



Park Hill Thorns Primary Federation

SEN Information Report 2026-2027

At the Park Hill Thorns Federation, we strive to support all children to enable them to achieve at school. Quality teaching is vital; however, for some children, further additional support may be needed to help them achieve their targets. We take a graduated approach to identifying needs, planning support, monitoring progress and reviewing outcomes throughout each child's learning journey.

The Special Needs Co-ordinators, or SENCOs, are responsible for the operation of the Special Educational Needs policy and the coordination of specific provision made to support individual children with Special Educational Needs and Disability (SEND). They liaise with staff to monitor children's progress and plan further interventions where progress is slower than expected. They have regular contact with a wide range of external agencies that are able to provide more specialised advice.

If parents have any concerns regarding SEND matters, please contact the school. The Special Needs Co-ordinators are:

- **Mrs Angela Gill**, SENCO at Thorns
- **Mrs Sarah Morris**, SENCO at Park Hill

They can be contacted by telephone, email or in person:

- **Park Hill:** 01926 855974
Email: admin2309@welearn365.com
- **Thorns:** 01926 853875
Email: admin2307@welearn365.com

The following questions reflect parents' concerns and interests. They provide information to help families make decisions about how best to support their child's needs and explain what families and children can expect from Park Hill and Thorns.

1. How does the school know if children need extra help?

At Park Hill and Thorns, children are identified as having SEND through a variety of approaches, usually involving a combination of information, assessment and professional observations. This may include:

- Liaison with a previous school or pre-school setting
- A child performing below age-expected levels or making limited progress
- A change in a child's behaviour or progress
- Concerns raised by a parent, carer or child
- Concerns raised by a teacher or teaching assistant



- Liaison with external agencies, for example, in relation to a physical or sensory issue, or speech and language
- A child arriving at school with an EHCP, or Education, Health and Care Plan, where many of their needs have already been clearly identified

Teachers regularly assess children's learning and development. Where a child is not making the expected progress, staff will consider the child's strengths, barriers to learning and the support that may be required. The school will monitor the impact of any support and review it regularly.

If you have concerns about your child, please speak to your child's class teacher initially. If you would like to speak to a senior member of staff, you can ask to arrange an appointment with the SENCO.

2. How will the curriculum be matched to my child's needs?

When a pupil has been identified as having special needs, their work will be differentiated by the class teacher so that they can access the curriculum more easily. Differentiation may involve adapting the content, resources, level of challenge, amount of adult support or way in which the child records their learning.

Teaching Assistants may be allocated to work with a pupil individually or in a small focus group to target more specific needs. Support is planned carefully so that pupils are encouraged to develop independence and remain involved in classroom learning.

Specific intervention groups run throughout school. These are monitored by Mrs Morris and Mrs Gill, and their impact is evaluated on a half-termly basis. Current specific intervention programmes include:

- Phonics
- Precision Teaching
- MOVES Fine motor skills group (not sure this is done)
- Nuffield Early Language Intervention, or NELI
- Talkabout Social skills group (not done at Thorns)
- Spelling interventions

Class teachers detail the provision needed by children in the following areas on a Personal Learning Plan:

- Communication
- English
- Maths
- Other foundation subjects



- Social, Emotional and Mental Health
- Sensory and physical needs

Personal Learning Plans are updated with parents every term. They identify relevant outcomes, planned provision and strategies that can be used in school and, where appropriate, at home.

Appropriate specialist equipment may be provided to support access to learning. This could include writing slopes, concentration cushions, pen or pencil grips and easy-to-use scissors.

If a child needs further intervention or support, the SENCO may make a referral to an outside agency for assessment or support from a specialist teacher or Teaching Assistant. All additional provision is monitored, and its impact is evaluated by Mrs Morris and Mrs Gill to ensure that it is effective and continues to meet the child's needs.

3. How will I know how my child is doing?

Parents will be able to discuss their child's progress at Parents' Evenings and will receive a yearly written report. The report will provide information about the child's learning, development and progress.

Your child's class teacher will be available at the start or end of the school day for brief discussions. Appointments can also be made to speak in more detail with the class teacher or SENCO at any point during the year.

Parents will receive termly assessment information detailing the skills that their child has secured or begun to secure. If a child is working below age-related expectations, parents will still receive clear information. This will instead detail the child's progress against clearly defined small steps in relevant areas.

In addition to Parents' Evening, Personal Learning Plan review meetings will be held termly. These meetings involve the teacher, parents and the child and provide an opportunity to review progress, provision and next steps. The SENCO will meet with parents annually to review outcomes.

If your child works with an external agency, the agency's input will be shared with parents. This may be through written feedback or through discussions with the SENCO.

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

The class teacher may suggest ways in which you can support your child's learning at home. Mrs Gill or Mrs Morris may meet with you to discuss strategies for supporting your child where there are difficulties with behaviour or emotional needs.

Personal Learning Plans will detail support that can be provided at home. This may include activities, routines, communication strategies or approaches to practising particular skills.



If outside agencies or the Educational Psychologist have been involved, they may make suggestions that can be used at home. These recommendations will be discussed with parents so that approaches can be applied consistently, where appropriate.

4. What support will there be for my child's overall well-being?

Both schools offer pastoral support for pupils who are experiencing emotional difficulties. Members of staff, including the class teacher and SENCO, are readily available for pupils who wish to discuss issues or concerns.

Both SENCOs are trained to work with a range of agencies and will support wider family issues. Park Hill also employs a counsellor to support specific children and a Learning Mentor who runs nurture groups as well as supporting learning.

If a pupil has medical needs, a detailed Care Plan is compiled with support from the school nurse in consultation with parents or carers. Care Plans are discussed with all staff involved with the pupil so that the agreed arrangements are understood and followed.

All staff receive EpiPen training from the school nurse. Where necessary, and in agreement with parents or carers, medicines are administered in school. This will only take place where a signed medicine consent form is in place, to ensure the safety of both the child and the staff member.

A number of staff have first aid training, and there is a trained member of staff on site at all times.

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

At times, it may be necessary to consult outside agencies to receive more specialised expertise. The agencies used by the school include:

- Vulnerable Learners Service
- SEND Supported
- Integrated Disability Service hearing and visual impairment team and physical difficulties team
- Occupational Therapy and Physiotherapy
- CAMHS, or Child and Adolescent Mental Health Service
- Speech and Language Service
- EMTAS, providing language support for children newly arrived in the country
- School Nurse and Health services
- Social Workers



An Educational Psychologist is allocated to each school. They would normally work directly with pupils whose needs are considered to be considerable and who have not responded well to interventions already put in place by school staff.

A joint planning meeting is held with the Educational Psychologist and SENCOs to make decisions about priorities regarding pupils. Advice from external professionals is considered alongside school-based assessment, information from families and the views of the child.

6. What training have the staff supporting children with SEND had or are currently having?

We aim to ensure that there is a variety of skills among our staff body so that we can support children in the best possible way. Different members of staff have received training relating to different aspects of SEN.

Specific training undertaken by staff includes:

- TEAM TEACH
- Speech and Language training
- Autism support training
- Emotion Coaching
- Sensory needs training

The school also operates an internal training programme for staff, including opportunities for colleagues to learn from each other.

Miss Biggs has completed the NASENCO qualification and holds an MBA in leading SEN and inclusion. Mrs Gill and Mrs Morris have both undertaken the new National Professional Qualification for SENCOs.

The school SENCOs regularly work with each other, the local Kenilworth cluster and the Local Authority to share good practice and new ideas. This supports ongoing professional development and helps staff to review and strengthen provision for children with SEND.

7. How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. The school will provide the necessary support to help each child participate successfully.

Arrangements may be discussed in advance with parents, and a risk assessment may be created to ensure that children can access rest stops or appropriate toilet facilities.

Depending on the child's individual needs, it may be appropriate for a parent or carer to accompany a child on a school trip.



A risk assessment is carried out before any off-site activity to ensure that everyone's health and safety will not be compromised. Procedures will be put in place to enable children to participate as fully as possible.

A variety of after-school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Many children with SEN join after-school clubs, learn musical instruments, go on residential trips and take part in other aspects of school life.

8. How accessible is the school environment?

Our school has an accessibility policy, and we are happy to discuss individual access requirements with families. Facilities currently available include:

- Ramps into school
- Toilets adapted for some disabled users
- A wet room at both sites
- Wide doors in some parts of the buildings
- Adapted access to the school field
- Magnetic keypads and codes for entry

Individual arrangements will be considered in relation to a child's needs. Parents are encouraged to contact the school to discuss any access requirements before their child starts or when needs change.

9. How will the school prepare and support my child when joining Park Hill or Thorns, transferring between the schools or moving to a new school?

Many strategies are in place to enable children's transition to be as smooth as possible. These include:

- Discussions between the previous and receiving school
- Transition sessions where children spend time with their new class teacher
- Additional visits for pupils who need extra time
- Meetings for parents or carers with either SENCO
- Liaison between the two SENCOs
- Liaison with SENCOs from secondary schools and pre-schools
- Additional time for transition and additional visits to new schools



Children moving from Thorns to Park Hill all have a buddy in Year 6 to help them settle into their new school.

Transition arrangements are considered according to the child's individual needs. Information about successful strategies, support arrangements and relevant outcomes can be shared with the receiving setting, subject to appropriate permissions and procedures.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources according to an individual child's needs.

Additional provision may be allocated following discussion between the class teacher and senior staff if a concern is raised during the year. Resources may include the deployment of staff, depending on individual circumstances.

Current staffing arrangements include additional support staff within classes and specific staff at playtimes and lunchtimes to support children. Some children also access the school's nurture provision at lunchtimes to receive further support addressing their specific needs.

Specific training is also purchased from the budget. Particular interventions and assessments from external agencies are purchased depending on need.

11. How is the decision made about how much support my child will receive?

Decisions are made in consultation with the class teacher, SENCO and Senior Leadership Team. Decisions are based on regular tracking of pupil progress and assessments by outside agencies.

The type and amount of support may change as a child's needs develop. During their time at school, if further concerns are identified because of a child's lack of progress or well-being, additional interventions will be arranged.

The impact of support is reviewed so that provision remains appropriate and is linked to identified outcomes.

12. How will parents be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents' Evenings
- Discussions with SENCOs and other professionals
- Parental contributions to their child's Personal Learning Plan



Parents' views are considered when provision and outcomes are planned and reviewed. Families are encouraged to share information about their child's strengths, interests, needs and successful strategies.

13. How are children involved in discussions about and planning for their education?

All children in school are encouraged to contribute to discussions about their education and learning. This can take place through:

- Class learning forums
- School Council
- Parents' Evenings
- Children's questionnaires
- Pupil Passports
- Personal Learning Plan meetings, involving children on the SEN register, their parents and staff who work with them

The SENCO also monitors children's views specifically through termly monitoring. In the past, this has included a group of children with SEN devising alternative ways to show that they need help in class. The children then shared this idea with other children in school.

Children's views are considered when staff plan support and review progress. The aim is to help children understand their learning, identify what supports them and contribute to decisions about their education.

14. Who can I contact for further information?

Please speak to the class teacher in the first instance. You can also contact the relevant SENCO by telephone, email or in person:

- **Park Hill:** 01926 855974
Email: admin2309@welearn365.com
- **Thorns:** 01926 853875
Email: admin2307@welearn365.com

General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.

If you have further questions, please contact the school. If parents are ever unhappy and wish to make a complaint, they should follow the school's complaint policy. We encourage parents to speak to the class teacher in the first instance and then the SENCO so that any problems can be addressed as swiftly as possible.

Parents can also contact the SEND Information and Advice Service:



Thorns Community



Infant School

Warwickshire SEND Information, Advice and Support Service

- **Telephone:** 01788 593159
- **Email:** warwickshiresendiass@barnardos.org.uk
- **Web:** www.warwickshiresendiass.co.uk

The Local Authority's Local Offer can be found here:

<http://www.warwickshire.gov.uk/send>