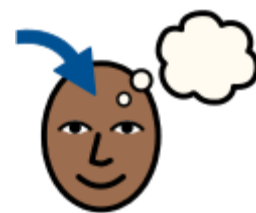
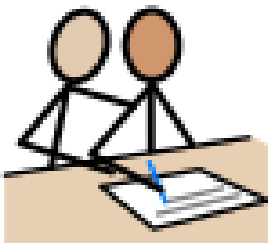




Thythorn Field
Primary School

Special Educational Needs & Disability (SEND) Information Report

2024-25



Adopted By School: November 2024

Review Date: October 2025

Key Information

Thythorn Field Primary School

Bideford Close
Wigston
Leicestershire
LE18 2QU

Telephone: 0116 2889040

Email: office@thythornfield.leics.sch.uk

Website: www.thythornfield.co.uk



Thythorn Field Primary School Official

Head teacher: Mrs Claire Price

Special Educational Needs and Disabilities Coordinator (SENDCo):
Mrs Sarah Brewster

SEND Link Governor: Mr TJ Ragan

Age Range of Children: 4-11

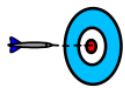
Last OFSTED Inspection: 11-12.10.22 Requires Improvement

Specialist Designated Unit attached? No

Total number of children with SEND: Currently 36

Please see appendices for a list of abbreviations used in this report, information about different outside agencies we work with at Thythorn and access to a list of useful contacts.

Please get in touch if you require access to this document in a different format.



Our Aims and Vision for Children with Special Educational Needs at Thythorn

We **expect** our children to have an equal opportunity to achieve success and reach their full potential; to become independent learners within a safe, caring and happy environment

We aim to provide a happy, secure and caring place where children are valued equally and where they can develop their independence, self-esteem, self-discipline and respect for others.

All staff have a responsibility to use their best endeavours to maximise opportunities and achievements for **all** learners. Staff are aware of their responsibilities towards all vulnerable learners. We show a positive, sensitive and ambitious attitude towards all children at all times.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special needs.



The areas of Support and Experience Thythorn Currently Offers to Meet the Needs of Children and Young People with SEND

Thythorn Field Primary school is a main-stream setting **that** provides a caring and friendly environment in which children are encouraged to develop and achieve their full potential. We have children from a wide range of backgrounds and with a wide range of needs **and abilities**.

We support children with difficulties in the following areas:

- *Cognition and Learning
- *Communication and Interaction
- *Social, Emotional Mental Health
- *Sensory and/or Physical needs
- *Other Disabilities or Medical Conditions

We have experience of working with different needs including:

Communication
Hypermobility
Disabilities
Processing Dyslexia
Visual Autism Sensory
Allergies
ADHD Anxiety Toileting
Epilepsy Asthma Speech
Diabetes physical
Language Hearing
Mental Health



The Policies we have at Thythorn for the Identification of Children with Special Educational Needs and Disabilities

At Thythorn we know that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We understand that many children, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

At Thythorn, we aim to identify problems as early as possible and provide teaching and learning experiences that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** children. Class teachers will assess each child's skills and levels of attainment, building on information from previous settings.

Class teachers make regular assessments of progress for all children. If your child's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better your child's previous rate of progress
- fails to close the attainment gap between your child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are **four** broad areas of special educational need as outlined in the SEND Code of Practice (2014):



1. Communication and Interaction

This includes pupils with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.



2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.



3. Social, Mental and Emotional Health

This includes pupils who may be withdrawn or isolated, displaying challenging behaviour or who have difficulties with anxiety or attachment. It also includes pupils who are diagnosed with ADHD.



4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In our school, the needs of the **whole** child will always be considered in this process.



How we Evaluate the Effectiveness of our Provision for these Children

The school encourages feedback from staff, parents/carers and children throughout the academic year regarding the effectiveness of our provision for children with SEND. This can happen in different ways, including:

- Annual reviews for those with an EHCP
- Discussions at Parent's Evening or other meetings with the Class Teacher and SENDCo
- Parent questionnaires
- Termly pupil progress meetings
- Pupil interviews

The effectiveness of provision in school may be evaluated through discussions with children and staff, pupil observations, Learning Walks, book looks, and analysis of any assessment data. Information regarding SEND and the provision made for those children with SEND is shared regularly with the governors.



Arrangements for Assessing and Reviewing the Progress of Children with SEND

The support provided for children with SEND is a four-part process: Assess; Plan; Do; Review (this is known as the Graduated Approach). This is an ongoing cycle to enable the provision to be revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

In class your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term against national and age-related expectations. Children on the SEND register who are working significantly below age-related expectations will have their progress evidenced using Small Steps Trackers which class teachers complete on a termly basis.

The class teacher continually assesses the progress of all children using various methods. Those children who are failing to make the expected level of progress will be identified as a result of this process and appropriate measures taken to help support them. Pupil Progress meetings are held regularly with the Head teacher and SENDCo and class teachers to discuss the progress of all children.

Children with SEND have an Individual Support Plan (ISP) with additional 'small step' learning targets which set out specific outcomes to be achieved by the end of each term. These targets are shared with parents/carers at Parent's Evening three times a year. Progress will be reviewed more frequently if needed. The class teacher will revise the ISP in light of pupil progress and development. Children with an EHCP will have targets which relate to the outcomes listed in Section E of their plan. The review process will also help the school to evaluate the impact and quality of the support and interventions. At Thythorn we currently use an online service provided by EduKey to produce and share our ISPs.

The school also has access to a range of assessments aimed at those children with SEND which address areas of need such as: dyslexic-type difficulties, development of speech and language, poor reading or number skills, working memory problems and emotional literacy issues. These can be accessed when required to help assess the progress of SEND children, where standard tests may not show small steps of improvement.

In addition to the above, the progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with your child's education. Parents/carers and children are invited to attend, as well as any other outside agencies which may be involved with your child. This is

an opportunity for detailed discussion about the progress of those children with an EHCP. As a parent/carer of a child with an EHCP you will also have contact from the SENDCo on (at least) a termly basis.



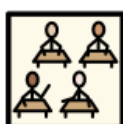
Thythorn's Approach to Teaching Children with SEND

High quality teaching is an entitlement for every child. Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for **all** children in our school.

All teachers have an awareness of the needs of the children in their class. They plan their learning, taking these needs into account, to ensure they can access the curriculum and make progress to match their highest possible expectations.

Targets and information included in Individual Support Plans for those children with SEND will be taken into account and addressed through class teaching, extra support within class, or individual/small group intervention. Advice from outside agencies will also be taken into account to adapt teaching to meet specific needs where necessary.

We understand the importance of trying to 'keep up' rather than 'catch up' and endeavour to put adaptations in place to allow all children, as far as possible, to access the same learning as their peers.



How we Adapt the Curriculum and Learning Environment for Children with SEND

At Thythorn we aim to engage the children with a varied and inspiring curriculum. We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. All subject Leads have a good understanding of how their subject can be adapted to support different needs. We understand the importance of adaptive teaching and this may be done in a number of ways, for example by considering:

Pre-teaching	Resources	Classroom Environment	Scaffolding	Grouping	Formative assessment
Use of IT	Steps in Learning	Cognitive Load	Vocabulary	Use of Teaching Assistants and Intervention	Visuals

The needs of children with SEND will be considered by staff when, for example, planning activities, arranging the learning environment and thinking about the deployment of support staff. Information from the Specialist Teaching Service will also be sought to ensure the learning environment is suitable to support the needs of individual children (such as those with a visual or hearing impairment).

In each classroom we have a quiet space that pupils can access if they are feeling overwhelmed. We also use the same visual timetable in each classroom and have a Zones of Regulation area for children to consider how they are feeling at points throughout the day. We have two intervention rooms which pupils sometimes need to access if they need to work away from the class or attend an ELSA or Drawing and Talking session and various spaces around school where interventions can take place. We also have various equipment including tents, gym balls, trampettes, standing desks and other sensory items to help support all our pupils.

Providing Additional Support to Aid the Learning of Children with SEND

Once a child's learning needs have been assessed and any difficulties identified provision will be made for these individuals. This may involve the use of additional adult support in class, extra small group intervention and seeking on-going advice from specialists. This provision will be discussed with parent/carers and children and forms part of our Assess Plan Do Review process.

See examples at the end of this document for how we can support specific needs.



Extra Activities

We make sure that activities outside the classroom and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access. After school clubs are available to all children. We ensure that equipment used for these activities is

accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special celebration assemblies and award ceremonies. Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for **everyone** to achieve and succeed by encouraging all children to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.



Support for Improving the Emotional and Social Development of Children with SEND

At Thythorn we are an inclusive school. We celebrate differences and strive to create a friendly, kind and caring atmosphere. Supporting children in their emotional and social wellbeing is an integral part of our curriculum for all children at Thythorn Field Primary School.

Some examples of how we promote positive emotional and social development are through:

- Regular PSHCE sessions in class.
- Whole school assemblies Promoting positive behaviour.
- Social Communication Groups (a type of intervention group where children can develop their social skills).
- Friendship Stops on the playgrounds where children can go and sit if they want someone to play with.
- Pupils who are trained as Wellbeing Ambassadors (Year 5 and 6).
- Emotional check-in areas in all classrooms linked to Zones of Regulation.
- Calm down boxes containing sensory items in all classrooms.
- Weekly access to two HLTAs who are trained ELSAs (Emotional Literacy Support Assistants).
- An HTLA who is trained in Drawing and Talking/Sand Therapy.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Sports Coaches employed at lunchtime to help boost self-esteem by organised games and activities.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. Hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.

- Access to other types of training for staff, such as Attachment disorders or Emotion Coaching.
- Some children have meet and greet sessions at the beginning of the day to settle them into school and a daily debrief before they go home.
- Everyone's Welcome Club runs three times a week at lunchtime to give children opportunities to do mindful activities.



Support for a Parent/Carer with a Concern or a Young Person who was Worried about their Learning

We believe that it is of paramount importance to involve all parents/carers in their child's education. We work in partnership with parents/carers to support each child/young person's wellbeing, learning needs, progress and aspirations. We operate an open-door policy ensuring that teachers are often available to discuss any concerns.

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. This can be done in person or via telephone or email. It may be that the class teacher makes an appointment to discuss your concerns further. If you continue to be worried, or the concerns are of a more serious nature, you should contact Mrs Price the Head Teacher or Mrs Brewster the SENDCo.

SENDIASS can also offer independent support and advice for parents/carers and young people with SEND. [Welcome | SENDIASS \(sendiassleicestershire.org.uk\)](http://sendiassleicestershire.org.uk)



Expertise and Training of staff

The SENDCo is an experienced teacher who completed the National SENDCo Award in 2016 and regularly receives ongoing SEND training in different areas.

All staff have regular Safeguarding training. A number of staff are qualified First Aiders and have also completed Anaphylaxis training. All teachers and support staff have Autism and ADHD training.

The school has access to and involvement with a range of external agencies and support teams including:

- Autism Outreach Team
- ADHD Solutions
- Birkett House School Outreach team
- CAMHS (Children and Adolescent Mental Health Service)

- Children's Therapy Services (Speech and Language, Occupational Therapy, Hearing and Visual Impairment teams)
- Diana Service
- Diabetes nurses
- Leicestershire Educational Psychology Service and Partners in Psychology
- Health Visitor/ School Nurse
- Laura Centre
- Mental Health Crisis Team
- Inclusion Forum and Oakfield outreach
- Paediatricians
- Social Services
- Specialist Teaching Service
- Children and Families Wellbeing Service
- Virtual Schools
- Charnwood Arts Therapy

The school regularly undertakes advice from many of these agencies and accesses training that they offer.



Securing Equipment and Facilities



Part of the main school budget is identified for children with SEND. This is supplemented for children with complex needs by the Local Authority. This money is used to provide additional support in teaching and learning.

The SENDCo is responsible for the operational management of resources for special needs provision within the school, including the provision for children with Education Health and Care plans (EHCPs). The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed.



Involving Parents/Carers in the Education of Your Child

The school is fully committed to a meaningful partnership with you as parents/carers of children with special educational needs. We want you to be as fully involved as possible in decisions, and we strive to make sure you are provided with the information and support necessary to enable your participation in those decisions.

The school will do this in the following ways:

- Always making parents/carers feel welcome and actively listening to your concerns, wishes and aspirations for your child, instilling confidence and building effective partnerships.

- Providing information for parents in an accessible way.
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEND Information Report (this document) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents/carers, in addition to parent's evening appointments, to discuss concerns regarding a child's progress at the earliest opportunity, raised either by the class teacher or the parents/carers themselves.
- Class teachers will invite parents/carers of children with SEND in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the child and the school. It will provide an opportunity for the parents/carers to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- The SENDCo being available to support through telephone calls, emails, face-to-face meetings or drop in sessions.
- Support and guide parents/carers in ways that you can help with your child's learning and development at home.
- As part of the termly review meeting, a record of the outcomes, action and support agreed are kept and shared with all the appropriate school staff and a copy will be given to parents.
- Signposting parents/carers to wider support, information and services pertinent to your child's SEND by ensuring you know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with parents/carers of children with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Additional support and guidance will be available to parents/carers at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Seeking parents'/carers' views and opinions and considering adjustments to practice in the light of findings.



Involving Young People in their Education

The school recognises that all children have the right to be involved in making decisions and exercising choice. We aim to develop children's self-advocacy skills to support them in successfully transferring to their next phase of education. We will support children in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self –advocacy. Working with parents/carers to support children in understanding their strengths, needs and successful approaches to their learning. Also giving them the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, children with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by children themselves.
- Children with an EHCP are provided with support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share.
- Seeking children's views through regular questionnaires / group interview activities undertaken by the SENDCo and / or SEND Governor, considering adjustments in the light of analysis.



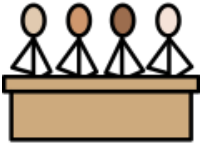
Treatment of Complaints

If a parent/carer is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school, and are making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent/carer feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available from the school office.



Governing Body Involvement

The Governing Body, Head Teacher and SENDCo discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when children's needs cannot be met by the school alone.



Support for Children with SEND when Transferring Between Phases of Education or Preparing for Adulthood and Independent Living

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

In Foundation Stage, induction events take place during the Summer term for all children who are joining the Foundation Stage class in the following term. The Foundation Stage class teacher does preschool visits in the summer term before the children enter our school in Foundation Stage class. She speaks with your child and their key workers to gain as much information about your child as possible.

If your child has already been identified as having special educational needs then the SENDCo may have been invited to attend a meeting at the preschool setting. The SENDCo may also have met with specialists from the Early Years Inclusion Service (if your child is known to them). Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

If your child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes within Thythorn information will be passed on to the new class teacher in advance through discussions and sharing of data and information. All relevant information regarding your child's needs will be shared with the new teacher, through verbal discussion and access to Provision Mapping. Transition to a new class is facilitated by sessions during the summer term with new class

teachers and environment. If your child would be helped by photographs of their new area and staff, these will be made for them.

In Year Six your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Contact local High Schools for information about open evenings for parents/carers in order to support your decision making process about which school is the right choice for your child.

If your child is on the SEND register, then the SENDCo usually meets with the secondary school SENDCo during the final term of Year Six. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as ISPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year Seven.



Contact Details for Support Services for Parents/Carers

SENDIASS [Welcome](#) | [SENDIASS \(sendiassleicestershire.org.uk\)](#)

Leicestershire local offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

[Local Offer Newsletters](#) | [Leicestershire County Council](#)

Please see the scan the QR code in the Appendices for other useful contacts.



Contributing to the Publication of the Local Authority's Local Offer

The Local Offer describes the types of support available in Leicestershire for children and young people with SEND from 0-25 years of age.

Up to date information about Leicestershire's Local Offer can be found here:

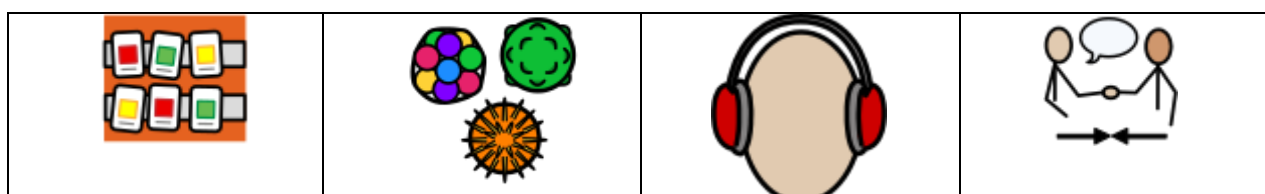
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Some examples of how we support children with different special educational needs...

My child has Autism. How might Thythorn Field support them?

To specifically support children with Autism we can offer:

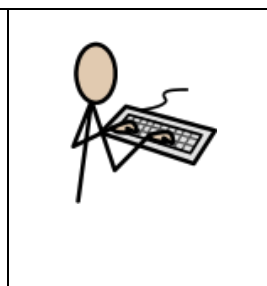
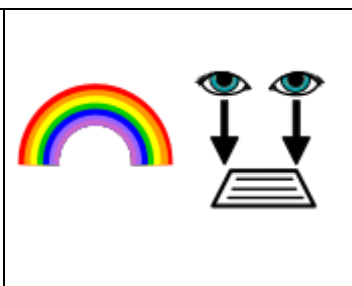
- All staff have completed Good Autism Practice training
- SENDCo completed Leading Good Autism Practice
- Many staff have lots of experience of supporting children with Autism
- Staff trained in social communication interventions
- Close links with assigned teachers and practitioners from the Autism Outreach team
- 'Everyone's Welcome' club on Wednesday lunchtimes as an alternative to the playground or other adjustments in place
- Use of Widgitonline to produce consistent visuals across the school to support understanding
- Home-School communication books can be used if required
- Experience of making reasonable adjustments and adaptations for children with ASC. For example, use of ear defenders during noisy times (such as celebration assembly), child entering school through front entrance to avoid the busy cloakroom, morning 'meet and greet' group to prepare for the day, and sensory breaks.



My child has Literacy difficulties (including Dyslexia). How might Thythorn Field support them?

To specifically support children with Dyslexia we can offer:

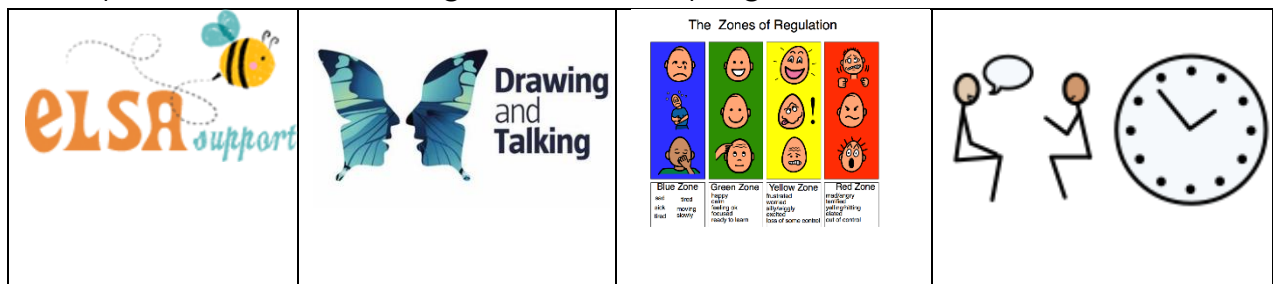
- School has access to a private qualified assessor of dyslexia
- Staff who are dyslexia aware
- We access Dyslexia Consultation sessions run by Specialist Teaching Service
 - Use of tinted paper
- Overlays available for children experiencing visual stress
- Resources to specifically support children with dyslexia, for example, dictionaries, reading books
- Use of interventions, such as: Precision Teaching, TRUGS (Teaching Reading Using Games), or Twinkl Phonics interventions
- Pencil grips available to support children with correct pencil grip
- Alternative ways to record ideas besides writing, such as Talking tins, to record ideas
- Touch-typing club



My child has mental health difficulties. How might Thythorn Field support them?

To specifically support children with mental health difficulties we can offer:

- Two HLTAs who are trained ELSAs who work with children across the school during weekly 1:1 sessions
- A dedicated ELSA intervention room well-resourced to help support children with mental health difficulties
- An HLTA who is trained in Drawing and Talking Therapy (including Sand Therapy)
- SENDCo trained in using Boxhall Profile which can be used to identify mental health needs and plan support
- Access to school nurse and advice on referral to CAMHS if required
- A supportive, friendly and inclusive environment – caring staff who make time to talk
- Emotional check-ins and meet and greet, use of Zones of Regulation
- Access to Educational Psychologists (Partners in Psychology)
- Adjustments for children who find it difficult to come to school
- Participation in the Wellbeing Ambassadors program for schools



My child has a visual or hearing impairment. How might Thythorn Field support them?

To specifically support children with a visual or hearing impairment we can offer:

- Close links with the Visual or Hearing Impairment team (part of the Specialist Teaching Service) with regular visits
- Members of staff who have completed training in supporting children with visual and hearing impairment
- Black-out blinds and noise-reduction files installed throughout the school
- Reasonable adjustments in class – positioning at table/on carpet
- For visually impaired children - enlargement of resources to support child's learning, use of a lap top and visualiser
- Staff who have experience in supporting children with equipment such as CCTV or hearing aids



If you are considering Thythorn Field for your child, please contact the school and speak to the Head teacher, Mrs Price, or SENDCo, Mrs Brewster, to discuss your child's individual needs and arrange a visit.

Appendices

Common SEND Abbreviations

ADD	Attention Deficit Disorder	LD	Learning Difficulties
ADHD	Attention Deficit Hyperactivity Disorder	MLD	Moderate Learning Difficulties
ASC	Autistic Spectrum Condition	MSI	Multi-Sensory Impairment
CAMHS	Child and Adolescent Mental Health Services	OT	Occupational Therapist
CCG	Clinic Commissioning Groups	PRU	Pupil Referral Unit
CI	Communication and Interaction	SALT	Speech and Language Therapy
CIN	Child In Need	S&P	Sensory and Physical Needs
CL	Cognition and Learning	PD	Physical difficulties
CoP	Code of Practice	PMLD	Profound and Multiple Learning Difficulties
CYP	Child or Young Person	SENDCo	Special Educational Needs and Disabilities Coordinator
EHCP	Education, Health and Care Plan	SEMH	Social, Emotional and Mental Health Needs
EHCNA	Education, Health and Care Needs Assessment	SENIF	Send Intervention Funding
ELSA	Emotional Literacy Support Assistant	SLD	Severe Learning Difficulties
EP	Educational Psychologist	SpLD	Specific Learning difficulties
HI	Hearing Impaired	SLCN	Speech Language and Communication Needs
ISP	Individual Support Plan	VI	Visually Impaired

External Agencies we work with at Thythorn

Autism Outreach Team (AOT)	Pupils with a diagnosis of Autism Spectrum Condition can be referred to this team who offer support in school.
ADHD Solutions	A support service for those children, families and young people who have ADHD. They can also offer support to schools.
Birkett House Outreach Team	Birkett House is a co-educational special school for pupils aged 4-19 in Wigston. Their outreach team works with mainstream schools to support pupils with additional needs, eg. carrying out observations and making suggestions of strategies we can use.
Children and Adolescent Mental Health Service (CAMHS)	This service supports children and young people with mental health difficulties and their families. Referrals are made by healthcare professionals.
Children and Families Wellbeing Service (CFWS)	The Children and Family Wellbeing Service provide early help services to a child, young person or family, where they are experiencing difficulties that cannot be supported by universal services, such as schools or GPs alone.
Children's Therapy Service	This is an NHS service which includes Occupational Therapy, Hearing and Visual Impairment teams and Speech and Language (see below).
Diana Service	Part of the Children's Community Nursing Team who support children with complex health needs.
Early Help	Leicestershire County Council's Children and Family Wellbeing Service was established in April 2019 following the integration of

	four services: Children's Centre Programme Information, Support and Assessment Service, Supporting Leicestershire Families (Troubled Families programme), Youth Offending Service. Parents or professionals can make a referral to access different levels of support for families.
Educational Psychology Service	The local authority team of educational psychologists who carry out statutory assessment work (when a pupil is being assessed for an EHCP).
Laura Centre	Support for parents and children for child bereavement.
Inclusion Forum / Oakfield outreach	Offers multi-agency support to schools with pupils who are displaying challenging behaviour run by Oakfield Short Stay School for the local authority.
Inclusion Service	The local authority team which support pupils and families who are missing in education.
Partners in Psychology	A private team of educational psychologists that we commission as a school to carry out assessments, reports and contributions towards diagnoses. Our educational psychologist is currently Dr Emma Rowley.
Relate	An independent company who provide counselling to children and young people. Our counsellor is called Rashmi Patel who currently works with pupils in Key Stage 2 on a Tuesday morning.
SENDIASS	The Special Educational Needs and Disabilities Information Advice and Support Services offers information, advice and support for parents and carers of children and young people with special educational needs and disabilities.
Social Services	This includes lots of services to support children with SEN, disabled children, disadvantaged children and children who are carers.
Specialist Teaching Service	This is a local authority team which is made up of: Vision Support - support for pupils who have a visual impairment Hearing Support - support for pupils who have a hearing impairment Autism Outreach - see above Assistive Technology for Education Team (ATfEST) –supports educational settings and students who have physical, communication and/or sensory difficulties, enabling access to the curriculum using assistive technology. Learning Support Team - supporting pupils with persistent literacy and maths difficulties.
Speech and Language Therapy Team (SALT)	NHS team of Speech and Language Therapists who support pupils in school who have speech and language difficulties. Our current therapist is Gina Payne.

Virtual School

The Leicestershire Virtual School is run by the local authority and aims to improve the education of children in care by supporting children, schools, carers and social workers to help young people to do their best.



Scan here to access our school website to see useful information for parents/carers of children with SEND.