullying Policy on the school website

## Health (including Emotional Health and Wellbeing)

### What the school provides

Only prescribed medicine (or medicine with a pharmacy label) can be administered.

All medicine is recorded in a medicine file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.

Those children who require an inhaler must have an in-date inhaler in school which is labelled with their name on. These are taken outside at break and lunch times and are always taken on school trips and listed within the risk assessments.

School have an emergency (in date) EpiPen and Inhaler in school in the case of an emergency. All staff have received training in the correct use of EpiPens.

Care plans are passed on to the relevant teacher and displayed in the Staff Room. Emergency procedures are included in the plan.

A number of staff have a paediatric first aid qualification and there is always a qualified first aider on site. If a child is identified as having a medical need e.g., allergy, diabetes, the school nurse provides training for all staff.

All pupils are allocated an adult mentor for additional support throughout their primary school years. These mentors meet with the children on a termly basis and are aware that they can share any thoughts or concerns if they wish too.

## Communication with Parents

### What the school provides

The website contains details of all staff currently employed by the school and the School Prospectus also provides this information.

There is a Pre-School Induction Meeting for new Reception children and parents have the opportunity to meet staff.

There is always a member of the Senior Leadership Team at the front of school both at the start and the end of the school day to give parents the opportunity to communicate with school should they need to.

Teachers meet the children in the line in the morning to welcome the children and discuss any issues with parents if required so that information can be shared easily.

There are also 2 Parents' Meetings a year to provide opportunities for parents to discuss the progress of their child.

A parent questionnaire is also provided for parents to record their views and suggestions.

All children receive a report at the end of each school year.

Children on the SEND register receive termly updates regarding their child's IEP and are given the opportunity to meet with the SENCo on a termly basis to discuss any concerns.

Parents are updated regularly via the Thornton Primary School Facebook page, weekly newsletters and the school text message service.

## Working Together

### What the school provides

There is a School Council, Eco Council and Sports Council for pupils to contribute their own views.

Parents can have their say about their child in Parents' Evenings, Annual Reviews, IEP reviews and regular parent questionnaires.

Elections to the Governing Body are held in the event a vacancy arises and interested parents are invited to discuss the role of a governor with the Head Teacher

Where multi-agency input is identified by the SENDCO or through an EHA (Early Help Assessment), the school refers quickly. The SENDCO and Family Learning Mentor also works closely with the School Nurse, school doctor and Thornton Children's Centre to support our families. All families sign a home/ school agreement. Specific

agreements will be added to the general form as deemed necessary to meet a child's needs.

## **What help and support is available for the family?**

### **What the school provides**

The Family Learning Mentor can offer help with forms if this is required. The school holds a lot of information about services and routes of support in the local area. If a family needs additional support to use universal services, the Family Learning Mentor can offer support to open an Early Help Assessment (EHA) to address any unmet needs and support the family.

## **Transition to Secondary School**

### **What the school provides**

Each Year pupils visit their forthcoming Secondary School for taster sessions and teachers from the local schools visit Thornton to help ease the transition from Year 6 to Year 7. The Year 6 teacher organises transition and liaises closely with the feeder schools and provides information required by secondary school to ensure transition is smooth.

The school identifies those children who need additional support through transition. The Learning Mentor supports these children, and a specific transition programme is designed. This might include additional visits, transition meetings with the new school and 1:1 work around the transition.

The SENDCo will support those families on the SEND register, especially those children in receipt of an EHCP and will arrange transition meetings with the secondary school SENDCo to discuss the child's needs etc All paperwork is sent to the secondary school in a timely manner to support the transition process.

## **Extra-Curricular Activities**

### **What the school provides**

The school hosts a daily Breakfast Club and After School Club available to all pupils.

Vulnerable pupils may be financially supported to attend Breakfast Club and After School Club

There are opportunities for all pupils to take part in different clubs. Sports clubs change throughout the year and all year groups are offered more than one club. Examples of sports clubs are multi-skills, athletics, football etc Non-sports clubs are also offered e.g., art, reading, . These clubs are free. Music lessons are offered at a fee.

We employ a P.E specialist who provides a weekly sports club both before and after school. These clubs are offered to all year groups on a rota basis.

We also employ a specialist music teacher that works with all our children on a rota basis. Children have the opportunity to play instruments, perform to an audience, read and understand notation and sing different songs etc

A structured PSHE programme, alongside the whole school mentoring system means that issues around friendships are explored and social skills developed. More specific support is offered to those children on the SEND register i.e., through Lego Therapy or small friendship groups with the Family Learning Mentor.

In Year 6 children are involved with the raising aspirations programme where they are given opportunities to meet with/listen to a wide range of adults in different jobs to give them ideas of the careers available to them in the future.

## Feedback

### What is the feedback mechanism

Informal feedback can be provided by speaking to Class Teachers or other members of staff in person, including the Headteacher. It can also be given over the phone.

Once feedback is given, specific actions can be taken to address any issues/concerns and additional meetings held in person/over the phone to discuss the impact of these actions.

We will respond to feedback promptly to ensure any issues are quickly addressed so that parents/carers are aware of the actions that have been taken to address any issues.

**Signed:** David Ashcroft, Headteacher and Shirley Young, SENDCo

**Date:** September 2025

**Review Date:** September 2026