



CHALLENGE · INSPIRE · SUCCEED

Special Educational Needs at Thorpe

Your child has been identified as having Special Educational Needs. This means that, despite receiving differentiated learning opportunities, they are struggling to make the expected progress.

Your child will receive additional support in school and their progress will be closely monitored.

Many children may be described as having special educational needs at some stage of their school life – perhaps 20% of the school population at any one time.

This booklet has been designed to help you to understand how we support pupils with SEN at Thorpe, how we identify needs and monitor progress and who you should be talking to if you have concerns about your child.

Thorpe Primary School follows the guidance for the identification and assessment of special educational needs set out in the SEN Code of Practice 2014. As well as providing support for children from within the school, we are also able to involve outside professionals as and when necessary.

‘Those who have special educational needs make good progress towards their individual targets and considerable gains in their confidence and skills. Good support is provided by class teachers, teaching assistants and external professionals such as therapists.’ OFSTED June 2013

The Graduated Response to SEN

It is important that Special Educational Needs are identified early so that your child can be helped as quickly as possible. The Graduated Response is a framework within which schools identify pupils' special educational needs and support them. It recognises that children learn in different ways and have different levels of special educational needs.

In summary, the Graduated Response consists of the following levels:

Universal targeted:

Children are slightly underachieving and access interventions alongside the differentiated curriculum offered by all teachers. Progress and targets are tracked on Pupil Profiles.

Targeted:

Children are significantly underachieving despite access to interventions and a differentiated curriculum. Progress and targets are tracked on Pupil Profiles and children may receive a Co-ordinated Plan.

Targeted specialist:

Children are significantly underachieving and access specialist support from a range of professional services outside of school. Progress and targets are tracked on Pupil Profiles and children will receive a Co-ordinated Plan.

Specialist / Highly specialist:

Children have long term complex needs and have been assessed as requiring an Educational, Health and Care Plan (previously referred to as a 'statement').

What is Pupil Profile?

All children from Year 2 upwards have a Pupil Profile. Children within Foundation Stage and Year 1 who have been identified as having special needs will also have a pupil profile. This is a tracking system and action plan that outlines:

- Academic levels and progress
- Targets
- Intervention activities
- Judgements on attitude, effort, uniform and attendance

Profiles are regularly reviewed and shared with parents at least termly.

What is a Coordinated Plan?

A coordinated plan is a detailed document outlining a child's special educational needs, the support to be received and the expected outcomes of that support. It also details parent and child views and aspirations.

What happens next?

If your child makes good progress, they may move to a reduced level of support or they may no longer need to access SEN support. The class teacher will continue to monitor their progress and make sure they are supported with their learning.

If your child still doesn't make sufficient progress or needs a lot more additional help, the SENCo may ask the Local Authority to make a more detailed assessment of their need based on specialist advice.

More information? Worried?

If you are concerned about your child's progress you should talk to his or her class teacher first. The best way to do this is to pop in in the morning or at the end of the day to make an appointment.

The Special Educational Needs Coordinator (SENCo) in school is Miss Anderson. Miss Anderson can be contacted through the school office.

We are supported with SEN by a Local Authority Educational Psychologist. Thorpe's Educational Psychologist is Vahida Mayet. An appointment can be made to see Mrs Mayet at the City Care Clinic.

Peterborough City Council's Local Offer of support to families can be found on their website,
[http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_of
fer.aspx](http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_offer.aspx)

Further information about SEN at Thorpe can be found on our school website,
www.thorpeprimary.co.uk

Please talk to us if you have any concerns