



THAKEHAM SEND INFORMATION REPORT

2025-2026

This report identifies our systems and support for SEND pupils for the academic year 2025-2026.

School Vision, Values and Mission Statement

Mission Statement

Thakeham Primary School is committed to providing a high-quality education that prepares all of our pupils for the future. We believe that every child has the potential to succeed, and we are dedicated to providing them with the opportunities they need to reach their full potential. We create a safe and supportive learning environment where pupils feel valued and respected. We foster a culture of curiosity and inquiry, and we encourage our pupils to step forward and ask questions, think critically, and solve problems. We understand and respect our place in the world. We believe that education is a lifelong journey, and we prepare our pupils for success in education and beyond.

Values

At Thakeham we **CARE**. In everything we do we can see:

- **Courage**

- Ambition
- Respect
- Enjoyment

Vision 2023 - 2028

Our vision for Thakeham Primary School 2023 - 2028 is to simply be **‘Even Better’**. By focusing on our core values of care, courage, ambition, respect and enjoyment we will create a school where all children can reach their full potential and enjoy success. We will be a school where children are excited to learn and understand the value of respect. We will be a school that is known for its culture of excellence, but also its focus on community. As our children continue their education journey and beyond, they will be proudly identified as someone that grew from Thakeham Primary School.

Please join and support us as we become **‘Even Better’**.

To achieve our Thakeham Primary School 2023 - 2028 Vision, we will be focusing on the following goals:

- Continue to deliver an innovative high-quality curriculum that prepares all children for success
- Become renowned for academic excellence in all areas, not only in the core subjects, but across the wider curriculum
- Foster a culture across the school community that understands the importance of being respectful to others and the world around us
- Enhance our reputation as a school that is committed to ensuring that all children, regardless of their background, attend school and feel welcome, respected and care for

This vision, its values and the mission statement is the driving force behind all work we do in school, including for pupils with additional needs.

Inclusion Team

Thakeham’s Inclusion team was set up in January 2023. Mrs Stender is the Inclusion Lead and DDSL. She will complete her NPQSEN in April 2025. Mr McDonald, the Headteacher has been a SENCO since 2017 and is the DSL. He completed the National SENCo Award in 2020. Mr McDonald is responsible for SEMH and is also the school’s Mental Health and Emotional Wellbeing Lead (MHEWL). Mrs Bowbrick is also part of the Inclusion Team as the Deputy SENCo and is an accredited Early Years SENCo. Mrs Bowbrick carries out a support role for the Inclusion Team alongside targeted intervention work with pupils.

The Inclusion team work with individual students and with small groups to promote positive learning experiences where all pupils can make progress. The dedicated Inclusion team regularly communicate, collaborate with and offer support to SEN students, teaching staff, the senior leadership team as well as parents and guardians. This ensures that all pupils have access to a broad and balanced curriculum which is differentiated to the individual’s needs and ability. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where a student may have access to support from a Learning Support Assistant (LSA) or intervention group. They are made

aware of the school's procedures for the identification and assessment of, referral and subsequent provision for students with SEND. Staff are advised on in-class support strategies and also trained on specific SEND needs as well as being supported and guided by the Inclusion team.

Alongside the core Inclusion team, we also have staff who have been trained as specialists in specific areas so that we have a distributed team of experts who can be called upon to help meet pupil need. These are:

- Mrs Devereux: Early Years Speech and Language Specialist (Mrs Devereux has completed the NELI training)
- Mrs Bowbrick: specialist in Speech and Language
- Miss Merritt: ELSA – Emotional Literacy Support Assistant (Miss Merritt is a qualified ELSA Counsellor with West Sussex County Council)
- Mrs Elvery: ELSA- Emotional Literacy Support Assistant (Mrs Elvery is a qualified ELSA Counsellor with West Sussex County Council)
- Miss Merritt: WOWSI- Working on Worries, Support and Intervention – parent led cognitive behaviour therapy (Miss Merritt is a qualified WOWSI Counsellor with West Sussex County Council)
- Mrs Bowbrick: specialist in emotional regulation and behaviour
- Mrs Stickings: Specialist Autism Aware teaching Assistant (Mrs Stickings has completed the Autism Awareness Course run by West Sussex)
- Mr McDonald: Dyslexia Teacher (Mr McDonald is a trained Dyslexia Teacher. Mrs Stender and Mrs Bowbrick have attended the DaDIPA training course run by West Sussex to support the school in becoming a certified Dyslexia Friendly School. The school received their Dyslexia/ Dyscalculia award in 2025.
- Mr McDonald is qualified to run some sensory and physical interventions, such as Jump Ahead and Sensory Circuits. He supports and advises Mrs Bowbrick in running these sessions in school.

Thakeham Primary School is also the Thoughtful School for the Horsham area. This means we have a university accredited EMP (Education Mental Health Practitioner) on site and based in the school. It is their role to provide CBT intervention for a range of mental health needs up to suicide and serious self-harm. The EMP and the Thoughtful Programme exists to support us with all aspects of mental health and emotional wellbeing. The EMP does this in three ways-

1. Supporting the senior mental health lead (SMHL) in each education setting to introduce or develop their whole school approaches to mental health and emotional wellbeing.
2. Providing one to one evidence-based interventions in schools for mild to moderate mental health issues such as anxiety and depression.
3. Giving advice to school staff, and liaise with external specialist services, to help children and young people to get the right support and stay in education.

Context

Thakeham Primary School is a half-form entry state maintained primary school. Our catchment area is mixed; taking from both a rural and an urban area. Within that, we take pupils from a broad range of economic backgrounds. However, we currently are below National averages for both EHCP and SEND Support pupils. Our school cohort is predominantly White British with almost all pupils speaking English as their first language.

Our current Ofsted rating is GOOD as of March 2024.

SEND Provision at Thakeham Primary School

Thakeham Primary School is an inclusive school. We believe that all pupils are entitled to an education that is appropriate to their needs, encourages high standards and promotes the fulfilment of potential.

We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2014) which states that:

‘A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

SEND Code of Practice 0-25 Years Old (2014) - Introduction xiii and xiv

SEND Register and Cycle of APDR/Graduated Response at Thakeham

At Thakeham Primary School we have categorised our SEND provision into 5 Tiers.

Not on formal SEND register		
Tier 1	Tier 2	Tier 3
Universal Provision	Early Intervention	Targeted Support
Pupil may have been identified but the teacher can provide provision through QFT.	Small group work. Differentiation on top of tier 1, e.g: working on targets from another year group.	Not on the SEND register as still making enough academic progress but in tracked interventions.

Formal SEND register	
Tier 4	Tier 5
In receipt of targeted, intensive additional support (e.g: from outside agencies like SALT, LBAT, APC)	Has an EHCP
ILP Pupil Passport Inclusion Dashboard	

At present we have identified 27 pupils across tiers 1 to 5. Pupils in tiers 1 to 3 are at a 'concern' level. Pupils in stages 4 and 5 are officially on the SEND register, with Tier 5 being those supplied with an Education Health and Care Plan (EHCP). By having a tiered approach, we can better identify not only individual needs but also specific support that should be in place at each stage. Pupils in tiers 1 to 3 are tracked via curriculum planning, pupil progress meetings and whole school monitoring. Pupils in tiers 4 and 5 have an additional plan called as 'individual Support Plan' (ISP) to enable us to carefully tailor any required additional support. The Class Teacher leads on all provision with the Inclusion Team offering increasingly tailored support and guidance as one moves through the tiers. Our current make-up of pupil need is:

Tiers 1 to 5: 27 pupils (107 on roll)
Tier 1 to 3: 13 pupils
Tier 4 (SEN SUPPORT): 11 pupils (school 10% and National is 13.6%)
Tier 5 (EHCP): 3 pupils (school 3% and National is 4.8%)

Communication and Interaction is main need: 8/27
Cognition and Learning is main need: 10/27
Sensory and Physical is main need: 0/27
SEMH is main need: 9/27

We have three pupils diagnosed as dyslexic and two pupils diagnosed as being ASD. There are several pupils currently on diagnosis pathways.

How Does the School Ensure That Children / Young People Who Need Extra Help Are Identified Early and Supported Well?

On entry to Thakeham Primary School, all pupils are screened immediately using speech and language screening tools (NELI, SpeechLink and LanguageLink). We screen for both expressive and receptive language needs. This is because we recognise the importance of language communication and the core role it plays not only with a child's education but their wider development. Intervention is then put in place immediately

and continues until it is no longer required. Alongside this, through our extensive transitions, we work with West Sussex County Council's Early Years team and all local nurseries/ preschools to ensure pupils start at Thakeham with their needs clearly identified.

Through the Key Stages, we have a clear approach to identifying and responding to SEND. Children are monitored across all key stages of the school and if there are any concerns then staff will bring these up informally through meetings or relay them through the 'causing concern' form which is returned to Mrs Stender as the Inclusion Lead. The Inclusion Team meet twice a week to discuss current interventions in place and children highlighted as causing concern. In the meetings we identify how we can meet their need in line with our tiered approach and interventions that are in place.

There are several assessment tools and systems that are used to identify the area of need for the child. If more complex assessment is needed, the Inclusion Lead will secure the help of outside agencies such as the paediatric medical specialists, the Educational psychologist, speech and language therapists and also the specialist teachers that are available through the County Council. Any parent/carer who is concerned about a child should talk to the class teacher who will then pass on these concerns to the Inclusion Lead.

Class teachers, supported by the Headteacher and Inclusion team, make regular assessments of pupils' progress. When monitoring pupils' progress, class teachers look for pupils who have made less than expected progress given their age and individual circumstances. They have looked to see if progress:

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

In addition to ongoing formative assessments, the school has also used a range of specialised assessments to assist in identification of pupils' specific learning difficulties. These come under the following four key areas: communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical needs. Following identification of specific learning difficulties, small targeted intervention groups are created that run for about 6 weeks. We use the TARGET model as defined by the Education Endowment Fund to plan and carry out our interventions. Progress is tracked across each session and then reviewed at the end of the intervention. All of our interventions have a 'rationale' mapped out for each one detailing:

- [1] The reason we are using it
- [2] How we use it in school
- [3] The research and evidence base that proves it is an intervention worth using
- [4] Training and CPD given to staff in the intervention
- [5] Review of impact

Communication and Interaction:	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and Physical needs
Nuffield Early Language Intervention Language Link Speech Link	Read Write Inc Lexia Precision teaching Alpha to Omega Number sense	Zones of regulation Talkabout	Sensory circuits Jump ahead

As well as being supported through our interventions, children will also be assigned ELSA/WOWSI/Thoughtful support for SEMH which are run by our specialist trained staff in school. As with the above interventions, these are targeted support sessions over about 6 weeks and entrance and exit progress are identified and monitored.

Following teacher assessment and our specialised assessments, pupils are placed onto our 5 tier provision. Pupils who are on Tier 4 of the SEND register will have an ISP with termly targets that are set together with the class teacher, parents, pupils and Inclusion Lead. These are reviewed each term and where appropriate targets are adapted or new targets are set. The Inclusion team and class teachers will also discuss and review where on the tiers of provision the pupil is and if they need to move up or down a tier following their targeted support.

Assessing and Reviewing Pupil's Progress

All pupils on our Tiers of provision are part of a four-part cycle of Assess, Plan, Do and Review. This four-part cycle ensures that a pupil's progress is constantly monitored and members of staff have checked that the intervention in place is both relevant and effective.

Assess – The Inclusion Lead and class teacher have carried out a clear analysis of the pupil's needs. This analysis has drawn on the class teacher's assessments, previous attainment and progress of the pupil, and where appropriate the views of the pupil and parent.

Plan – The Inclusion Lead and class teacher have agreed, in consultation with the parent and pupil, the interventions and support put in place, along with a clear date for review.

Do – The class teacher has been responsible for ensuring that a pupil has accessed Quality First Teaching in the classroom. The pupil may have accessed additional support, depending on the level of need. Interventions will have been delivered by the Inclusion team, LSAs and by outside agencies such as play therapists.

Review – The effectiveness of the support and interventions and their impact on a pupil's progress has been reviewed and evaluated in line with the agreed date. Parents and the pupil have attended the review progress with the Inclusion Lead and class teacher. The Inclusion Lead and

class teacher have also revised the support in light of the pupil's progress and development, deciding on any changes that need to be made to the provision.

The ISPs are working documents and reviews this year have demonstrated how pupils have made good progress against each of their targets set. Individual assessments, together with evidence in pupils' books show that many pupils are applying the targeted skills to independent learning. Through ISP reviews, it has also been evident how parents/carers have continued to support their children's learning at home. Parents/carers have played a key role in reviewing and setting new targets.

In addition to ISP learning outcomes, the school has also monitored pupils' academic progress through the school's assessment tracker. Each term, class teachers input data on pupils' attainment through the school tracker: INSIGHT. This data is then discussed during Pupil Progress meetings with the class teacher, Headteacher and Inclusion team. Pupil Progress Meetings serve to highlight areas of success and development and put in place carefully tailored intervention, systems and plans to ensure all pupils are making the academic progress they need to.

For those pupils who have accessed the advice of outside agencies, like the Speech and Language Therapy Service, the school has also drawn on assessments carried out by these specialists to help monitor progress. The goal sheets and termly reports provided by the Speech and Language Therapy Service reflect the positive progress these pupils have made.

All hard copies of ISPs and outside agency reports are securely filed. Each pupil also has an electronic file.

Pupil Involvement with SEND

Pupils are fully involved in their education. Class teachers, LSAs and the Inclusion team regularly discuss targets with pupils so that they understand areas for development. All pupils have had the opportunity to comment on their progress and their views are recorded on their ISPs. Pupils on the Tiers of provision have a pupil profile page which is updated during the ISP review stage where they share their views on how they can best be supported.

During the year, the class teachers and Inclusion team have met with pupils on the SEND register to discuss their general level of support. Where possible, the Inclusion team has made adjustments to meet the pupils' requests.

Throughout the day, pupils receive regular verbal and written feedback. All marking follows the school's marking policy (Assessment & Feedback Policy), which clearly identifies a pupil's strengths and ways forward.

Parent Involvement of Children with SEND

At Thakeham Primary School, we encourage parents/carers to discuss any concerns they may have with their child's class teacher. If appropriate, a further meeting with the teacher, parent and Inclusion Lead will be arranged. Parents/carers are kept informed about their children's progress at Parent Consultation Evenings, which are offered termly with the class teacher. During these meetings The Inclusion team has met with every parent/carer of pupils receiving SEND support each term to discuss progress. All parents/carers have had the opportunity to review their children's ISP targets and contribute to new targets set. Pupils who have an ISP have also received a written report in the summer term. Parents/carers are encouraged to meet informally with staff to discuss their child's progress throughout the year. Information has been shared with parents/carers about how they can support their children at home.

Parents are also made aware of support available through the West Sussex SEND Information, Advice and Support Service (SENDIAS) which can be accessed online at: <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>. Parents are also signposted through our bi weekly newsletter about SEND support/ events that are available through West Sussex.

Expertise and Staff Training

The Inclusion team at Thakeham Primary School attends regular meetings with the other teachers responsible for special educational needs in the locality. Through these meetings, the Inclusion team access the skills and advice of other SENCoS as well as training opportunities from outside agencies. Training received by the Inclusion team and other members of staff at Thakeham Primary School over the last academic year includes:

2024-25

- Locality SENCo meetings
- Dyslexia/ Dyscalculia training with the LBAT team (delivered to Inclusion team and shared with all staff)
- Asthma online training (All staff attended)
- Anaphylaxis training (All staff attended)
- Safeguarding training (All staff attended)
- ELSA qualification for Mrs Elvery

- MHEWL qualification for Mr McDonald
- Therapeutic Thinking training for staff and the Deputy SENCO
- NELI training for Mrs Devereux
- Early Years SENCO for Mrs Bowbrick
- NPQSEN for Mrs Stender (due to finish in April 2026)

2025-2026

- Oracy Framework- Voice 21
- Precision teaching- LBAT team
- Intensive Interaction- West Sussex SEN team
- QFT for Senior Leaders- West Sussex
- Understanding Autism- West Sussex

The school has also benefited from close links with outside agencies. The Inclusion team has drawn on the expertise of the specialists through meetings, phone calls and emails.

Class teachers at Thakeham Primary School receive training through weekly staff meetings as well as locality and county training sessions. Staff have observed other teachers working within the school. LSAs at Thakeham Primary School receive training through weekly LSA meetings with the Inclusion Lead as well as county training sessions. The Inclusion team has supported class teachers and LSAs with individual pupils' needs.

Involvement of Outside Agencies

Throughout the year, the school has accessed the advice and support of a number of outside agencies including:

- Speech and Language Therapy Service – Expressive, Receptive and Social Communication
- Highly Special Speech Therapy Service – Social Communication
- Learning and Behaviour Advisory Team – Consultation and Review Meeting
- Learning and Behaviour Advisory Team – Individual Assessments

- Autism and Social Communication Team – Consultation and Review Meeting
- Autism and Social Communication Team – Individual Assessments
- Early Years Advisory Service- Consultation and Review Meeting
- Educational Psychologist
- Alternative Provision College (APC)
- Advisory Teacher – Adoption (Virtual School)
- Child and Adolescent Mental Health Service (CAMHS)
- Community Mental Health Liaison Service
- Single Point Access
- Occupational Therapy Service
- West Sussex Fair Access Team
- Child Development Centre
- School Nurse
- Early Help Team
- Family Support Workers
- Social Workers
- Play Therapists

- Bereavement Support

The school benefits from a good relationship with each of these services. Some pupils in the school have accessed direct support from these specialist services and they have provided advice and guidance on learning outcomes. Some of these services have also worked directly with parents, providing information and offering support.

Adapting the Curriculum and Learning Environment

To support SEND pupils in class, tasks may be scaffolded tasks to make them more accessible for some pupils, multisensory learning is promoted across all curriculum areas and pupils have been encouraged to use visual, auditory and kinaesthetic learning styles to further their skills.

As part of the school's focus on Quality First Teaching, class teachers ensure that their classroom environment provides pupils with access to resources to encourage independent learning. For example, all classrooms are rich language environments, which promote pupils' language and literacy skills.

Our recently updated, whole-school curriculum was introduced that includes a specific focus on the long, medium and short term planning for pupils with additional needs. This ensures that teachers are thinking about the needs of all pupils from that early planning stage through into the implementation stage in the classroom.

The school building and outdoor areas are accessible to all pupils. The school has an accessible hygiene room.

Transition

For pupils entering Reception, the class teachers speak with staff at pre-schools/nursery schools about individual pupils. The class teachers and Inclusion Lead meet with pre-school staff and parents to discuss individual pupil's needs. The school holds a face-to-face meeting for all Reception parents/carers during the summer term. During this meeting, parents/carers are able to meet the class teachers, Headteacher, Inclusion team, Governor and a member of the Friends of Thakeham Primary School. Every pupil has two transition visits to school during July. Class teachers have home visits planned and pupils have a staggered start over the first few days of term in September.

For pupils moving on to secondary school, the following arrangements have been in place:

- The Y6 Class Teacher and Inclusion Lead have met with members of staff at the local secondary school responsible for Y7. There have been meetings with the Head of Year, Assistant Head of Year, Inclusion Lead and Learning Mentors. The needs of all pupils have been discussed, including SEND needs and any safeguarding concerns.
- The Class Teacher provides the local secondary school with a report about every pupil.
- The Inclusion Lead provides the secondary school with detailed information about every pupil on the SEND register.
- All Y6 pupils have a face-to-face Questions and Answers session with key members of staff at the local secondary school.
- Pupils on the SEND register have the opportunity for additional visits to secondary school settings.
- The Inclusion Lead meets with some Y6 pupils to support them individually with their transition to secondary school.
- All records are transferred to the new school.

For pupils entering or leaving Thakeham Primary School mid-year, the following arrangements have been in place:

- The Headteacher meets with parents and children individually.
- The Headteacher and/or Inclusion team speaks to relevant staff at the previous/new school.
- All records are transferred.
- The class teacher/Inclusion Team will carry out a baseline assessment when the pupils start school

Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are heard through the school's complaints policy and procedure. If you have a concern, please ask for the complaints policy. You can also contact West Sussex County Council at: send.ias@westsussex.gov.uk or by phone on 0330 222 8555.

West Sussex Local Officer

Services available for identifying and assessing children and young people with special educational needs from birth to age 25 can be found on the West Sussex Local Offer website. Areas covered are education, health, social care, support services and leisure.

The provision, support and resources available at Thakeham Primary School which is part of the STARS and Chanctonbury locality group can be found in the school's Local Offer. This can be found on the school's website. There is also a link to the West Sussex Local Offer.

Report prepared by Mrs Stender (Inclusion Lead). It will be reviewed July 2026.