Thomas Jones School

Special Educational Needs Information Report
The 'Thomas Jones Offer' for children who require support for special educational needs

For the SEN 'Local Offer' provided by the Local Authority, please click here.

For our Parents' guide to the cycle of intervention at Thomas Jones, please click here.

1. Who are the best people to talk to at Thomas Jones about my child's difficulties with learning, special educational needs or disability?

- In the first instance, you should talk to your child's class teacher about your concerns.
- The class teacher will liaise with Thomas Jones SENDCo (Special Educational Needs Co-ordinator) Lindsay Johnson.
- If after a period of time you continue to have concerns, you should request a meeting directly with the SENDCo. Melissa Kiley is the Deputy SENDCo and Abi Kantoch is the assistant SENDCo at Thomas Jones.

2. How will Thomas Jones let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also raise concerns at a parent and carer/teacher consultation meeting.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will Thomas Jones consider my views and those of my child with regard to their difficulties with learning, special educational needs or disability?

- At Thomas Jones we believe it is essential for parents and carers to be involved and work in active partnership in all areas of their child's learning and we actively encourage a dialogue. We believe that it is crucial to gain an understanding of your child's perspective on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and, when appropriate, the SENDCo to actively work in partnership to review any benefit or difference made to your child as a result of an intervention being used. This meeting will also offer an opportunity to identify desired outcomes and related interventions for the next term. If your child has an *Education, Health and Care Plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does Thomas Jones ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Thomas Jones we believe that your child's learning needs will first be met through exemplary teaching delivered by their class teacher.
- We regularly commit to professional development for all teaching and support staff to ensure there is the appropriate expertise to support any child with special educational needs.
- Training for individual staff members is arranged when necessary and audited annually at the start of a new academic year.
- Thomas Jones is able to access training programmes from a variety of organisations, both national and local.

5. How will the curriculum and the environment at Thomas Jones be matched to my child's needs?

- At Thomas Jones we believe that your child's learning needs will first be met through exemplary teaching delivered by their class teacher.

- We carefully plan our curriculum to match the age, attainment levels and needs of all children.
- The class teacher will differentiate and adapt planning and teaching to match your child's needs and/or disability.
- It may be appropriate to use a variety of strategies, resources and approaches to ensure the outcomes for your child are optimum.
- Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Thomas Jones annually reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

- This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

    1. Communication and interaction
    2. Cognition and learning
    3. Social, emotional and mental health
    4. Sensory and/or physical needs

- At Thomas Jones, we have a three tiered approach to supporting a child's learning.
    1. Universal – this is the quality first teaching your child will receive from their class teacher and may include some very minor adaptations to match learning needs.

    2. Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

        a. **assessing** your child's needs to have clarity on exactly where they currently are in their learning
        b. **planning** the most effective and appropriate intervention,
        c. systematically **providing** this intervention and
        d. **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards specific learning outcomes.

    3. Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside Thomas Jones in order to plan for the best possible learning outcomes for your child. This may include an educational psychologist, speech and language therapist, occupational therapist, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an Education and Health Care Plan. The current interventions provided at Thomas Jones School are outlined in our parent booklet available on our website here.

7. How will Thomas Jones support my child to reach their learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these outcomes. The support plan, strategies and progress will be reviewed termly.
- Examples of this may include targeted small group sessions, specialist OT or SALT sessions, use of visuals, sensory resources or timers in class.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an Education and Health Care Plan (EHC Plan) and who can request one for one for my child?

- The purpose of an EHC Plan is to make specific educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood. An EHC Plan will contain:

1. the views and aspirations of you and your child,
2. a full description of their special educational needs and any health and social care needs,
3. the established desired outcomes for your child's progress,
4. the specific provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

- You or the school, usually the SENDCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- We acknowledge that you know your child best and understand that the relationship between parents and the school is symbiotic. We will listen and respond to the suggestions you make as well as offering our own professional view. We may suggest strategies or activities for you to do at home to support your child's learning.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning and development at home.

10. How is support allocated to children and how do they move between the different levels of support at Thomas Jones?

- Thomas Jones receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children.
- For a child with an EHCP, funding will be used to ensure specific school based provision laid out in the plan takes place.
- The Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will Thomas Jones know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed in two ways: through the whole school assessment procedures used for every child and with regard to any specific intervention programmes or strategy.
- The impact of support is carefully measured and considered to review whether the learning outcomes have been achieved. Adaptations will be made where necessary and it may be decided that a further and/or different period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved in all stages of planning and reviewing this support.

12. What support will there be for my child's happiness and wellbeing at Thomas Jones?

- At Thomas Jones School, we pride ourselves on knowing every child very well. We believe that the well-being of all our pupils is crucial in enabling them to do their very best. Members of staff take this aspect of school life very seriously and are available to provide support to match your child's needs.
- You can be confident that your child's class teacher, the SENDCo and Head teacher give particular attention, time and effort to every child. You should also feel free to contact your child's class teacher if you have any concerns.
- All classrooms utilise a calm corner and there is a robust Personal Development curriculum where each year group focusses on feelings and wellbeing.
- The school also utilises the services of a Play therapist and many lunchtime wellbeing spaces, which can be utilised where needed.

13. How is my child included in all the same activities as his/her peers at school?

- Thomas Jones is an inclusive school and committed to providing equal opportunities for all children.
- Wherever possible and if legitimate learning can take place, all children with SEND are included in class with their peers. Often children with SEND also learn outside of the classroom in the form of interventions and group work.

- When necessary, we will make reasonable adjustments within the parameters we work with, to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Thomas Jones support my child in transition stages?

- We liaise closely with the school or nursery from where your child will transfer. We have discussions with the relevant staff members on any individual needs and how best to support your child in our school.
- While at Thomas Jones, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.
- Thomas Jones makes arrangements to ensure there is a smooth transition when your child transfers to their secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to their moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. If I have any other questions about my child at Thomas Jones who can I ask?

- At Thomas Jones we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

1. The Class Teacher
2. The SENDCo/Deputy SENDCo/Assistant SENDCo
3. The Head teacher

16. How do I make a complaint if I feel my child is not receiving the support they need?

- As stated above, in the first instance if you have any queries or concerns then please speak to your child's Class Teacher, the SENDCo or Assistant SENDCo or the Head teacher.
- If you still feel you would like to make a complaint then please refer to the Complaints Procedure Policy, available on the school website here. This policy includes details about appeals to the Special Educational Needs tribunal.

17. My child is disabled. How can they secure a place at Thomas Jones School?

- For children starting school age 4 (Reception class), if a parent or carer chooses Thomas Jones as their first choice school then it is within their parental right to do so. An application for this place should be made to the local authority as it would for any child, and their child's SEND should be described on this application. The SENDCo, in liaison with the Head Teacher and Governors will review whether the school can meet the needs of any child with SEND. This information will be shared with the local authority before a place is offered. This is to ensure all children with SEND gain access to everything they need, in order to achieve desired aspirational outcomes.
- For a child starting at any age (mid phase transfer), if a parent or carer wishes to transfer their child with SEND to Thomas Jones school they should inform the local authority about their wishes. If, and when a place becomes available, the local authority would inform both the school and parent or carer of this. At this point we would encourage the parent and carer to visit the school and meet with the SENDCo or SENDCo Assistant who can answer any specific questions. If the school recognises that the child's SEND can be met within the school building and with available resources, then this is communicated with the local authority and next steps to ensure the transfer are taken. The SENDCo or Assistant SENDCo would contact the child's current school to gain a picture of the child and share any relevant information to ensure a smooth as possible transition for the child.

18. What steps have been taken by the school to prevent disabled pupils from being treated less favourably than others?

- Thomas Jones operates a zero tolerance stance on child on child abuse/ bullying and instances of it are therefore rare. As a school it recognises that children with SEND may be more vulnerable than other children and so uses the following anti child on child abuse measures to safeguard them:

• Staff and children follow and model the school core value of showing respect and valuing other people, their property, beliefs, feelings, learning and abilities.

• Creating and maintaining a sense of 'family' within the school community enabling positive cohesion.

• Staff to continuously develop the emotional literacy of the children and work to develop their confidence and self-esteem.
• To actively teach and empower children to say *"Stop it, I don't like it"* from Nursery class upwards in order to develop an independent and robust nature.
• To use assemblies as a forum to role play scenarios, directly using children to act parts and deliver messages in an age-appropriate forum.
• The school leadership team to directly deliver messages concerning the zero tolerance stance on child on child abuse.
• To directly teach children about positive behaviour as part of the Personal Development curriculum.
• To directly teach children about e-safety and cyber bullying through the Computing curriculum.
• Staff to be good role models to the children at all times.
• Increased time with adults who can observe how children interact with the child with SEND.
• Tailored sessions to develop social and emotional development including what is acceptable language/interactions to use and expect from others.

- If any member of staff, child or parent/carer has worries about a child with SEND being subject to child on child abuse, they are asked to refer to the guidelines on the school's *Positive Behaviour policy*.
- Any incidents of prejudice are taken seriously, thoroughly investigated and good channels of communication ensure all parties involved feel a sense of closure.

19. What facilities do you provide to help disabled pupils access the school plan as well as have increased participation in the curriculum, accessibility of school information and educational benefits, facilities and services?

- Differentiated learning in all areas of the curriculum is further facilitated by learning support teachers and learning support assistants
- Physical access is enhanced by ramps to the playground, wide doorways, coloured strips and the generically spare and open-plan style of the school
- There is a toilet accessible to pupils who have physical needs
- Specialist equipment is acquired for the individual needs of pupils
- Health and Safety checks occur termly to identify any obstacles for children/ adults with disabilities
- Transport to be arranged as needed through Westway Community Transport
- Risk Assessments carried out to ensure safe access to all venues for disabled pupils
- In principle, all clubs are open to all pupils with disabilities, including breakfast club and Play Plus as part of our wraparound care offer **(as long as staff can be recruited to the post.)** Discussions with individual families around this will need to take place prior to commencement.
- The school can arrange availability of written material in alternative formats within a reasonable time frame.
- Most communications with parents/carers is electronic via email.