THORPE
PRIMARY ACADEMY

One Community, Growing Together

Special Educational Needs (SEND) Information Report

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1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. Information report updated as per annual review cycle.

3. Introduction

3.1. All Keys Academies Trust academies are committed to ensuring good or better outcomes and experiences for children and young people with SEN and disabilities.

3.2. At Thorpe Primary Academy, we are here to help parents and carers understand how they can support their child if they have a special educational need and /or a disability. Staff are passionate about ensuring that the learning environment is inclusive and meets the needs of all our pupils.

3.3. Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

3.4. Staff at Thorpe Primary Academy focus on preparing pupils for new learning and do so through a range of strategies including formative assessment, pre-teaching and using our knowledge of each child when planning interventions to give opportunities for overlearning. Targeted interventions are chosen carefully to maximise impact on pupil progress.

3.5. Positive partnerships with external agencies are used effectively to ensure that the graduated response is followed consistently for all pupils and advice given from professionals is acted upon.

3.6.

3.7. The academy aims for an inclusive learning environment, with a strong, experienced leadership team who provide staff with regular CPD opportunities so that they can ensure that the curriculum on offer is appropriate and responsive to the needs of all learners.

3.8. Staff are approachable and care for the children and the community that we serve. Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

4. Key Academy Staff

4.1. The first point of contact for any concern should be your child's class teacher.

4.2. All staff listed below can be contacted via the academy office:

NAME	ROLE
Georgia Vincent	SENDCO
Nikki Lamond	Headteacher
Natalie Oxer	Deputy Headteacher
Paula Jeremaes	Assistant Headteacher Pastoral leader Safeguarding Lead
Linzi Mastrocristino	Family Engagement Lead

5. What Kinds of Send are Provided for?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties. Autism Spectrum Condition (ASC). Low levels of receptive language. Difficulty in understanding and processing language. Individual communication systems, for example PECs.
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia.

	Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination. Moderate learning difficulties. Low levels of working memory. Difficulty processing information, making decisions and problem solving.
Social, Emotional, Mental Health (SEMH)	ADHD. Low levels of self-esteem which may lead to behaviour that challenges. Anxiety and depression. Behavioural difficulties. Intervention needed from CAMH.
Sensory and / or physical needs	Visual or hearing impairments. Physical disabilities. Epilepsy.

6. How Are Sen/D Needs Identified and Assessed?

6.1. Careful baselines are carried out annually. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

a) Is significantly lower than that of their peers starting from a similar baseline.

b) Fails to match or better the individual's previous rates of progress.

c) Fails to close the attainment gap with peers despite intervention.

d) Widens the attainment gap.

6.2. This may include progress in areas other than attainment, for example, social needs.

6.3. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

6.4. At Thorpe Primary Academy, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

a) Liaison with the previous setting.

b) Transition arrangements, such as home visits.

c) Children performing below age related expectations.

d) Concerns raised by parents/carers.

e) Concerns raised by staff.

f) Liaison with external agencies.

g) Referrals from The Health Visitor / Academy Nurse.

h) Health diagnosis through a paediatrician.

i) Their academic performance.

j) Clinical Psychologist diagnosis.

k) Educational Psychologist diagnostic assessment.

l) Speech and Language assessment.

m) In academy assessment including NFER assessments

n) Screening, for example for dyslexia, dyscalculia and speech and language delay.

o) Accessing alternative provision.

p) Through the Assess, Plan, Do, Review cycle.

q) Pastoral concerns.

r) Data analysis by the academy Raising Standards Lead.

7. How Are Pupils / Students and Parents / Carers Consulted and Involved?

7.1. Parent / carer partnership is encouraged through regular consultations, annual reports, SEND reviews and informal discussions.

7.2. The children and parents / carers are at the heart of decision making, ensuring high quality individual education at the academy is carefully planned around the specific needs of the child. As far as possible, the academy will accommodate parental availability when planning meetings.

7.3. Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision.

7.4. These conversations will make sure that:

a) Everyone develops a good understanding of the pupil's areas of strength and difficulty.

b) Parent / carer concerns are considered.

c) Everyone understands the agreed outcomes sought for the child.

d) Everyone is clear on the next steps required.

Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support.

7.5. Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example; speech and language therapy, educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

7.6. No pupil will access a high needs classroom without agreement with the parents/carers.

8. How The Academy Assesses and Reviews Progress Towards Outcomes

8.1. The academy uses a wide range of monitoring systems to assess the impact of all strategies. These include:

a) Provision Maps, reviewed regularly.

b) A tracking system to monitor children's progress against national/age expected levels and targets.

c) Regular reading assessments.

d) Termly Individual Plan reviews (APDRS) for children who required specialist intervention and children on EHC plans.

e) Pupil Profiles.

f) End of term report.

g) Raising standards meetings.

h) Regular phonics assessments.

i) Evidence from assess, Plan, Do, Review cycles.

j) Attendance, behaviour and suspension data.

k) Liaison with providers of alternative provision.

8.2. Children may move off the SEND register when they have made sufficient progress. They will then be tracked on the inclusion register for up to six months to ensure that the reduction of provision is not causing a fall in attainment or wellbeing.

9. Support for Transition

9.1. The academy liaises closely with staff when receiving and transferring children to different academic provision, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the summer term annually, which allows pupils to experience the new academy environment and meet new staff.

9.2. The academy has an open evening and parents / carers are warmly invited to attend the evening and any subsequent open days, to support families in making decisions about their child's progress.

9.3. For children with SEND, it may be appropriate to encourage and facilitate further visits to the academy assist with transition process. The academy and/or parents may also feel the need to arrange additional transition meetings between setting to alleviate concerns.

9.4. Transition between year groups is carefully planned for to ensure a smooth process for the children. Teachers meet on a number of occasions to hand over relevant information about the children in their class and in turn receive information from teachers for the class coming up using the provision map information. Additional SEND information is also transferred via the SENCO and relevant reports and advice are shared. Pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space. Where appropriate, additional transition support will be provided.

9.5. When a child moves from primary to secondary academy, any open assessments to external professionals, or on-going Assess, Plan, Do, Review cycles are shared and appropriate planning shared with staff.

9.6. Secondary students are encouraged to access college open evenings and supported with applications to their new settings. Where a child has additional needs, these will be communicated to the receiving educational provider.

9.7. As with all children, relevant safeguarding files will be passed to the child's new academy at the point of transition.

10. How Pupils / Students with Sen/D Are Taught

10.1. In line with SEN Code of Practice Jan 2015, Thorpe Primary Academy believes that "all teachers are teachers of pupils with special educational needs". As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.

10.2. Staff receive a range of specialist training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils.

10.3.

10.4. Quality First Teaching and inclusive classroom practice is a high priority at the academy. Teachers are supported by the senior leadership team and members of the SEND team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

10.5. Thorpe Primary Academy has a high needs classroom, known as the Potter room. The guidance for this room is set in line with the Trust Guide to High Needs Classrooms, and can be summarised as follows:

a) SESSION 1: 2 HOURS P/D

i. - Lower KS1 pupils and pupils who are awaiting specialist settings.

ii. - EHCP with Element 3 funding.

iii. - Broadly able to manage intimate care, sometimes with adult support.

iv. - Broadly within Preschool EYFS Curriculum (24 - 36 months +).

v. - Pupils will be limited speakers or pre- or non-verbal.

vi. - Maximum capacity is 8 pupils and 2 adults. Additional pupils can attend alongside additional adults, depending on the specific needs of any additional child.

b) SESSION 2: 1.5 HOURS P/D

i. - Upper KS1 pupils and pupils who are awaiting specialist settings.

ii. - EHCP with Element 3 funding.

iii. - Broadly able to manage intimate care, sometimes with adult support.

iv. - Broadly within Preschool EYFS Curriculum (24 - 36 months +).

v. - Pupils will be limited speakers or pre- or non-verbal.

vi. - Maximum capacity is 8 pupils and 2 adults. Additional pupils can attend alongside additional adults, depending on the specific needs of any additional child.

c) Curriculum Offer for both sessions:

The curriculum is based around the Early Years Foundation Stage Curriculum. Children will also access a range of intervention support based on their EHCPs including attention autism bucket rime, RISE therapy, intensive interaction, targeted speech and language support, emotion coaching and fine and gross motor support. Registration and phonics will be delivered in the morning prior to these sessions.

11. Adaption of Curriculum and Learning Environment: Inclusion for Send

11.1. Teachers are expected to plan work pitched at an appropriate level so that all pupils can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed then work is individually scaffolded.

11.2. In addition, staff work hard to:

a) Scaffold the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style.

b) Adapting resources, for example large print for pupils with visual impairment, a microphone and hearing loop for those with a hearing need.

c) Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.

d) Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.

e) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.

f) Scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

11.3. The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy community change.

12. Staff Expertise

12.1. Staff are well trained and there is a variety of expertise available at the academy. The following interventions can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

a) National Professional Qualification for SEN Co-ordination.

b) Speech and Language intervention.

c) Referral for Early Help Assessment.

d) Mental Health Lead.

e) ELSA support.

f) SALT programmes.

g) Autism Bucket.

h) RISE Therapy

i) Sensory Circuits.

j) Play therapy.

k) Intimate care.

l) In-class support.

m) Maths, phonics and reading interventions.

n) Spelling interventions.

o) Medical support.

p) Issuing medication, for example for diabetes.

q) Intensive Interaction.

r) Social skills.

s) Social stories.

t) Intervention programmes from subject areas.

u) Break-out rooms for low stimulus interventions.

v) Colourful Semantics.

w) WellComm speech and language assessments.

13. Evaluating The Effectiveness of the Provision

13.1. The academy evaluates the effectiveness of provision for pupils with SEN by:

a) Reviewing pupil progress towards their goals a minimum of three times a year.

b) Pupil surveys.

c) Parent / carer surveys.

d) Monitoring by the SENDCO.

e) Assess, Plan, Do, Review cycle outcomes.

f) Provision mapping.

g) Progress reports and parent / carer evenings.

h) Reviews / meetings with the Trust Director of Inclusion.

i) Internal and external audits.

14. Support for Emotional and Social Development

14.1. At Thorpe Primary Academy the Trust Behaviour Policy and Academy Behaviour Handbook aims to support pupils with understanding and displaying pro-social behaviour. Relationships between adults and children are crucial in creating a secure learning environment where pupils feel safe and supported. The following strategies support this aspect of the academy's work:

a) Positive tone / body language.

b) Narrating the positive.

c) Academy core values (Ready, Respectful, Safe)

d) Pastoral support.

e) Year group team meetings and leaders.

f) ELSA trained TA.

g) Behaviour reflections.

h) Referral to the Local Authority's behaviour panel.

i) Careful but appropriate use of alternative provision.

j) Reward systems.

k) Care plans for pupils who need intimate care or medical support.

l) Personal / pastoral support plans.

m) Playground buddies.

n) Class 'worry boxes'.

o) Academy trips.

p) Consideration of home language and cultural heritage.

q) My Happy Mind curriculum.

r) Careful planning of PSHE and SRE linked closely to matters arising locally and within the academy community, for example by reviewing MyConcern patterns.

15. Outside Agency Involvement

15.1. Thorpe Primary Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

a) Those provided by the Local Authority:

i. Autism Advisory Teaching Service

ii. Educational Psychologist Consultations

iii. Pupil Partnership Officer

iv. Pupil Referral Service

v. Early Help Team

vi. Children's Social Care

vii. Inclusion panel

b) Those provided by Cambridgeshire and Peterborough Health Trust:

i. Community Paediatricians

ii. ADHD Team

iii. Neurodevelopment Service

iv. Physiotherapy Service

v. Paediatric Occupational Therapy Team

vi. Speech and Language Service

vii. School Nurse

viii. CAMHS (child and adult mental health)

ix. Mental Health Support Team

c) Specialist teachers, for example Teacher of the Deaf or Teacher of the Blind.

d) Local Hub Centres of Expertise.

e) The support of the Area SENCo.

f) Cognitive Assessments provided by Support for Learning.

g) Alternative provision, such as Families First, local colleges and Alternative Curriculum Education (ACE).

h) Referral to The Keys Academies Trust Behaviour, Attendance, Safeguarding, SEND (BASS) Panel, with the Trust Directors of Inclusion and Primary for advice and guidance.

16. Arrangements for Handling Complaints

16.1. The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet our SENDCO or Headteacher.

16.2. The Trust SEND Policy and Trust Complaints Policy can also be viewed on the Trust website.