



THORNGUMBALD

PRIMARY

SEND Information Report 2025-26

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Thorngumbald Primary School SEND Information Report 2025-2026

SEND Contact Details:

Special Educational Needs Coordinator (SENDCO):

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SEN Governor – Mrs L. Devine

Our Ethos

Thorngumbald Primary School is committed to providing the best possible education to all pupils irrespective of their ability, ethnicity, religion, or social background. Our school will support an environment that provides pupils with a fulfilling and rewarding journey that allows them to thrive and progress effectively into secondary education.

We strive to cultivate the holistic development of every child. We believe that by nurturing essential life skills this will help lay the foundation for a fulfilling journey of learning. Supporting our children's health and wellbeing is not just a standalone initiative; it's woven into the very core of who we are as a school. Our approach aims to seamlessly blend health, education, spiritual growth, and our school curriculum to create an environment where children can flourish.

We strongly believe in the significance of partnership and collaboration. We have built strong alliances with external agencies and health services because we want to make sure that every child and family in our community gets the support they need, whenever they need it. Together, we aim to create an environment where the seeds of knowledge, compassion, and growth are not just sown but nurtured to flourish, paving the way for a brighter future for each and every member of our Thorngumbald family.

Our Star Values

At Thorngumbald Primary, we aim to achieve excellence by providing a high-quality education for every child where individual aspirations are nurtured in a safe, enjoyable and respectful learning environment and resilience is encouraged because together we shine.

SAFETY – Caring for ourselves and our whole community.

TEAMWORK - Working together for excellence.

ASPIRATION - Aspiring to be our very best.

RESILIENCE – Bouncing back when things get tough.

Policies

For more information about policies that may affect children with SEND, please see the policies section.

Admission Numbers

Thorngumbald Primary School currently has 180 pupils on roll. There are 46 pupils on the SEN register, 16 of which are children with Education Health and Care Plans (EHCPs).

Identification and Assessment

There are several means of identifying students with SEND.

Teachers can complete an Initial Concern Form for any child that they are concerned about, who is not making progress in line with the age-related expectations across any of the 4 areas of need; Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and/or Physical. This form is triaged by the SENDCO and/or the Senior Leadership Team.

This may lead to:

- Discussions with teachers and parents.
- Discussions and observations by the SENDCO.
- Discussions with the pastoral team.
- Interventions identified and being put into place.
- Additional testing or screening such as a dyslexia screener.
- A support plan being put into place to address the barriers to learning.
- Referrals to outside agencies if appropriate.
- All children are regularly assessed by their class teacher to ensure that they are making good progress.
- External agencies who may already be working with pupils will liaise with the school in order to support any additional needs identified.

Parents are an important part of this process and staff involve them in discussing the needs of their child and the support the school can provide. In addition to the half termly assessment systems used across the school, children with SEN have termly support plans, shared with

parents, identifying their needs and the interventions and support that is in place.

Who to talk to about a child with SEND

If a parent is concerned that their child may have Special Educational Needs, we would ask that they speak to their child's class teacher in the first instance and then if required the teacher will refer them to the school's SENCO, Mrs Clark. The school holds a termly SEND coffee morning which is open to all parents to discuss any concerns they may have whether their child has an identified need or not.

Types of Support available for Children with SEND

At Thorngumbald Primary School our children with SEND are supported in the following ways, depending on what is most suitable for the child and their needs.

- Quality first teaching.
- Targeted support from the class teacher.
- Additional adult support in the classroom.
- Small groups for specific interventions.
- 1to1 or 1to2 support for specific interventions.
- Adapted and additional resources (e.g. pencil grip, writing slope, visual timetable, coloured overlay).
- 'The Nest' – our nurture provision.
- 'The Den' – our enhanced resource provision for children with speech, language and communications difficulties who have EHCP's in place.
- Referral to external agencies where appropriate (e.g. Educational Psychologist, Occupational Therapy, Speech and Language etc.)
- Termly Support Plans personalised for each child.

At present we provide the following intervention programmes & activities (this list is not exhaustive):

- Dyslexia Gold.
- Rapid Reading.
- Little Wandle Phonics rapid catch up and keep up.
- Plus 1 and Power of 2.
- Toe by toe and Word wasp.

Social skills/friendship groups (recommended programmes from Speech and Language e.g., Time to Talk).

Lego Therapy.

Drawing and talking.

Emotional well - being packages (self-esteem, bereavement, social skills, recognising and understanding emotions).

Mental Health Support.
Speech & Language Programmes.
Precision teaching based on identified targets for Maths and Literacy.

Awareness and Understanding by all Staff of Children with SEND

The school ensures that staff are informed about the needs of children with SEND in the following ways:

- Sharing information with relevant staff; documents such as EHCPs, annual reviews and interim reviews; sharing information and reports from other professionals and external agencies.
- Weekly staff meetings with opportunities to update all teaching staff about the needs of SEND children.
- Transition meetings are held at the end of each school year to ensure the new class teacher is fully informed about the child. Sessions are planned for the new class teacher to spend time with the class in the summer term as well as transition sessions for the children to spend time with their new class teacher.
- Opportunities to meet with external agencies working with pupils to share strategies (e.g. speech and language, behaviour support team, children's centre etc.)
- Termly Support Plans are accessible to staff.
- Regular training from both the internal SEND Team and external agencies.

Letting Parents/Carers know about any SEN Concerns regarding their Child

If the school has any concerns about a child, then in the first instance the class teacher would request a meeting with the child's parent/carers or speak to them about the concerns at parent's evening. If required parents/carers may then meet with the SENCO in order to discuss their child's needs further.

Allocation of Support

Support for children with SEND is allocated according to an individual's needs and requirements, as discussed and agreed with some or all of the following; parents, teachers, the SENDCO, the Senior Leadership Team and external agencies - where suitable.

Assessments and progress data are used to decide on the interventions needed for individual children and the deployment of Teaching Assistants. Information from termly support plans and EHCP reviews provide additional information on SEND children and support that will benefit them.

We also aim to regularly review and assess the impact of support and change it as and when

required.

Other Services which Provide Support

The school accesses a range of external services and organisations provided by the local authority; these include:

- Educational Psychologist.
- Behaviour Support Team.
- Autism Inclusion Practitioner.
- Occupational Therapy.
- Physiotherapy.
- Portage.
- Specialist Nurses (e.g. Epilepsy, Diabetic).
- School Nurse
- Speech & Language Therapy
- Children's Centre
- Children's Disability Team
- CAMHS
- Sensory and Physical Teaching Service (SAPTS)
- MHST – mental health support team

Staff Training

Staff are regularly consulted about their SEND training needs and training sessions are provided using expertise both from within the school and from other professionals. This training is usually provided for all members of staff who work with the children on a day-to-day basis – teachers, support staff, lunchtime supervisors, office staff. If any child has a specific physical or medical need, other staff members may also require access to specific training, such as Kitchen Staff and Midday Supervisors.

The SENDCO also attends regular training sessions and courses in order to develop their understanding and knowledge. Skills development and sharing of good practice takes place through the SENDCO attending the local authority SENDCO forums and annual SENDCO Conference. The SENDCO has achieved the National Award for SENDCOs which is a master's level qualification.

Adapting Teaching for Children with SEND

All teachers at Thorngumbald Primary School have responsibility for SEND children. Teachers are responsible for ensuring all activities are differentiated and adapted to meet the needs of the children in their class and ensure that they all make good progress. This includes ensuring they meet the social, emotional and physical needs of every child. Personalised termly support

plans are agreed to meet the needs of SEND children to ensure their needs are met which may involve the use of additional resources.

If required, the teaching for children with SEND may be adapted in the following ways, according to the needs of the child:

- Class work is differentiated and adapted in small groups and individually when required.
- When supporting in the classroom, TA's work alongside the class teacher to support children with SEND – this could be individually, one to one or in small groups.
- Suitable resources to help children access learning such as practical equipment or visual resources are provided.
- Techniques such as over-learning and pre-teaching may be used to embed learning.

Support available for Parents of Children with SEND

We encourage parents and carers to come into school to discuss any concerns they may have about their child. We are also able to put you in contact with other agencies that may be able to provide further advice or support such as SENDIASS.

Accessibility of the Physical Environment for Children with SEND

The school is fully accessible to pupils with disabilities. There are two disabled toilets in the building and the car park has disabled bays. Any additional equipment needed to support children is acquired according to children's needs (keyboards, writing slopes, adapted seating, etc.)

Facilities for Children with SEND

We have a number of rooms and areas around the school that are used for interventions and support activities. The school has a nurture provision named 'The Nest' and an enhanced resource provision named 'The Den'.

Additionally our well being worker is accessible to students throughout the day for those children who may need support with self-regulation. We have a range of sensory equipment, calming activities and games, as well as it being a quiet space for small group interventions.

Morning check-ins with staff for identified pupils to ensure that they have a positive start to the day. There are a range of lunchtime roles and responsibilities that all children can apply for and there are also after school activities such as sports clubs which are open to all students. The school runs a morning and afterschool club that is accessible to all students.

Transition for Children with SEND

Where required, children with SEND can access the following support when moving into a new class, phase or up to Secondary School:

For SEND children coming into Foundation Stage, the SENCO or class teacher may attend meetings, where required, to get to know the child and evaluate their needs. The school will liaise with the nursery or preschool settings, where applicable, and the SENDCO or class teacher may visit a child in this setting.

Towards the end of the school year some children with SEND may carry out transition activities such as; meeting their new teacher or TA, spending time in their new classroom/phase, creating a transition book with this information to look at over the summer holidays. The type and amount of transition activities will depend upon the individual needs of a child.

For children moving up to Secondary School, the SENDCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits will be arranged on an individual or group basis as required and our SENDCO will meet with the Secondary School SENCO to ensure all relevant information about a child is passed on.

For children with an EHCP moving up to Secondary School, the SENDCO from the new school will be invited to attend the review meeting in Year 6.

Complaints Procedure

In the event of a complaint, we would encourage discussions with class teachers, SENDCO and the Headteacher to try and resolve any issues in the first instance. The school's complaints policy can be found on the website and we would ask that this policy is followed in the event of a formal complaint being made. In this instance the school would also advise parents to seek impartial advice and support from agencies which specialise in supporting the parents and carers of children with SEND, such as SENDIASS or KIDS.

Link to The Local Authority's [\(East Riding\) Local Offer](#).