



## SEND Information Report

### Inclusion Manager Report for the 2024-25 Academic Year

INCLUSION MANAGER: Mrs C Harkins

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CURRENT SEND Governor: Ms Vania Costa-Krol

Local Offer Contribution:

[Click here for a link to our local offer](#)

#### OFSTED 2025

This is a school where pupils are nurtured and cared for. Because of this, pupils feel happy and safe. Pupils relish the learning opportunities, which they say are fun and interesting. They celebrate the rich diversity of the school community and value each other's differences.

The school has high expectations for pupils' conduct and success. As a result, pupils behave well in lessons and around the school. There is a calm and orderly atmosphere in classrooms. Where pupils struggle to regulate their behaviour, the school ensures that robust plans are in place to support them. This support is effective.

Pupils, especially those with special educational needs and/or disabilities (SEND), respond positively to the support they receive. They can talk to and share any worries or concerns with trusted adults. Pupils achieve broadly in line with national averages. They are well prepared for the next stage of education.

Staff identify pupils with SEND quickly. They are highly skilled and effective in supporting these pupils in the classroom through suitable adaptations to the learning. Consequently, all pupils access the same curriculum as their peers.

Pupils with additional behaviour needs benefit from a nurturing approach that gives them every opportunity to be successful in school. Persistent absenteeism remains below national averages. This is because the school takes swift action to identify concerns, working with parents, carers and pupils to encourage strong attendance. Staff work effectively to do all they can to ensure pupils attend school and on time.

## Number of pupils with SEN

Table 1

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Wave 2 (not SEND)	93	101	96	93	75	77	93
Wave 2+ (SEND support)	5	7	4	4	3	3	5
Wave 3 (SEND support)	57	58	55	57	68	78	55
EHCP	11	20	16	31	34	37	39
<b>TOTAL</b>	<b>166</b>	<b>186</b>	<b>171</b>	<b>185</b>	<b>180</b>	<b>195</b>	<b>192</b>

Table 2

Academic Year	2024-25	Current
Wave 1+ (not SEND)	31	34
Wave 2 (SEND support)	38	29
Wave 2+ (SEND support)	44	40
Wave 3 (SEND support)	19	18
Wave 3+ (SEND support)	6	11
EHCP	30	27
<b>Total</b>	<b>168</b>	<b>159</b>

Wave 2 to EHCP (125 chn):  
 SEMHD = 20chn = 16%  
 SPN = 5 chn = 4%  
 C&L = 39chn = 32%  
 SICN = 58chn = 48%

**Four areas of need:** Social, Emotional & Mental Health Difficulties **SEMHD**; Sensory & Physical **SPN**; Cognition and Learning **C&L**; Social Interaction & Communication **SICN** (including Autism).

In Table 1, pupils at Wave 2 are not SEND but receive additional support within school, e.g. through ELSA (Emotional Literacy Support Assistant) provision or through a school Nessy login, above that offered to all children. Pupils at wave 2+ have a diagnosis of a Special Educational Need or Disability, but only require the provisions offered at wave 2 to support them within school. Pupils at wave 3 usually receive additional support for SEND through an external professional, such as speech therapy, or are awaiting assessments for a possible diagnosis.

During the academic year 2024-25, 41.77% of the school population were receiving support for SEND compared to 19.5% of pupils nationally. Included in this, 9.14% of the school in July 2025 had an EHCP in place, compared to 5.3% of all school pupils nationally. This is significantly above the national averages.

Table 2 shows our current inclusion register and the changes we have made to the different waves of inclusion during the last year:

### WAVE 1

Quality first teaching

### WAVE 1+

Time-limited level of intervention for children that provides targeted support to help them make progress (interventions are recorded as part of pupil progress meetings & on SEND cover sheets). If children do not make good progress to catch up with this intervention, they will move to Wave 2 provision.

## WAVE 2

Children with SEND who need extended additional intervention or have a diagnosis and do not require a learning plan to be put into place. Children's provision will be recorded on SEND class cover sheets, pupil progress records, behaviour plans and/or on Provision Map intervention registers.

## WAVE 2+

Children with SEND who need a learning plan for targeted provision and support. Child will move to Wave 3 if the advice of an external professional is required.

## WAVE 3

Children with SEND who need a learning plan for targeted provision and support and have had intervention from an external professional (e.g. EP, SALT, OT) for more specialised support/advice.

## WAVE 3+

Children with SEND who need a learning plan for targeted provision and support and have had intervention from an external professional (e.g. EP, SALT, OT) for more specialised support/advice. The school has identified that this child would benefit from additional support, in the form of an EHCP, and is collecting evidence whilst the recommendations of external professionals is followed.

## EHCP

An Education Health & Care Plan is in place to meet the needs of the child. The EHCP is designed in collaboration with the child, their family and the school to ensure that the support they receive helps them to achieve their goals.

## **Trends over 5 years (2020-2025)**

The number of pupils with Education Health and Care Plans (EHCP) within the school has risen from 2020-24, with this then stabilising in the academic year 2024-25, with several new EHCPs over the past year replacing children with EHCPs that have left Year 6. There are 2 children currently with applications for statutory assessment and school staff are also currently gathering evidence to apply for a further 9 needs assessments. The number of pupils receiving targeted support at wave 1+ and those receiving SEND support at waves 2, 2+, 3 and 3+ have stayed relatively stable for the past 2 years since the work around classifying waves of provision. The school continues to make a high number of requests for needs assessments, all of which have been successful. Thameside have continued to support children with a very wide range of needs, including very complex needs and we have a number of children awaiting placements within specialist provisions.

**Underpinning ALL our provision in school is the graduated approach cycle of:**



**Policy:**

Our SEND and Inclusion Policy was updated in December 2024 by The SEND Team, and is in keeping with the Code of Practice which came into effect in September 2014. All teachers are responsible for every child in their care, including those with special educational needs. You may download this policy from our school website (location: community, policies, section E). You can also view our accessibility policy on the school website (location: community, policies, section C).

**Whole school Approach:**

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach, including our whole school provision map, which can be found on the school website. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations (dreams) with ALL our learners.

**Progress of pupils with SEND:**

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
SEN EHCP	0	N/A	-	N/A	-	5	40	75	20	33	101.3	105.6
SEN support	0	N/A	-	N/A	-	13	38	75	8	33	99.9	105.6
No SEN	0	N/A	-	N/A	-	31	90	85	48	39	108.1	107.0

Key stage 2 writing by pupil group											
Breakdown	Writing progress					Writing attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth		
		School	National	School	National		School %	National %	School %	National %	
SEN EHCP	0	N/A	-	N/A	-	5	40	72	0	13	
SEN support	0	N/A	-	N/A	-	13	54	72	8	13	
No SEN	0	N/A	-	N/A	-	31	81	84	10	16	

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
SEN EHCP	0	N/A	-	N/A	-	5	20	74	0	26	96.5	104.7
SEN support	0	N/A	-	N/A	-	13	46	74	8	26	96.8	104.7
No SEN	0	N/A	-	N/A	-	31	77	84	26	32	105.0	106.2

Of the children receiving SEND support, the primary need in Year 6 for this cohort was cognition and learning. Many of the pupils also presented with anxiety and scored better in writing due to this being teacher assessed as they found the test conditions of the reading paper challenging. One of the pupils with an EHCP missed the expected standard by 1 mark.

Due to the children being in KS1 during Covid, there is no progress score, as there were no KS1 SATs.

### Attendance

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>SEND</b>	<b>94%</b>	<b>96.4%</b>	<b>95.1%</b>	<b>92.8%</b>	<b>93.8%</b>	<b>93.3%</b>	<b>91.48%</b>	<b>91.9%</b>
<b>Non-SEND</b>	<b>96.2%</b>	<b>96.8%</b>	<b>96.7%</b>	<b>95.9%</b>	<b>95.7%</b>	<b>95.1%</b>	<b>94.87%</b>	<b>95.7%</b>
<b>Gap</b>	-2.2%	-0.4%	-1.6%	-3.1%	-1.9%	-1.8%	-3.39%	-3.8%

The gap in attendance between SEND and non-SEND children across the school remained stable this year, although a rise from 2021-22 and 2022-23. Across the school, we have a number of children on reintegration timetables and also have a few pupils receiving support for Emotion Based School Avoidance (EBSA). Our Emotional, Behaviour, Wellbeing and Welfare Officer (school family worker), works with many families across the school, also working closely with external professionals such as family workers, social workers, and the link attendance support worker. Information is openly shared with the attendance support worker who follows up as required on individual cases, and supports with family hub attendance meeting as needed. Pupils with SEND also received a higher number of exclusions than their non-SEND peers – in many cases, this was for pupils waiting for specialist school placements.

### Exclusions

There were 20 days of fixed term exclusions for 11 pupils within the last academic year, which is an increase from the previous year. These were fixed term exclusions to give staff the chance to put further support in place and to contact external professionals for advice. For some of the children, alternative provision was put in place to meet their needs better and reintegration timetables were implemented. Extensive support has been put in place from external professionals following difficult decisions to exclude these children from school. No permanent exclusions were made.

### Additional Resource Provision

At Thameside we have 2 unofficial Additional Resource Provisions (ARPs). These are to support the highest need children in the school.

Each ARP specialises in a particular area of special educational needs and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school. Pupils accessing ARPs are still assigned to classes in their own year groups, which means they can socialise, attend appropriate mainstream lessons and attend trips alongside their peers. This is beneficial to their social development. Pupils will spend time in the ARP and where appropriate, time in mainstream. This will be agreed so that their access is fully successful through careful and adapted planning by the mainstream class teacher (supported by the ARP SEND teacher and the Special Education Needs Co-Ordinator (SENDCo) who is assigned to oversee ARP provision by the ARP Manager).

### Rainbow Room Provision

SLA description 10 spaces	For children with <b>complex</b> cognition and learning alongside communication and interaction needs.	<b>Foundation Stage, Key Stage 1 and Key Stage 2</b> age children who have complex cognition and learning plus communication and interaction needs. Children in the provision are unable to access mainstream classes for the majority of their day.
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### Garden Room Provision

SLA description 8 spaces	For children with <b>moderate</b> cognition and learning alongside communication and interaction needs.	<b>Year 2 and Key Stage 2</b> age children who have moderate cognition and learning plus communication and interaction needs. Children in the provision are unable to access mainstream learning for core subject lessons.
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Admission is via a Panel held by the school, with the LA (case officer) invited. Panels are held every short term, but are not held if the ARP is full. The LA can bring children they consider suitable for consideration, as can the school. Allocation of places will be based on Panel's decision re. suitability and need.

Children do not need an EHCP to access the provision, but there must be agreement at Panel that the child meets the criteria for admission.

Schools are expected to update the LA when a space becomes available in 'unofficial' ARPs so that it can be ensured that the children most in need of support are prioritised for access (this can include children not in the school's existing catchment/on a school's existing roll) at Panel.

### Budget Allocation

The ARPs are funded by the local authority, for the allocated spaces. Additional SEND funding (from a notional budget) is used to support children with an EHCP or higher SEND needs accessing our mainstream provision. In addition, the school have The Nest provision which supports children in Years FS-6 who require high levels of SEMH support, staffed by SEND TA's. The Nest and school behaviour support is overseen by a Therapeutic Behaviour Lead. The school continues to employ an additional teaching assistant to provide interventions for pupils on all waves of support, including ELSA and social skills. Part of this role also covers monitoring and supporting attendance, working closely with families of children displaying EBSA. Therapies offered at Thameside have been continued so that as of September 2025 we continue to offer play therapy on a 1:1 basis for pupils referred by their class teachers. We have a drawing and talking therapist that offers services on site that parents are able to fund. We have continued to use Primary Stars, USports and Sport Rules to provide support for children with behavioural difficulties at lunchtimes or particular times of the day / year. For children who are awaiting specialist placements/provisions and we are unable to meet their needs at Thameside, they have attended alternative provision, which is funded by the local authority.

### Ongoing Impact of Covid-19

The coronavirus pandemic and resulting school closures and lockdowns have continued to have a significant impact on the community of learners with SEND, and those supporting them, as they move through the school. External professionals, such as CAMHS, have a waiting list of around 36 months, leaving many children, families and the school waiting for results of referrals and assessments. The school are also increasingly supporting children with mental health difficulties, many of whom have found it very difficult to return to school following school closures or are not attending due to Emotion Based School Avoidance (EBSA).

### Staff Development

Teachers and teaching assistants have attended continued professional development in the following areas:

- Medical support for individual conditions
- Physiotherapy training for teaching assistants
- Occupational therapy training for teaching assistants and teachers
- SEND consistency at Thameside
- Supporting children with visual and/or hearing impairments
- PECS and communication book support from the SENDCo and speech therapist

- Colourful semantics training from the Inclusion Manager and SENDCo
- Identifying and supporting children with SEND
- Supporting SEND in core subjects
- Mental health drop-in surgeries, run by school EP, PMHW and Inclusion Manager
- Supporting pupils with severe epilepsy and related processing difficulties
- Pupil's health and wellbeing training upon return to school
- Support from BFFC RISE team:
  - Social stories
  - SCERTS
  - Pathological Demand Avoidance
  - Sensory Integration
  - What to say when supporting behaviour that challenges
- Attention Autism
- PINS visits (Partnerships for Inclusion of Neurodiversity in Schools) training

SEND Team; Mrs Harkins (Assistant Head for Inclusion), Mrs Muldoon and Mrs Thomas (SENDCos)

#### Specialist CPD

- Mental health link project with Reading Borough Council
- Therapeutic Thinking refresher training (Mrs Muldoon and Mrs Thomas)
- Ongoing support from Alice Boon
- Virtual NASEN training
- Ongoing projects with Reading University (Mrs Harkins)
- Speech and Language training
- National SENDCo accreditation training through the University of Middlesex (Mrs Thomas)
- Visits to local specialist provisions and alternative provisions
- Picture Exchange Communication Level 1 (Mrs Muldoon)
- Medical needs training
- Attention Autism (Mrs Thomas)
- Good Autism Practice (GAP)
- SCERTS training (Mrs Muldoon and Mrs Thomas)
- Intensive Interaction training

#### Looking forward 2025-26

We now have 2 unofficial ARPs in the school, from April 2024 (see information above). This is run with 1 SEND specialist teacher all day and 8 teaching assistants supporting 18 places, across the 2 settings. The school SLA for this is due for review in April 2026 which could mean significant changes to this provision. Planning permission has also been agreed for a SEND playground to be built on the area previously used for an adventure playground. We are also using one classroom for 'The Nest' provision, which is for up to 8 pupils with SEMHD primary needs, supported by their 1:1 adults who can access this room as a safe and quiet space throughout the day as needed. This is overseen by the Therapeutic Behaviour Lead.

To support staffing and provision across the school, we continue to have an Assistant Head for Inclusion and 2 part time SENDCos. The school family hub is also supporting families of children with SEND across the school, including running a number of parent workshops. We have a small playground to become an inclusive learning and play area for SEND pupils.

The main objective with regards to SEND support over the coming academic year remains the management of increasing budgetary restrictions with the significant increase in the number of pupils with SEND and EHCPs in particular. The school is working closely alongside the local authority SEND department to review the funding band of pupils with the highest levels of need, and to match this to the provision offered and required. It is also a key priority to increase support for pupils with SEND support following analysis of the above data. The school has worked with the local authority to become

a funded unofficial Additional Resourced Provisions (ARPs) for both Rainbow and Garden Rooms which will better the support for these pupils with complex learning needs.

Last year, the SENDCos increased their working days, to cover the maternity leave of the Inclusion Manager (from Jan 24). This was also supported by the Headteacher (NASENCo accredited), taking on the role of a SENDCo. Looking forward, Mrs Muldoon will be going on maternity leave so Mrs Thomas and Mrs Harkins will increase their days accordingly to ensure consistency of provision and support.

### **Approach to teaching children with SEND**

Quality first teaching is paramount. Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
  - Wave 2 or 3 interventions
  - other small group withdrawal
  - individual class support / individual withdrawal
  - access to materials in translation
  - further differentiation of resources
  - study buddies/cross age tutors
- (Source: Thameside SEND & Inclusion Policy)*

### Adaptations to the learning environment

Some examples include:

- Workstations in low stimulus areas
- Inclusive classroom checklist
- Voice levels charts and visual task breakdowns used throughout the day
- Visual prompts (Thameside uses Symwriter or Widgeit to implement its own visual language)
- Pushing spots
- Writing/reading slopes
- The use of ear defenders
- Hokki / wobble stools
- Visual timetables
- Chair bands to support a good writing posture (as advised by the occupational therapist)
- Calming spaces / areas around the school
- Reduced visuals in some environments including displays
- Movement break menu for children to select from a range of suitable activities

### Adaptations to the curriculum

Our recognised routes to differentiation:

<b>By input</b>	<i>Perhaps different Learning Objective? One size does not always fit all.</i>
<b>By task</b>	<i>Same L.obj, alternative method</i>
<b>By outcome</b>	<i>Same task but <u>PLANNED</u> different outcomes – consider what outcomes look like at different year group Bands/Steps.</i>
<b>By support</b>	<i>Staff, peers, use of a scribe, reader, writing frames, visual prompts, key vocabulary etc</i>
<b>By organisation</b>	<i>Roles assigned within a group, pairs etc</i>
<b>By resources/ICT</b>	<i>Lap tops, iPads, clicker 6, Symwriter etc</i>



## **Support for improving emotional and social development**

Where applicable, our provision includes access to:

- ELSA and Social skills groups, SEND teaching assistant support, overseen by SENDCo
- Play therapy
- Advice and support from the Primary Mental Health Worker or CAMHS mental health practitioner
- Educational Psychologist input
- Drawing and talking therapy (privately but held in school) (up until January 2024) and activities through external providers e.g. FACE, Reading Play, Primary Stars, USports, Sport Rules.

## Whole school approach

Thameside Primary School has a number of staff working parties, one of which is currently the SEND working party. Objectives for this academic year include:

- To develop a bespoke ARP for the whole school online assessment tool Sonar. This may include pathway development for the ARPs for learners not yet accessing subject specific learning.
- To support mainstream school staff with scaffolding across the school for learning with SEND (both those fully in mainstream and those accessing ARP provision).
- To enhance positive play provision to better support pupils who find unstructured playground time overwhelming, by offering calm, purposeful alternatives that promote emotional regulation, develop social skills, and foster a sense of safety and inclusion during break and lunchtimes.
- To complete the process of officially registering the ARPs with the DfE in order to secure their long term future and funding (subject to approval by RBC).

## **Evaluating the effectiveness of provision made for children with SEND**

In 2024-25, intervention reviews continued to be used to monitor their impact. The reviews were monitored by the team leaders. Pupil progress meetings and SEND reviews work alongside each other to identify children in need of additional support, to implement the required support and to review this at the next data point. The school have now fully embedded the use of an online service for this, called 'Provision Map', which allows families and professionals to share information and targets in a more secure way.

SDQs (strength and difficulties questionnaires) are used where appropriate by the ELSA and therapists as a baseline for their support. Social skills assessments continue to monitor the progress of children taking part in this intervention group.

Our play therapist, Mrs Yasmeen Floodgate conducts interviews with teachers and families and provides written reports at the end of her block of sessions. Our drawing and talking therapist, Mrs Sarah Vugler, additionally uses SDQs to form the baseline of the work and to allow impact to be measurable.

Children taking part in social skills groups undertake an informal assessment with their class teacher or teaching assistant, prior to, and when finishing the group. Children who may be in need of Speech and Language support complete articulation screeners with trained staff as required.

## **External Agencies**

Throughout the school year the following external agencies supported SEND pupils in the school:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Play therapist
- Drawing and Talking therapist (both school and private clients)
- Sensory Consortium (both hearing and visual)
- Physiotherapy service

- Occupational therapy service
- CAMHS
- Primary Mental Health Worker (PMHW)
- Autism advisor to families
- Reading IASS
- Reading Borough Council Therapeutic Thinking Leads
- BfFC RISE Team

### **Transition**

Some children with SEND find the transition between year groups a problematic and anxious time as they struggle to cope with the unexpected nature of change. To support children during this time, we ensure that we use the knowledge and advice of experts (e.g. EP, SaLT) when planning the transition for such children.

All children in the school have a One-Page Profile (OPP). This enables their new teacher to get to know what is important to and for the child very quickly. Children write their OPP with the support of their families so that parents/carers can also have some input into the process. Every child also receives a OPP from their teacher to take home over the summer.

Amongst others, we have also found these techniques to be particularly beneficial: new year group passports; pen portraits; running errands for their new teacher; passing up/down teacher and TA conferences; working with their new 1:1 support; having the prospective new teacher reading stories to their new class at the end of the day; showing good work to their new teacher; class assemblies with their new year group teachers; going to read to their new teacher; PSHE lessons on change/transition; ELSA support groups; writing letters to their new teacher; social stories; social skills groups; taking photos of their new classroom and peg to take home with them over the summer to increase familiarity of their new learning environment; and team building games.

Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible - aids a smoother transition.

Some children, however, find transition more difficult and will have a personalised transition plan which is compiled by the pupil, their family and the school.

Over the last year we have also continued to work with parents of some children who required more specialist provision in the longer term, and are supporting the transition of these pupils as well.

In July 2025, the school held it's first transition week where children spent the last 8 days of term in their new classes, in their new classroom, with their new teacher (where possible). Year 6-7 had a week of planned activities linked to secondary transition and Foundation Stage staff used this week to complete home visits in preparation for September. This week culminated in ThamesFest, where families came into school and also visited new classrooms and met new staff. Feedback in July, and also in September 2025 was overwhelmingly positive, with this now being a planned event for future years.

### **Liaison with Secondary School Partners**

Strong links exist with all our partner secondary schools. Close liaison took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits were set up for SEND pupils where required. This year this included virtual visits and collaborative meetings via Teams as well as in person. The use of online Provision Map software has aided the transition to secondary as it is also used by many local secondary schools and information can be shared virtually within minutes.

### **Pupil involvement in their education**

Ways in which we include children in their learning include:

- The creation of their OPP
- Involvement in writing their Learning Plans
- Pupil voice opportunities
- Asking pupils which resource/method works best for them before purchasing new equipment
- Generation of the success criteria
- We involve pupils (as much as possible) in meetings that concern them
- Child help to plan and attend their annual reviews (if they have an EHCP)
- All pupils contribute to reviews through questionnaires and where appropriate, discussions with their teacher about targets and progress
- Curriculum targets are written in child friendly vocabulary.

### **Parents and Carers involvement**

Parents and carers of children on the Inclusion register are kept informed about their child's targets and progress through an annual report and both formal and informal meetings with the class teacher.

Parents and carers are offered the chance to support their children in the writing of their OPPs.

The Inclusion manager, DHT, AHT and SENDCos are also available for 'drop ins' during parent evenings. We have a family engagement worker who can offer additional support to families and run parenting courses.

Children with SEND all have a learning plan in place through 'Provision Map' software, which parents can contribute to, both when writing and when reviewing plans. Documents, such as therapy plans, can also be securely shared using this system. Parents of children with an EHCP are invited to attend person centred review meetings and are formally asked for their views. Parents and carers also have a chance to meet with external partners. Parents are asked to provide written permission for certain interventions and support from external professionals.

Parents and carers can also be kept up-to-date and involved with inclusion matters through visiting our informative website. Click here for Thameside Primary School website.  
<https://www.thamesideprimary.co.uk/>

### **Complaints**

Our complaints procedure can be found on our school website in the 'Parents' section under policies.

### **Parent voice**

**We both welcome and value your opinion. Please take the time to follow the link below to complete a short questionnaire on SEN provision at our school:**

<https://forms.gle/6ynbuC9584cof39y8>

**C Harkins**  
**Assistant Head – Inclusion**

**R Thomas**  
**SENDCo**

**C Muldoon**  
**SENDCo**