

# Thorpe Hesley Primary School

## SEN Information Report 2024-2025



**Address:** Upper Wortley Road, Thorpe Hesley, Rotherham, S61 2PL  
**Head Teacher:** Mrs Sarah Hewitt  
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**Website:** [www.thorpehesleyprimary.rotherham.sch.uk](http://www.thorpehesleyprimary.rotherham.sch.uk)

**Age Group:** 3-11  
**Number on roll:** 547                      **Number on SEN register:** 75                      **Number of EHCPs:** 9

**Inclusion Lead:** Lisa Shaw  
**Designated Safeguarding Lead:** Sarah Hewitt  
**SEMH Lead and Deputy Designated Safeguarding Lead:** Donna Oakley (SEMH Lead and Deputy Safeguarding Lead), Bridie Lilleker (Deputy Head Teacher and Deputy Safeguarding Lead), Rachel Rawlinson (Deputy Head Teacher and Deputy Safeguarding Lead) and Lisa Shaw (Assistant Head and Deputy Safeguarding Lead)  
**Inclusion Lead:** Lisa Shaw  
**Lead Governor for SEND:** Sarah Scott  
**Link to current SEND policy:**  
<https://thorpehesleyprimary.rotherham.sch.uk/wp-content/uploads/2024/02/Special-Educational-Needs-and-Disability-SEND-Policy-2024.pdf>

### Additional Information:

At Thorpe Hesley Primary School we pride ourselves on ensuring that all children, regardless of needs, are provided with an inclusive education to reach their full potential. We understand that some children will require more support during their time at our school, whether that be support to aide them with their learning or support for their social and emotional wellbeing or sensory and physical needs. We understand that all children are different and the support provided for each child will not look the same. Our aim as an Inclusion team is to understand all children as individuals and tailor support to meet their own individual needs.

### KEY

EHCP – Education, Health & Care Plan EPS – Educational Psychology Service SALT – Speech and Language Therapy LSP – Learning Support Plan PLP – Personalised Learning Plan SIT – Specialist Inclusion Team SLT – Senior Leadership Team TA – Teaching Assistant	CDC – Child Development Centre CAMHS – Child and Adolescent Mental Health Service HI – Hearing Impairment Service VI – Visual Impairment Team OT – Occupational Therapist ASD – Autistic Spectrum Disorder IEP – Individual Education Plan SSP – SEN Support Plan AET – Autism Education Trust MAT – Multi-Academy Trust
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### Planning for, assessment of and identification of children with SEND

Provision begins with the implementation of 'quality first teaching' and following the graduated response. If identification strategies suggest that the pupil is not making expected progress, despite interventions and additional support, and the teacher feels the child requires 'over and above' daily practice, the class teacher will speak and work alongside the Inclusion Lead. If it is decided that the child needs additional provision, then an Individual Education Plan (IEP) will be set up for that child.

If a child has an Individual Education Plan (IEP) set up, school will use the ASSESS- PLAN – DO - REVIEW model as outlined in the SEND Code of Practice 2015. This will outline both the long term and shorter-term targets for the child and the strategies and interventions that will be used in school to help them meet these targets. This will be discussed with parents/carers and their permission to add the child to the school's SEND register will be sought. The IEP will be written by the Inclusion Lead, the Class Teacher and support staff, external agencies involved, parents/carers and the child where appropriate. Advice from the Specialist Teacher from the Specialist Inclusion Team, or other external professionals involved with a child, may also be sought when writing targets for IEPs. Children with more complex needs may have a SEN Support Plan (SSP) which also includes personalised targets and provision for children with SEND. Further from this, some children within school have an EHCP (Education, Health and Care Plan) which is issued by Rotherham Local Authority and reviewed annually. These plans are different to an IEP and the EHCP annual reviews are in addition to the SEN Review meetings. Where an EHCP Annual Review is due, this will be held instead of the SEN review meeting that term.

Termly SEN review meetings are held to review the child's progress against their targets. At these meetings, feedback from the class teacher, TA, outside professionals and parents will be used alongside any relevant assessment data and other evidence (e.g. samples of the child's work) to help review the current targets and help set new targets and interventions. The child's views will also be sought prior to the review meeting, through their One Page Profile which they will be supported to complete by a familiar member of staff, and these will be shared as part of the discussion during the meeting. Their level of support will also be reviewed, so it may then be decided to involve outside agencies and seek professional and specialist support, or if progress has been good, remove them from the SEND register altogether. Children who are removed from the school SEND register are placed on to a separate register and will be monitored by the class teacher and Inclusion Lead.

If it is felt a higher level of support is required, a child may have a Learning Support Programme (LSP) or a Personalised Learning Programme (PLP), provided by the Specialist Inclusion Team (SIT) and this will be monitored and reviewed by the Inclusion Lead and the Specialist Teacher from SIT.

As mentioned above, children with complex needs/ high level and intense support will have a SEN support plan. These children are likely to require an Education Health and Care Plan (EHCP) at a later date due to the level of support they require (usually over 13 hours a week support) and the complexity of their needs. This would be discussed with parents/carers and their permission would be sought. The school would then request for a statutory assessment to be made from the Local Authority which can result in an Education, Health and Care Plan (EHCP) being issued.

For pupils who have an EHCP, as well as the review of their IEPs, their progress and support outlined in their statement will be reviewed annually through an annual review meeting and a report provided to the LA. When the pupil is ready to transfer to secondary education, planning will begin in Year 5 to allow appropriate options to be considered.

If, at any point in this process, it is felt that the child is making progress below that expected despite significant support and staff feel that more specialist advice is needed, outside agencies will be involved. Again, this would be discussed with parents/carers and their permission would be sought.

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### Staff training for meeting needs of children with SEND

Staff are kept up to date with developments related to SEND through:

- Staff meetings and INSET days
- TA meetings and Twilight training sessions
- Email updates
- Informal and formal discussions with other staff, the Inclusion Lead, the specialist teacher from SIT or professionals from other external agencies such as EPS, CDC, CAMHs etc.
- SEN review meetings (termly)
- Training delivered in house, by the Inclusion Lead or SIT, Trust-wide training or external CPD events
- Attendance at LA SEND Network meetings
- Collaboration and sharing of good practice through the NCLT Primaries SEND Focus Group.

Staff training will support the development of the skills of all teachers and teaching assistants in meeting the needs of pupils with special educational needs and disabilities.

The Head Teacher is a trained and registered trainer for the Autism Education Trust and has delivered training in supporting children with ASD to staff across all three key stages. The Inclusion Lead is a facilitator for the NPQSEN through Exchange Teaching Hub.

### Communication with parents/carers

The school aim to work as closely as possible with parents/carers of children with special educational needs and disabilities. Parents are involved in any decision making via discussions and meetings, including all stakeholders, about their child's provision. Parents are also informed of any updates or advice given from external professionals and agencies as regularly as possible by class teachers or the Inclusion Lead.

Class teachers or the Inclusion Lead involve parents/carers with their child's SEND provision and discuss any changes to the SEND provision for their child. Permission is always sought from parents/ carers to add a child to the SEND register or to involve any external agencies via referral forms.

Parents/carers of children with SEND are sent a termly questionnaire giving them the opportunity to share any feedback relating to their child's needs and the provision for those needs within school. This is additional to the discussions that take place during the termly SEN review meetings. Where children have been assessed by external agencies, parents are kept informed of any outcomes of this, either by school or by the outside professional themselves, and are encouraged to discuss this further if necessary with their child's class teacher or the Inclusion Lead.

Parents/carers are also kept informed on a more informal basis through discussions with their child's class teacher or the Inclusion Lead. Parents/carers are encouraged to come in to school to see their child's class teacher, the Inclusion Lead or the Head Teacher if they have any concerns that they would like to discuss.

If, at any point, a parent wishes to make a complaint concerning the provision made in school for their child with SEND, they should contact the Inclusion Lead, Head Teacher or the lead Governor for SEND.

Currently, SEN review meetings are held online via SchoolCloud.

### Communication with children and young people

At our school, we feel it is important that pupils are given opportunities to share their views and feelings. One Page Profiles are completed by all of our pupils who are on the SEND register on a termly basis to capture pupil voice. For this we use visual prompts and child friendly language which allows us to see how the children feel they are progressing in their learning and what they enjoy at school. Children are supported to complete these by a familiar adult. These are shared and discussed with parents and all professionals involved with the child at termly SEN review meetings.

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### Communication with External Services

In order to ensure that children's needs are being met fully, the school works closely with a number of external agencies involved with the assessment of and provision for children with Special Educational Needs and Disabilities.

Our designated Specialist Teacher from the Specialist Inclusion Team sets and monitors LSPs and PLPs for our children with the most severe needs and also attends termly SEN review meetings for any children that she has had involvement with. All external professionals who have had involvement with a child on an EHCP are also invited to their Annual Review meetings.

School also work closely with the Early Help Team and Safeguarding services to support children and families. The Inclusion Lead attends termly SEND Network meetings organised by the LA and is facilitating for the NPQSEN qualification through the Exchange Teaching Hub this year. The Inclusion Lead also leads the SEND Focus Group across the Primary Settings which has been set up across the Trust.

### Transition Provision

The school aim to provide as smooth a transition as possible for children with SEND between schools. This is most commonly the transition from Year 6 to secondary school (Key Stage 2 to Key Stage 3). However, it may also include transition between schools if a child moves schools due to changes in circumstances.

#### **Transition to secondary school:**

A member of staff from the secondary school that the child will be attending is invited to attend their SEN review meetings in Year 6 or before if it is felt necessary. This means that the child's new school are made aware of their needs and this also provides a good opportunity for the parents to ask any questions that they may have about the SEND provision at the secondary school. SEND records and data are passed on from Thorpe Hesley Primary School to the secondary schools at the end of Year 6. Information is also recorded on CPOMs and can be transferred directly to their chosen secondary school through their system.

#### **Transition between Key Stages within school:**

The Inclusion Lead organises and leads on all the SEN review meetings across all three key stages. This means that parents, staff and professionals are involved and kept informed of the needs of all children. It also gives them the opportunity to meet the parents/carers and discuss the child's needs and the provision available throughout school. All of this information is then shared with the next class teacher, and other staff where appropriate, by the Inclusion Lead and/or with the child's current class teacher. Information is also recorded on CPOMs, therefore creating an electronic record.

### How the school evaluates the effectiveness of its SEND provision

The school constantly strive to ensure that their SEND provision is the best that it can be. This is done by working closely with families and outside agencies and keeping abreast of changes and developments, for example, through attending termly SEND Network meetings, CPD and training available locally and working closely with the other SENDCos across the Trust through the SEND Focus Group. Attainment and progress of these pupils is tracked and analysed, using both internal assessment data and statutory assessments, including tracking raw scores to analyse small-steps of progress, and steps are taken quickly where any concerns are identified through this data. The Inclusion Lead maintains a Position Statement which is updated termly. This includes links to whole school improvement priorities (taken from the SIP), data analysis, steps to success, staff development and next steps. The school's lead Governor for SEND also meets with the Inclusion Lead regularly to review the SEND provision within school.

### Additional Information for Parents

Information about the Rotherham SEND Local Offer can be found here <http://www.rotherhamsendlocaloffer.org.uk/> Support and advice for parents and carers of children with SEND can also be sought through Rotherham Parent Carers Forum (<https://www.rpcf.co.uk/>) or Rotherham SENDIASS <http://www.rotherhamsendiass.org.uk/>.

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### Summary of Services/Support at Thorpe Hesley Primary School

Area of Need	Specific Need	Universal	Additional School Support (with IEP)	With EHCP
<b>Communication and Interaction Needs</b>	Autistic Spectrum Condition	<p>Quality First Teaching</p> <p>Differentiation and targeted adult support within class.</p> <p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by Class Teachers and SLT.</p>	<p>Advice and input from SIT &amp; EPS where appropriate.</p> <p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Additional adult support in class and support delivered through intervention work, in small groups or 1 to 1.</p> <p>Use of visual timetables and additional visual aids to support.</p> <p>Enhanced transition work through key stages.</p> <p>One Page Profiles – for sharing key information with all relevant staff.</p> <p>Good awareness of ASD amongst both Teaching and Support Staff (with up to date training delivered within school by a member of staff who is a qualified AET trainer).</p> <p>Social communication interventions for small groups linked to IEP targets using a range of quality schemes and resources, including SPIRALS and Socially Speaking.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from outside agencies, including SIT and EPS, where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
	Speech, Language and Communication Needs	<p>Quality First Teaching.</p> <p>Use of visual timetables and visual prompts.</p> <p>Lots of opportunities provided for speaking and listening activities.</p> <p>Differentiation and targeted adult support within class.</p>	<p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>School deliver individual speech and language programmes (including those provided by Speech and Language professionals).</p> <p>Support from knowledgeable, experienced Teaching Assistants with up to date training in Speech and Language.</p>	<p>Continued support and advice from SALT, where appropriate.</p> <p>Delivery of Speech and Language Therapy programmes set by speech therapist for children with significant difficulties.</p> <p>Staff trained by SALT when required.</p>

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		<p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by Class Teachers and SLT.</p>	<p>Language Interventions delivered in school by TAs, including Socially Speaking, SPIRALS and Talking Boost programmes.</p> <p>Advice and input from SALT, EPS and SIT where appropriate.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
<b>Cognition and Learning Needs</b>	Moderate Learning Needs/ Specific Learning Needs	<p>Quality First Teaching</p> <p>Use of relevant learning supports, e.g. Diennes, Numicon, Hundred Squares, Number lines, Sound/Word mats, Dictionaries, high quality classroom displays.</p> <p>Use of visual timetables and visual supports</p> <p>Differentiation and targeted adult support within class.</p> <p>High quality marking and feedback.</p> <p>Attainment and progress closely monitored by Class Teachers and SLT.</p>	<p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Opportunities for overlearning key skills in literacy and numeracy.</p> <p>Advice and input from EPS and SIT where appropriate.</p> <p>Additional in class support or 1 to 1 or small group interventions, specific to children's individual needs.</p> <p>LSP or PLP planned and monitored by SIT if needed.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from outside agencies, including EPS and SIT, where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
<b>Social, Emotional and Mental Health Needs</b>	Social Needs/ Emotional Needs/ Mental Health Needs	<p>Warm caring environment provided.</p> <p>Good staff/ pupil relationships.</p> <p>Effective communication with parents and carers</p>	<p>Additional Support from the Pastoral Team which may include informal drop-ins, 1 to 1 or small group interventions, time to talk to a trusted adult.</p> <p>Pastoral support form set up with individual targets and record of support/interventions.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p>

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		<p>Effective School behaviour policy followed by all members of staff.</p> <p>Delivery of high quality PSHE curriculum in all year groups, on a weekly basis, monitored by the subject leader.</p> <p>Worry box available within both buildings for children to access which is monitored by a member of staff who ensured that worries are dealt with appropriately.</p>	<p>Support and advice from EPS and CAMHS if needed.</p> <p>Individualised behaviour plans if needed.</p> <p>Referrals made to Early Help if required and regular Team Around the Family Meetings held.</p> <p>Multi- agency working with allocated social workers.</p> <p>Support from Teaching Assistants with bereavement training.</p>	<p>On-going Advice and input from EPS and CAMHS where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
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<b>Sensory and Physical Needs</b>	Hearing Impairment Needs	Quality First Teaching (see above)	<p>Advice and recommendations from Hearing Impairment (HI) Services when needed.</p> <p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Adjustments made for individual children and additional support/ strategies put in place if needed.</p> <p>Staff awareness of best positioning of children.</p> <p>Visual supports and prompts.</p> <p>Resources adapted according to need.</p> <p>Additional in class support or 1 to 1 or small group interventions, specific to children’s individual needs.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going Advice and input from HI team where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
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	Visual Impairment Needs	Quality First Teaching (see above)	<p>Advice and recommendations from Visual Impairment (VI) Team when needed.</p> <p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Staff awareness of best positioning of children.</p> <p>Enlarged texts provided according to need.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short-term targets set out in the EHCP.</p> <p>On-going Advice and input from VI team where appropriate.</p>
			<p>Regular building walks to check environment for a child with visual difficulties.</p> <p>Additional in class support or 1 to 1 or small group interventions, specific to children's individual needs.</p>	<p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
	Multi-Sensory Impairment Needs	See above.	See above. Involvement of school nurse if needed.	See above. Involvement of school nurse and other medical professionals (e.g. Occupational Therapist) if needed.



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<p><b>Physical and Medical Needs</b></p>	<p>Physical Needs/ Medical Needs</p>	<p>Support and advice from physiotherapy and occupational therapy services if needed.</p> <p>Access to specialist equipment, as needed, e.g. Move and sit cushions, writing ramps, pencil grips and other specialist equipment.</p> <p>Both buildings have disabled toilet facilities.</p> <p>Wheelchair access throughout some areas of the school.</p> <p>Staff training to meet specific needs as and when required, including Moving and Handling training, Epipen training, diabetes training.</p> <p>Medical information shared accordingly to all staff including office staff and lunchtime supervisors.</p>	<p>Follow advice given from Occupational Therapy and Physiotherapy Service regarding individual needs of children experiencing difficulties.</p> <p>IEP with personalised targets if support is needed above every day classroom practice, with termly review meetings.</p> <p>Additional in class support or 1 to 1 or small group interventions, specific to children’s individual needs. These may include daily fine or gross motor skill activities, e.g. dough disco, jungle journeys, NDD exercises or more individualised/specialist programmes.</p>	<p>Annual reviews including all outside agencies involved.</p> <p>Personalised support following long-term aims and short term targets set out in the EHCP.</p> <p>On-going advice and input from outside professionals where appropriate.</p> <p>Increased additional support for complex needs.</p> <p>Planning of individualised curriculum.</p>
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**Last Updated: October 2024**

**By: Lisa Shaw (Inclusion Lead and Assistant Head)**