



Thameside SEND Information Report 2024-2025

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

At Thameside, we follow the Vale Academy's Trust **SEND** policy, This policy can be found on the school website:

[download.asp \(thamesideschool.co.uk\)](https://www.thamesideschool.co.uk/download.asp)

To support our pupils, we follow an Equality and Accessibility Policy. These are also available on the school website. Follow the links below.

Equality-

[download.asp \(thamesideschool.co.uk\)](https://www.thamesideschool.co.uk/download.asp)

Accessibility-

<https://www.thamesideschool.co.uk/attachments/download.asp?file=69&type=pdf>

Paper copies of all policies can be requested from the school office.

About our school

Thameside Primary School is mainstream primary school with an in-school enhanced provision for pupils with significant communication delays known as the Acorn Room.

Thameside Primary School provides for children and young people with a wide range of special educational needs and disabilities including those with:]

- **Communication and Interaction Needs;**

This includes children who have speech language and communication difficulties including Autistic Spectrum conditions.

- **Cognition and Learning needs;**

This includes children who have learning difficulties and specific learning difficulties like Dyslexia, Dyspraxia and Dyscalculia.

- **Social, Emotional and Mental Health needs;**

This includes children who may be displaying challenging, disruptive or disturbing behaviour. As well as children with anxiety, depression, self-harming, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment disorder.

- **Sensory and/or Physical needs;**

This includes children who have visual or hearing needs, or a physical disability that impacts on their learning.

The Acorn Room, our enhanced provision, provides a communication focused classroom for core subjects (Phonics, English and Maths) for our pupils who fit the specific entry criteria. Children may have a diagnosis of Autism, and/ or have significant speech and communication delays including being non-verbal. The children will have or be in the process of having an Educational Health Care Plan and are working outside of the national curriculum. They receive a bespoke and play based curriculum linked to the Developmental Journal from a range of skilled staff members. Please see separate Enhanced Provision Strategy for details.

Unless specified all the following information applies to the main school as well as the enhanced provision- The Acorn Room.

Staff

Our special educational needs coordinator (SENDCo) is: Annette Polley. She is a qualified teacher, Designated Safeguarding Lead and has completed the National Award of SEN Coordination. She works closely with the Headteacher as the Deputy Headteacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of children with Special Educational Needs. She can be contacted on: 01235 527600 and office.2598@thameside.vale-academy.org

Our governor with responsibility for SEND is: Sandra North

Our Chairs of Governors are Sandra North and Elizabeth Cooper and they can be contacted through the school office.

How do we identify and give extra help to children and young people with SEND?

Class teachers either identify children from observations in lessons, progress, attainment and observations of behaviours. Children are also identified through detailed transition work within our school and previous settings. Parents are encouraged to come and talk to the class teacher and SENDCo to discuss any concerns about their child.

After a child has been identified, the class teacher works with the SENDCo to see what the child's needs are and how we can support them. The school uses Oxfordshire County Council's guidance 'Oxfordshire Guidance for Special Educational Needs (SEN) Support'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress, agree outcomes, and involve you and your child in this.

The guidance is available for parents at

[CompilationFoundationYearsandPrimary.pdf \(oxfordshire.gov.uk\)](#)

or speak to Miss Polley for a paper copy.

How do we work with parents and children/young people and communicate the provision?

We will always contact parents if we have a concern that a child or young person may have a special educational need. This can be discussed throughout the school year at any point. The teacher and/ or the SENDCo will arrange meeting about a child's learning or behaviour to allow parents to understand and ask questions.

We share information with children, staff, parents and professionals in a document called a pupil profile. The pupil profiles detail the child's strengths, needs, the provision we offer and termly targets.

These are updated and reviewed termly to address the child's needs at that specific time and their progress towards their targets. These will be shared with parents either at parents' evenings or scheduled phone calls. Children and families are involved in their SEND outcomes when they are reviewed three times a year.

The children who are working at least two years below their chronological year group, will have six weekly SMART targets to monitor their progress.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. For specific children, parents are a part of the EHCP review process where they contribute their comments and ideas for alternative provision if it is appropriate.

Children are involved in their SEND outcomes when they are reviewed three times a year. An adult works with them and asks them to reflect on their outcome. In lessons regular reflection time is included for all children to reflect on their learning and progress.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by parent questionnaires, Pupil Parliament and feedback from parents and children.

How do we adapt the curriculum and environment to support learners with SEND?

We offer a broad and balanced curriculum for all children and young people including those with SEND, including children accessing the Acorn Room. All children are included in trips, activities, plays and sporting events unless there is a specific health and safety concern. All suitable provision is made to make the curriculum inclusive with appropriate and additional support.

These may include additional adults, pre-warning of activities, risk assessments, specialist roles in the activity or social stories. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan.

We pride ourselves on being an inclusive setting. Therefore, all appropriate measures will be undertaken to ensure disabled pupils can participate in school's curriculum.

Where appropriate, adaptations and improvements to the physical environment and the delivery of information will be made, to allow disabled pupils to take advantage of the education and benefits, facilities or services provided or offered by Thameside school, which are readily accessible to pupils who are not disabled.

Teachers and staff are responsible for the progress of all children and lessons are scaffolded to ensure high expectations, success and progress for everyone. Resources such as visual timetables, task boards, now and next boards, word banks, number resources, quiet spaces, writing frames, self-help prompts are used to help children become independent learners. All children, throughout the school are encouraged and supported to use the 'Learning to Learn' strategies to improve their learning.

The school offers many intervention programmes which offer support to help children keep up academically and provide social and emotional support. These are usually delivered by a Teaching Assistant or Teacher and are monitored by the SENDCo.

Throughout the year, we offer the following intervention programmes:

- Early Talk Boost (Nursery- Language based intervention)
- Talk Boost (Reception and Key Stage 1 Language based intervention)
- Drawing and Talking (Emotional support)
- Social Group- (ASC and Emotional support)
- Brick Therapy – (Small group intervention)
- Play therapy- The Oxfordshire Play Association
- Check in times/ Home school communications (Emotional support)
- Peer Mentors (Emotional support)
- Little Wandle Keep up Phonics interventions
- Keep up Reading Skills- Based on VAT Reading Key Principles
- Keep up and Pre- teaching Maths labels based on children's needs from the class assessments and targets (Maths support)
- Keep up and Pre- teaching English (Reading and Writing) labels based on children's needs from the class assessments and targets (English support).
- Speech and Language groups throughout the school using advice from professionals. (Communication Skills)
- Individual provision developed to meet children with complex needs (Personalised timetables and holistic approaches)

What do we do to support the wellbeing of children/young people with SEND?

We listen to the views of all the children through Pupil Parliament representatives in each year group, pupil questionnaires, home school link workers and daily conversations within the classroom. These views are then addressed in Pupil Parliament meetings, assemblies, pupil focus groups and in school policies. Children with SEND have the additional opportunity to share their views on their pupil profile and in some cases their Educational Health Care Plans.

Children who have Social and Emotional needs are supported in many ways. Within class if appropriate there are quiet areas for the children to either work or have

some quiet time. Visual prompts and stories are available to support the children and designated check in times to discuss feelings with key staff members.

'Zones of Regulation' run across the school from nursery to year 6 to support children to learn about emotional regulation. Children are taught about the emotions in each zone, possible scenarios that they will feel these emotions and how to independently use strategies to regulate themselves in class assemblies and PSHE lessons. There has been a consistent approach to strategies taught across key stages and each class has a 'Regulation Station'.

We have a nurture base called 'The Calm Cave', where all children can access with a member of staff to meet their emotional needs at that moment in time. It is well resourced with sensory and mindfulness resources to promote mutual and independent emotional regulation.

Additional support for mental health at Thameside includes mindfulness extra-curricular opportunities, play therapy for individual children, play therapy groups ran by Oxfordshire Play Therapy and a termly Mental Health and Wellbeing newsletter to support families.

All children have access to assemblies based on current topics, our PHSE curriculum and home school link workers. In specific cases, the school works with outside agencies such as CAMHS, Social Care and Young Carers to support children's emotional needs. Children with identified Emotional and Communication needs take part in a weekly social group within their year group.

All our lunchtime supervisors are also teaching assistants so there is consistency between classroom and break times. The school behaviour procedure outlines arrangements within school. The policy can be found here: [download.asp \(thamesideschool.co.uk\)](https://thamesideschool.co.uk/download.asp)

We take bullying very seriously. We help to prevent bullying of children/young people with SEND through assemblies, through PSHE lessons, listening and following up children's and parents' concerns. The Anti- Bullying Policy can be found here: [download.asp \(thamesideschool.co.uk\)](https://thamesideschool.co.uk/download.asp)

When the school has a Child We Look After, the school creates strong links between carers, social workers and the Virtual School. There are two PEP meetings a year to set targets and arrange suitable provision for the young person. In these meetings, there is an opportunity for the young person to hare their views.

What expertise can we offer?

Our SENDCo has undertaken the National SENCO Award training, and has undertaken a Therapeutic Mentoring Qualification with Traumatized Children. She also has the support of the Vale Academy Trust's Inclusion team.

We also have access to a range of specialist support services including;

- Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their roles.

- Home School Link- Worker- offering families support in school in a range of areas and a range of counselling qualifications.
- Educational Psychology
- SENSS, support children with the following needs;
 - Communication and language
 - Sensory needs and physical needs
 - Speech and language therapy,
 - Occupational therapy
 - Autism support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Early Intervention Service
- Children's Social Care
- Family Autism Support
- Be Free Young Carers- Support for young carers.
- Play Therapy- Oxfordshire Play Association
- Specific services for individual children's personal circumstances

Information about these services and what they offer can be found on the Oxfordshire County Council SEND Local Offer web page:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEND services with parents and involve them in the referral process. We also work with other services and organisations that are involved with a family, with the family's permission. We follow our Data Protection Policy, which can be found on our website

[download.asp \(thamesideschool.co.uk\)](https://www.thamesideschool.co.uk/download.asp)

If there is a safeguarding concern, information can be shared without permission.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our pupil tracking systems. Data is analysed termly and any concerns are followed up with class teachers, the Senior Leadership Team and SENDCo.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes on their pupil profiles by assessing whether the support that's been in place has made a difference and what we need to do next.

The children who are working at least two years below their chronological year group will have six weekly SMART targets to monitor their progress. We evaluate this progress against age related expectations for the individual's ability level.

Children's progress in Maths, Reading and Writing is measured termly, using our school tracking system and the end of unit assessments e.g. White Rose Maths, which are matched to the individual's learning levels. In the Acorn Room, children are assessed using Pre-Key Stage Standards and the Oxfordshire Developmental Journal.

These assessments are analysed in termly provision map reviews, to see if the additional support has impacted on their overall attainment. The impact of social and emotional interventions are monitored using the Strengths and Difficulties questionnaire. This is tracked at the start and end of the school year. The effectiveness is analysed and appropriate changes are made to challenge the necessary children.

How are children and young people with SEND helped to access activities outside of the classroom?

Most support is provided in the classroom by the teacher and teaching assistant. Interventions take place throughout the school day either one to one and in small groups within in the classroom as much as possible. Interventions are short and concise to ensure children have access to the broad curriculum Thameside has to offer. If a child is not confident in the intervention activity, the intervention will be revisited on another day and the teacher informed.

We always try to ensure children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen throughout the day.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

The Local Offer also has information about activities, childcare and clubs for children with SEND.

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

What happens when you join and leave the school?

We encourage all new children to visit the school before starting. For children/young people with SEND we offer extra visits, meetings with SENDCo and liaisons with previous schools or early years' settings.

When joining our school in the Early Years, staff and the SENDCo liaise with parents, previous settings and the EYSENIT to gather all the necessary information to make starting school or nursery successful. The appropriate staff complete a parent visit with families and offer taster sessions before the new term to welcome children and parents to our school.

Year 6 children transferring to local secondary schools have the chance to visit the school for a number of taster days. Representatives from secondary schools visit to talk with the children and teachers to gain information for a smooth transition. The SENDCo and Year 6 teachers liaise over the transfer procedure and where transfer is local; meetings are arranged between the appropriate staff.

At all times of transition SEND information is gathered together and records transferred to the new teacher or school. Additional meetings and visits are arranged for those children who may need them.

Who to contact?

If you are concerned about your child, please contact their class teacher to discuss your concerns.

After this initial discussion, if it appropriate a meeting with the SENDCo and Head teacher can be arranged to discuss the matter further and put plan in place.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the head teacher. You may also contact the Governing Body. Government publications regarding parents' rights are available in school. We aim to respond to any complaints as soon as possible.

If you'd like impartial advice from Oxfordshire's Parent Support Service, contact the Special Education Needs and Disability Information and Support Service and complete the referral form.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory and the Local Offer:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>