



Special Educational Needs and Disability 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 SEND 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.

The Graduated Response to SEND

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.

What is a SEND Support Plan?

All children with SEND will have an individual SEND Support Plan which will be shared with you, as well as their Pupil Profile. This is a tracking system and action plan that outlines:

- Key concerns
- What your child can do and what their next steps are
- Intervention and support activities to enable those next steps to be met

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 SEND 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 SENDCo 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 (SENDCo) in school is Mrs Charlton. Mrs Charlton can be contacted through the school office.

We are supported with SEND by a Local Authority Educational Psychologist. Thorpe's Educational Psychologist is Surette Anderson.

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_offer.aspx

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

Please talk to us if you have any concerns