



Our Local Offer

How does the school know if my child needs extra help?

By analysing half termly data, the teachers at Thameside are able to ascertain if your child is working at age appropriate levels and / or is making expected progress. If either are found to be a cause for concern then this is raised at half termly Pupil Progress Meetings, after which the SENCo (Special Educational Needs Co-ordinator) is made aware of any children that would fit the SEND remit and a course of action is decided upon. In addition, teachers and support staff can refer children to the SENCo outside of these meetings.

How is the decision made about how much support my child will receive and who is involved in that decision?

As a result of analysing termly assessment data, the SENCo and class teacher will discuss the needs of children that are working below expected levels and / or who aren't making expected progress. An IEP or Provision Outline will be drawn up by the class teacher to provide targets and details of support / intervention to be given over the next term. If children are seeming to have significant difficulties, parents will be asked to grant permission for referrals being made to appropriate outside agencies.

If a child has a Statement of Special Educational Need / EHCP or if one is granted at any time during their time at Thameside Primary School, the teacher and SENCo will meet to discuss each child on an individual basis and determine what support they need and how this can be delivered on a daily basis, across the week and during a term. Plans will be put into place to reflect the agreed plan and, if necessary, additional support staff will be employed to support individual children in accordance to payment received for Interim Funding or in relation to the funding allocated to a Statement of Special Educational Need / EHCP.

How will I know how the school supports my child/and how is this communicated?

After a meeting between yourself and your child's teacher, where the teacher will express any concerns they have and where your child would benefit from additional support, an Individual Education Plan (IEP) or Provision Outline will be written. This will consist of objectives to meet in order to address the concerns and will state the provision or intervention offered to do this, along with who will carry it out and how often it will happen. You will receive a copy of the plan and this will be reviewed by the teacher mid-term and at the end of the term, with adjustments and amendments being made as necessary. You will then be invited to meet with the class teacher at the end of each term to discuss progress and any new targets for the next term.

How will the curriculum be matched to my child's individual/specific needs?

Class teachers are responsible for planning for and delivering tasks, according to the individual needs of the children in their class. A learning support assistant may support individuals or small groups of children during the initial discussion / introduction of a subject / task, whilst the task / activity is being completed and / or during the plenary to a lesson. In addition, children may be supported 1:1 or within a small group intervention on a regular basis to address specific and targeted areas of need, often decided upon when a child is either working at levels lower than those expected of their age or who aren't making the expected progress.

The areas most often addressed through interventions are literacy, numeracy and social / communication skills, along with speech and / or language difficulties. In addition, support can be offered for co-ordination / mobility difficulties, lack of concentration and difficulties in socialising / behaving appropriately with others. Advice from outside agencies will be followed as much as possible within a school setting.

How are the school's resources allocated and matched to children's special educational needs?

There is a learning support assistant (LSA) attached to each class and they provide support to the classes / sets for numeracy, literacy or Read, Write Inc in the morning. In the afternoon sessions, LSAs provide support within class for any children identified by the class teacher as well as running interventions across the year group their base class is in. In addition, they may work 1:1 with children that would benefit from additional support / targeted intervention.

If a child has a Statement of Special Educational Need or EHCP then support is allocated according to funding and individual need. Some children may have 1:1 support all day and every day whilst others may receive a balance of 1:1 / small group / whole class support which could come from the class LSA, another year group LSA or the class teacher.

How does the school address my child's emotional, social and behavioural needs?

The school has a full time Learning Mentor who will work with children on a 1:1 or small group basis to solve problems such as anxiety about coming to school and issues with friends. For more difficult, personal issues the school counsellor will work 1:1 with children. In addition, there is a small supervised play group that operates in a quiet part of the playground during morning break and lunchtime to support children who experience difficulties with being on the main playground. We also have our 'Footsteps' nurture provision in Key stage 1 that supports children who are working at much lower levels and / or who need support in developing their social and communication skills.

How will you ensure that my child and I are involved in discussions about, and planning for their education?

Parents will be invited to attend regular review meetings at the end of the Autumn and Spring terms. Annotated IEPs / Provision Outlines will be sent home at the end of the Summer Term, with parents being invited to attend a review meeting to introduce any new IEP in the new Autumn Term of the new academic year unless they wish to meet with the SENCo to raise any concerns prior to the end of the Summer Term.

Children will be made aware of their targets at the beginning of each term and asked to comment on their progress towards them at the end of each term. Those children who have a Statement of Special Educational Need / EHCP will be asked for their opinions as contribution to the Annual review process, as will parents.

How often will you meet with me to discuss my child's progress?

If your child has an IEP / Provision Outline the class teacher will meet with you once per term. This can happen in place of attending the regular Parent's Evenings or at them. You can arrange to see the SENCo via the office. The school office number is 01375 372188. If your child has a Statement of Special Educational Need or an Education & Health Care Plan (EHCP), you will also be invited to attend an Annual Review of progress towards the objectives outlined on these documents.

How accessible is the school environment for mobility behavioural, sensory, health and other issues?

The school is on one level with a ramp to the main access of the lower school building. The main access to the upper school building is on one completely flat level. External exit / entrance points of the building are locked during the day, being released by a code or release button that is at a height that is out of reach of children. Play areas are flat and level, with a smaller, quiet area of the playground being used for those children with a specific need for adult supervision both in the morning and at lunchtimes.

For those children with behavioural difficulties, we have an in-school Behaviour Improvement Base (BIB) which is managed by the Assistant Head for Pastoral Support who, in turn, is supported by an HLTA for Behaviour Support and the Learning Mentor. The BIB is used to provide children with a safe and alternative means to come in and out of school as well as for providing a space for 'alternative education' for those children unable to cope in the classroom for specific time of the day. In addition, it is used as an area of reflection for children needing time out of the classroom or a more serious consequence as a result of their negative behaviour.

All children with a health difficulty or dietary need are placed on the school's 'Medical & Dietary Needs Register', which is updated on a regular basis. There is a copy of this in each classroom, the Medical Room, the BIB, with specific teams in school e.g. the PE team and where Midday Assistants (MDAs) can easily access it. A board with photographs of children with very specific medical needs can be found in the staffroom. Children with 'Care Plans' are known to the relevant class teacher and office staff ('Care Plan' is noted on the 'Medical & Dietary Needs Register' alongside the child's details) and their needs are addressed in accordance to the plan. Copies of 'Care Plans' are in individual children's classrooms and in the medical room. Epipens are kept in classrooms.

How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?

Children are invited on all trips. In the case of day trips, if it is felt relevant, a parent or a family entrusted adult maybe asked to accompany their child on a 1:1 basis but with the support of a further LSA and class teacher, when needed. For residential trips, decisions around support will be discussed on an individual basis well in advance of the trip.

How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

There is a complete programme of transition in place from Nursery to Year 6. A number of visits are first made by the children to partner classes in the year group they are moving to. A series of visits are then made to the year group bases that the children will be moving into, in their current class group with their current teacher during the week in which most year 6 children will be spending time at their new secondary school. Finally, children spend a number of sessions with their new teacher in their new classroom with their new class and the new Learning Support Assistant for the class. In addition, those children that are identified as needing additional transition support are supported. This can take the form of a Transition Book for moving from Nursery to Reception or Reception to Year 1; briefing and de-briefing sessions for Key Stage 2 children that give them a chance to talk through worries before and after visits with their new class teacher and moving into the new year group; information sharing between staff from nurseries, pre-schools and new secondary schools and relevant Thameside staff.

During the transition sessions, children complete a specially devised transition booklet unique to the year group they are moving from and into. In addition, all children from Nursery to Year 5 are provided with a scrap book and a pack of colouring pencils at the end of the Summer Term, with the objective being that they complete activities devised for their year group over the holidays that can then be shared in their new classes when they return to school in September.

What training have the staff supporting children and young people with SEND had or are having?

- Training in delivering the Read Write Inc literacy programme
- Speech Link training
- Infant and Junior Language Link training
- In house training on Precision Teaching and addressing Dyslexic type traits
- Supporting children with EAL, provided by Havering College
- First Aid
- Training in the care of children with Diabetes or allergies that require the administration of medication via injection / EpiPen from the Diabetes Nurse Team and School Nurse Team
- Handwriting scheme training
- Level 2 and 3 NVQ in Learning Support
- Child Protection by the local authority's LADO.

What specialist services and expertise are available at or accessed by the school?

- An Assistant Head for Pastoral Support
- Special Educational Needs Co-ordinator (SENCo)
- Learning Mentor
- School employed Social Worker
- Three Family Case Worker, one of whom is an EAL specialist
- A Behaviour Support Learning Assistant
- Attendance Officer
- Counsellor who works every afternoon, offering play therapy sessions for up to 12 weeks on a 1:1 basis for children from Nursery to Year 6
- Specialist Teachers for Speech and Language or Hearing Impairment
- Referrals to NHS Occupational Therapy Service, Speech and Language Service and Paediatricians
- Referral to Thameside Children's Centre for families seeking support, when there is a child aged 5 or under
- School Nurse Team
- Access to the Local Authority Educational Psychologist for commissioned work

Who can I contact for further information?

In the first instance, concerns should be expressed to your child's class teacher. In the event of further advice needed or support to be given by the school, then the SENCo should be contacted via the school office, when an appointment will be arranged to discuss things further. The SENCo can be contacted by telephoning 01375 372188.