

Thorpe Primary Information Report Special Educational Needs and Disability (SEND)

Updated and reviewed by Governors 8 February 2017

Parents consulted 12 February 2017

Updated following Ofsted Report May 2017



We aim to work in partnership with families to meet each child's individual needs



We aim to provide a stimulating and challenging learning environment, which gives individuals an opportunity to fulfil their potential to the highest possible standard



**We want to keep parents informed about the provision available to children.
We invite Family Voice to our Parents Evenings to help parents with questions or concerns**



Thorpe Primary School believes that all pupils should be respected and valued. We work hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support within a setting or require involvement of specialist services.

Thorpe has a Special Educational Needs Co-ordinator (SENDCo) who is responsible for the management of identified pupils with SEND. Our SENDCo is Laura Davies.

All teachers are teachers of SEND pupils and as such provided quality first teaching.

Key contacts:

SENDCo:	Laura Davies
SEND TA:	Irene Dolan
SEND Governor:	Mrs Anne Clayton

*Make an appointment!
Please feel free to ask
your child's teacher or
Miss Anderson any
questions you may*

The SENDCo and SEND TA can be contacted through the school office, on 01733 264340.

What are Special Educational Needs?

SEN is a term used nationally for children who need any additional learning support that is different from or additional to that provided for other children of the same age within the school.

An additional need can be a number of different things. Here are some things you may hear mentioned when discussing your child's needs in school.

- General learning difficulties – children whose learning progresses at a slower pace.
- Speech and Language and Communication needs (SLCN).
- Difficulties with reading, writing and spelling.
- Difficulties with motor skills and organisation.
- Difficulties with number work.
- Dyslexia, Dyspraxia, Dyscalculia. • Autism
- ADD/ADHD (Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder)
- Other physical/medical needs.

The Code of Practice states that there are four main areas which cover Special Educational Needs.

DID YOU KNOW?

At one point in their lives, up to 20% of children (1 in 5) need support for a Special Educational Need.

Who can help me?

We can!

The first point of contact in school will usually be your child's **class teacher**. You may also like to talk with the **SENDCo**, Miss Davies. Appointments can be made through the class teacher or school office.

The school can also work with you to complete an **Early Help Assessment**, a process used by a wide range of professionals to identify additional support early in the development of a problem and coordinate the support around the family.

Within school, Mrs Dolan works with many children identified as having additional needs, and will also help you. Our **Family Liaison Leads**, Mrs Akhtar and Mrs Tipping, support many families with behaviour management strategies to use in the home. We also have a Behaviour Support Mentor, Mrs Mastrocristino, who helps children across school.

There is lots of support available within Peterborough

The **SEND Partnership Service** offers information, impartial advice and support to parents. Marion Deeley can be contacted on 01733 863979 or pps@peterborough.gov.uk



The **Parent Partnership Service** helps parents to have access to information, advice and guidance in relation to the special educational needs of their children so they can make appropriate, informed decisions. They can be contacted on 01733 863658. Their website is <http://www.parentpartnership.org.uk>

Family Voice offer help and support to parents, and can be contacted on 01733 685510 or have a look at their website www.familyvoice.org.



Information regarding all SEND services in Peterborough can be found on www.peterborough.gov.uk/residents/special-educational-needs/local-offer/

Areas of Need

Area of SEN	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / interaction skills: May have difficulties ignoring distractions; need reminders to keep attention; may need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding /Receptive Language: May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sounds. Grammar / phonological awareness still fairly poor and therefore their literacy may be affected.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> . Language, memory and reasoning skills . Sequencing and organisational skills . An understanding of number . Problem solving and concept development skills . Fine and gross motor skills . Independent learning skills . Decision making . Information processing <p>Children may have specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, mental and emotional health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> . Social isolation . Behaviour difficulties . Attention difficulties (ADHD) . Anxiety and depression . Attachment disorders . Low self- esteem / issues with self - image
Sensory and / or physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties</p>

Intervention available at Thorpe Primary School

The school provides a graduated response to each child dependent on the level of need. These are often referred to as 'waves' of intervention.

Wave 1: Quality first teaching through differentiation in Literacy and Maths lessons

Wave 2: Small group support for those children who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

General examples include:

Whole school approach (1st quality teaching)	Targeted support for individuals or small groups	Specialised intervention for those with additional needs
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different individualised teaching approaches • Hands on learning • First hand experiences such as trips • Good use of visual and practical learning • A range of technology to support and aid quality teaching • Consideration of differing culture and beliefs • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving • Extra adult support in every class • Pupil profiles (for SEN children in F/S and Year 1, and all children Year 2 onwards) 	<ul style="list-style-type: none"> • Paston Pack (sensory / occupational therapy support) • Southfields (speech and language) • Phonics intervention groups • Assertive Mentoring Reading (AMR) • Ruth Miskin • Comprehension groups • 1:1 reading (targeted) • Handwriting groups • Homework group for yr 6 • 1:1 tuition where needed • Mentoring • Numicon • PIXL • Talking Partners (EAL) • Spelling Support • Word Shark • Nurture groups • Booster groups • Sensory circuits • Precision teaching • Memory skills • Pupil profiles (for SEN children in F/S and Yr 1, and all Yr 2 onwards) 	<ul style="list-style-type: none"> • Pupil referral to appropriate professional outside agency, eg Educational Psychology Service, Occupational Therapy, Speech and Language • Pupil assessment from Support for Learning services

COMMUNICATION AND INTERACTION NEEDS	Whole school approach (1 st quality teaching) Wave 1	Targeted support for individuals or small groups Wave 2	Specialised intervention for those with additional needs Wave 3
<p>Eg:</p> <ul style="list-style-type: none"> - Speech language and communication - Autistic spectrum disorders 	<ul style="list-style-type: none"> • AS ABOVE + • Drama / role play • Outside theatre groups/shows • Privilege time/peer interaction • A range of technology to support learning • Outdoor learning activities/areas to support environmental learning • Full inclusion in all school assessment and tasks • Clear verbal instructions/ explanations which can be simplified along with visual or concrete support • Visual timetables • Pupil profiles 	<ul style="list-style-type: none"> • Additional speaking and listening groups • Southfields • Additional ICT use of audio support • Talking partners • Sensory circuits 	<ul style="list-style-type: none"> • Referral to the speech and language specialists (SALT) • SEN TA who can deliver individualised programmes according to the SALT directions • Pupil assessment from Support for Learning services • Application for an Educational Health Care Plan

SENSORY AND PHYSICAL NEEDS	Whole school approach (1st quality teaching)	Targeted support for individuals or small groups	Specialised intervention for those with additional needs
	Wave 1	Wave 2	Wave 3
Eg: - Hearing impairment - Visual impairment - Multi-sensory impairment - Medical needs	<ul style="list-style-type: none"> • Whole school approach • Afterschool clubs • Outside play areas • A fully inclusive and differentiated class/curriculum approach according to individual needs • Audit of environment to consider adaptations as required • Modification of organisation routine and environment • Pupil profiles 	<ul style="list-style-type: none"> • Handwriting practice • Extra 1:1 / small group activities • Targeted small groups/ individual intervention to address specific needs such as self-help skills touch typing and independence • Sensory circuits • Paston pack • Speed up programme • Physical aids where necessary or where advised by specialist 	<ul style="list-style-type: none"> • Access and liaison with OT • Access and liaison with physiotherapist • Educational Psychology Service • 1:1 Support if required • Pupil assessment from Support for Learning services

COGNITION AND LEARNING	Whole school approach (1 st quality teaching)	Targeted support for individuals or small groups	Specialised intervention for those with additional needs
	Wave 1	Wave 2	Wave 3
Eg: - Moderate learning needs - Severe learning difficulties	<ul style="list-style-type: none"> • Use of different individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding • Consideration of home, cultural, language and heritage • Promotion of a positive attitude towards learning and behaviour • Motivation to help build a positive self-esteem, increase concentration • Lessons differentiated in order to include both sensory and physical disabilities 	<ul style="list-style-type: none"> • SENCo observation / assessment • Precision teaching • Phonics intervention groups • Assertive Mentoring Reading (AMR) • Additional Literacy Support (ALS) • Comprehension groups • 1:1 reading (targeted) • Handwriting groups • 1:1 tuition where needed • Mentoring • Numicon • First class at number • PIXL • Talking partners • Booster groups • Sensory circuits • Memory skills 	<ul style="list-style-type: none"> • Access to educational psychologists • Pupil assessment from Support for Learning services • Application For An Educational Health Care Plan

SOCIAL, MENTAL AND EMOTIONAL HEALTH	Whole school approach (1st quality teaching) Wave 1	Targeted support for individuals or small groups Wave 2	Specialised intervention for those with additional needs Wave 3
<p>Egs:</p> <ul style="list-style-type: none"> - Moderate learning needs - Severe learning difficulties 	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding as according to our school values • Small group activities to address needs • Opportunities for children to meet adults they can trust and participate in activities where they can meet other children • Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems • Continuity of care and minimal disruption of routines during a crisis • Consistently applied behaviour policy 	<ul style="list-style-type: none"> • Behaviour charts / support plans • Parent discussion with SENCo / class teacher • Mentoring • 1:1 support • Parenting support 	<ul style="list-style-type: none"> • Referral to CAMHS (child and adolescent mental health services) • Application for an Educational and Health Care Plan

Regularly asked questions

How does the school know if children need extra help?

Children may be identified as having SEN through a variety of ways, including:

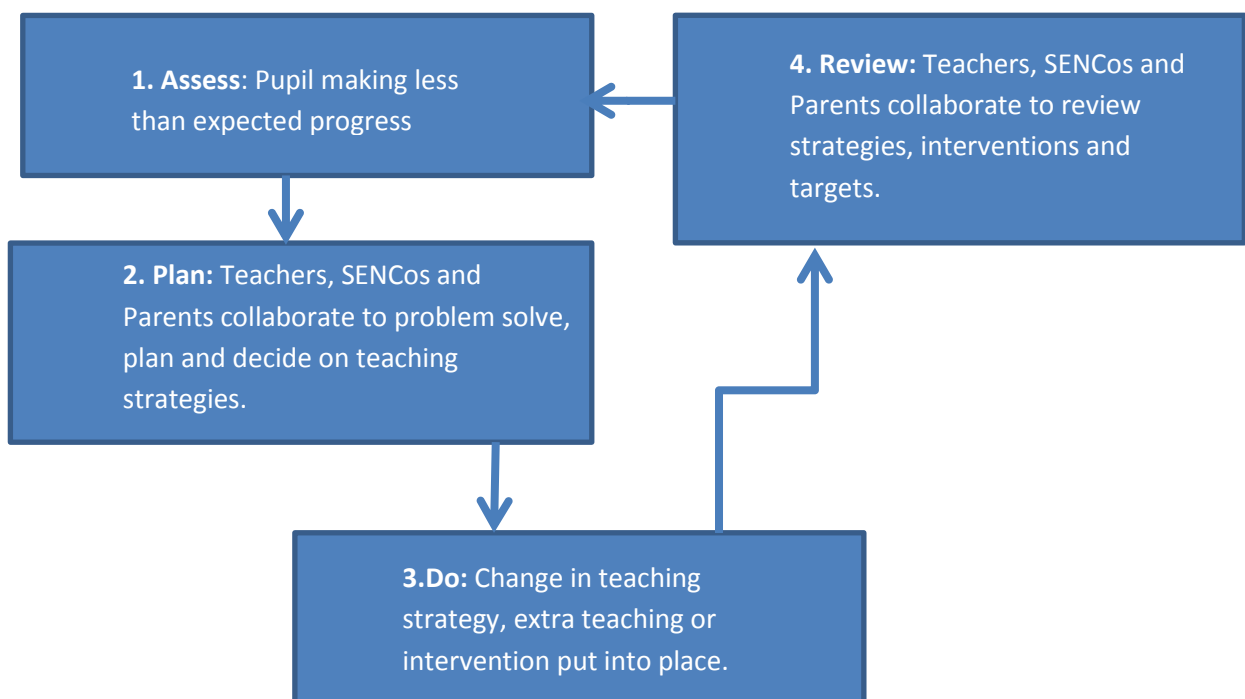
- Liaison with nursery / previous school
- Child performing well below age expected levels (demonstrated in assessments and within class activities)
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies, eg occupational therapist
- Health diagnosis through paediatrician / doctor

At school, we measure children's progress in learning against national expectations and age related expectations. We track progress from entry at reception through to Year 6, using a variety of methods.

Children who are not making expected progress are picked up through regular Pupil Progress meetings with the class teacher and headteacher, and Raising Attainment meetings with the class team, Raising Attainment Leader, Pupil Premium Leader and SENCo.

Our school endeavours to listen and understand when parents express concerns about their child's development and recognise that parents know their children and have valuable information to share

This is the format we will follow:



What should I do if I think my child may have special educational needs?

Talk to us – firstly make an appointment to see your child’s class teacher. You do not need to wait for a parents’ evening to do this. If you require further information, talk to Emma Anderson, the SENCo.

How will Thorpe staff support my child?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant working with your child either individually or in a small group, if this is seen as necessary by the class teacher.

Our SENCo will monitor the progress of SEN children, working with the Raising Attainment Leader who oversees all intervention within the school.

How will the curriculum be matched to my child’s needs?

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.

How do we know if the support or strategies used have had an impact?

We use a wide range of monitoring systems to assess the impact of all strategies. These include:

- Pupil Profile reviews (updated 4 times per year)
- A tracking system to monitor pupil’s progress against national/age expected levels and individual targets
- Pupil progress meetings (twice a year)
- Learning plan meetings (twice a year)
- Termly Raising Attainment meetings (with Raising Attainment Leader, Pupil Premium Manager, SENCo and year group teams)
- Termly yearly assessments
- Regular Ruth Miskin phonic assessments
- Reviews for children with EHC Plans / Statements

Children may move off of the SEN register when they have made sufficient progress.

How will I know my child is doing and how will you help me to support my child’s learning?

We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

The class teacher will meet with all parents at least twice a year to discuss your child's needs, support and progress. For further information, the SENCo is available to discuss support in more detail.

We send home pupil profiles for each SEN child in Foundation Stage and Year 1, and every child from Year 2 upwards. We keep parents up to date with the curriculum their child will be covering, through a letter each half term and an open afternoon at the beginning of the year. We send home annual reports in July each year.

We can offer advice and practical ways that can help your child at home. There are regular parent information sessions within school, such as how to support your child with reading, the curriculum content for the term, how we teach phonics and Internet safety. We also run group parenting sessions and individual parent support programmes. A homework club is held weekly to support children.

We offer an open door policy where all parents are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life.

Children meet individually with their class teacher five times per year to review targets, behaviour, attitude and attendance, and to set new targets.

If your child has an EHC Plan or Statement, their views will be obtained before a review meeting and they will attend part of the meeting.

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

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being.

The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore this would be the parents first point of contact. If further support is required the class teacher can liaise with the SENCo for further advice and support. This may involve working alongside other outside agencies.

The school's SEN TA works with vulnerable children during the school day, and we have a mentoring system in place.

The school has a policy regarding the administration of medicines on the school site. Parents need to contact the school to discuss this and if agreed complete a form 'Parental Agreement for School to Administer Medicines'. In such cases a Care Plan may be put in place according to the directions of the School Nurse.

School will not usually be able to take responsibility for non-prescribed medicines.

What specialist services and expertise are available at or accessed by Thorpe primary school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school including: the School Nurse, General Practitioners, CAMHS (child and adult mental health) paediatrician, OT (occupational therapist) and Speech and Language Therapy Services (SALT). We also work very closely with social care and the educational psychologists.

Should your child require any form of involvement with an outside agency, the school would inform you and obtain permission to pursue any kind of professional intervention (unless of a safeguarding concern).

What training have staff had, or going to have?

All teachers have Qualified Teacher Status and undergo regular staff training (internal, Local Authority and national).

The SENCO and SEN Teaching Assistant attend regular SEN network meetings as well as local and national training.

Teaching Assistants are trained in delivering intervention programmes such as Ruth Miskin, Numicon and Precision Teaching.

We employ the services of Support for Learning to support with school training needs. Training in the Autumn term 2016 focussed on a new spelling intervention programme.

All staff undergo annual appraisals.

What are the governor's responsibilities?

Our named governor for SEND is Karen Tucker. The governors meet with the SENCO and will update on changes, needs in school, current concerns and budget. The termly Headteacher's Report to Governors features a section on SEND.

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

We aim for all children to be included on school trips and will provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any offsite activity, to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part, then alternative activities will cover similar curriculum areas will be provided in school.

How accessible is the school environment?

Thorpe primary is situated on one floor and can be accessed by wheelchair. We have disabled toilets and any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

How will Thorpe primary school prepare and support my child to join the school and then transfer to secondary school?

We encourage all children to visit their secondary school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

School/parents may also feel the need to arrange additional transition meetings between the schools in order to alleviate pupil concerns. Many of our feeder secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with staff when receiving and transferring children to different schools ensuring all the relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, an Education Health Care Plan review may be held with staff from both schools.

How are resources allocated and matched to pupils Special Educational Needs?

We ensure that all children's special educational needs are met to the best of the schools ability with the funds available. We allocate teaching assistants and intervention teachers to deliver group and 1:1 programmes, support and mentor children dependent on experience, training, and the needs of the children.

How is the decision made about what type and how much support my child will receive?

The class teacher, alongside the SENCo and Raising Attainment Leader will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

We have a very positive approach to behaviour management with a clear reward and sanction system that is followed by all staff and pupils. If a child has behavioural difficulties, a support plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behavioural incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

We have a behaviour and pastoral mentoring system in place for those children that require it.

Attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported on. Good attendance is actively encouraged throughout the school and rewarded on a termly basis. Attendance data and a grading for attendance is shared with parents and children on the Pupil Profile.

Who can I contact for further information?

The first point of contact is always be the class teacher. Following this, parents may wish to meet with the SENCo.

What should you do if you feel the local offer is not being delivered or is not meeting your child's needs?

The first point of contact would be your child's class teacher to share your concerns.

Parents may also arrange to meet our SENCo or head teacher.

The SEN policy can be viewed on our website.

Who should I contact if I'm considering whether my child should join Thorpe Primary School?

In the first instance you should contact the school office to arrange a meeting with the head teacher, deputy or our SENCo to discuss how the school can meet your child's needs

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children within our school.

The next review with Governors will be Spring 2018.

The next consultation with parents will be Spring 2018.



Thorpe Primary School

Information Report

Special Educational Needs and Disability

*All you need to
know about SEND
at Thorpe!*