

**Cambridgeshire County Council
Local Authority**

SEND Information Report 2023 – 24

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2015, Children and Families Act 2014 and the Equality Act 2010.

Thriplow is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

The guide to our provision for children with Special Educational Needs at Thriplow Primary School

Identification of SEND at our School	
What kind of Special Educational Needs is provision made for?	<p>The school makes provision for pupils with difficulties in the four broad areas of need:</p> <ul style="list-style-type: none">❖ Communication and Interaction❖ Cognition and Learning❖ Sensory and Physical difficulties❖ Social, Emotional and Mental Health difficulties <p>At Thriplow children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.</p>

<p>How do we identify that a child has a special educational need?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Does not match or better the child's previous rate of progress • Does not close the attainment gap between the child and their peers • Widens the attainment gap • Needs are highly marked in areas despite achieving academically <p>This may include progress in areas other than attainment, for example, social needs. Parents can also work with the school to identify needs outside the school setting and this may trigger further investigation by the school.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<p>How does the school know if my child needs extra help?</p>	<p>We know when a child needs help when:</p> <ul style="list-style-type: none"> • Concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to contact school at any time to discuss any issues they feel their child is having, whether academic or social. • Little or no progress is being made recognised through the tracking of pupils' progress. • There is a change in the child's usual behaviour or progress.
<p>Consulting and involving pupils and parents</p> <p>If my child is having difficulty with an area of learning, how will the staff deal with this issue?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.</p>

<p>How do we encourage you to raise your concerns?</p>	<p>Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. After this meeting the class teacher will speak to the SENCO, and another meeting can be arranged if required.</p> <p>The school SENCo is Victoria Hirst. Parents are welcome to contact the SENCo concerning the needs of their child. This can be done through the office.</p> <p>The Governor with responsibility for SEND is Caro Hollway who can be contacted through the school office.</p>
<p>Support for your Child</p>	
<p>Who will oversee the education plan for my child and explain it to me and my child?</p>	<ul style="list-style-type: none"> • All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCo. This plan outlines their needs and strategies that are used to meet those needs. This is known as an Assess, Plan, Do, Review (APDR) cycle. These will be shared with you at Parent's Evenings or separate meetings where we ask for your views. If a teacher had a concern, they would contact the parent to discuss the issue at any point in the school year. • Application for an EHCP Assessment is made in conjunction families, school and advice from county. Advice for parents in Cambridgeshire can be found here: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp • Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
<p>Assessing and reviewing pupils' progress towards outcomes</p>	<p>We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review (APDR). The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant

	<p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>
Who will be working with my child?	<ul style="list-style-type: none"> • Class teacher is responsible for ensuring your child's needs are met • Teaching assistants (directed by the class teacher) • The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher • If your child has a speech or language difficulty the Speech and Language therapist may visit school (in person or virtually) each half term to review the progress with a specific programme and adapt the programme as your child makes progress • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent • We have support from the Local Authority SEND Support and Educational Psychology teams who work with the SENCo, teacher and parents to unpick needs to help improve your child's attainment and progress and wellbeing.
How does my child know how they are getting on with their learning?	<ul style="list-style-type: none"> • Review APDR document with staff • Feedback from their class teacher and support staff • Praise and next steps comments • School based reward system

What Assessment arrangements are in place to support my child?

At Thriplow we gather baseline information to enable us to put in place the necessary provision. Class teachers and teaching assistants meet to discuss the impact the planned differentiated work is having on any child with SEND in the classroom.

In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of **Assess, Plan, Do, Review**. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child.

Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response.

- **Universal Support.** This is provided as part of high-quality teaching in every class and when a child requires more than universal support tasks will be adapted to allow the child to access Quality First Teaching.
- Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs.
- Every effort is made to allow all children to access all activities provided. On some occasions additional adult support or resources may be needed to make this possible.
- **School-based Targeted Support.** Depending on need the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning.
- **School-based Specialist Support.** The class teacher along with the SENCO, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning.
- Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments, strategies may be recommended to the school and parents which will be used as part of the graduated approach.

<p>How will the Academy monitor the effectiveness of its SEND arrangements and provision?</p>	<ul style="list-style-type: none"> • Through pupil progress discussions, learning walks, observations by the Senior Leadership Team • DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met • Each term the Academy SEO for Inclusion, who oversees SEND, meets with the SENCO to look at provision and monitor its effectiveness
<p>What are the roles and responsibilities of our governors?</p>	<p>The governors fulfil their statutory duties by: -</p> <ul style="list-style-type: none"> • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment • Attending annual training run by the Trust's Inclusion and Safeguarding Team
<p>Curriculum Concerns</p>	
<p>Adaptations to the curriculum and learning environment</p> <p>What is Thriplow's approach to differentiation?</p> <p>How is extra support allocated to meet children's needs and requirements?</p>	<p>Quality First Teaching and inclusive teaching strategies will be the main focus and from this effective differentiation will enable your child to participate fully in all aspects of learning to make the best possible progress</p> <ul style="list-style-type: none"> • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's requirements through their planning and assessment processes • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans • Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing

	<ul style="list-style-type: none"> • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Our approach to teaching pupils with SEN	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN.
Partnership: Planning, Monitoring and Review	
What do we offer at Thriplow, to parents and carers, to discuss progress, plan and review support and share specific approaches and programmes, in addition to the normal reporting arrangements?	<ul style="list-style-type: none"> • You will meet with the class teacher to discuss your child's progress, review their achievements and targets. Each term the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR. Your views and your child's views will be part of this process. • If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change • Face to face meetings, telephone conversations, Zoom calls and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child.
Evaluating the effectiveness of SEN provision	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their APDR goals each term • Using pupil voice questionnaires • Using parent voice questionnaires • Monitoring by the SENCO, SEN Governor and DEMAT • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans • Using Whole School SEND review documents • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans
General Support for Wellbeing	
Support for improving emotional and social development	We provide support for pupils to improve their emotional and social development in the following ways:

<p>How do we offer pastoral, medical and social support to the children at Thriplow?</p>	<ul style="list-style-type: none"> • Pupils with SEN are encouraged to take part in the wider aspect of school such as trips, Outdoor Learning, clubs and competitions. <p>We have a zero-tolerance approach to bullying.</p> <ul style="list-style-type: none"> • Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis. • We liaise with health professionals to ensure care plans are in place for children with medical needs. • Some staff have basic first aid training and some staff have specific Paediatric First Aid and these members of staff are called upon to support children when necessary. <p>Other support and interventions:</p> <ul style="list-style-type: none"> • Lunchtime and after school clubs • Assemblies • Themes worked on in school include – road safety, online safety, anti-bullying etc • House captains/Y6 Ambassadors • Before or during Parent's evening we review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is right and working for each child. • Pupil surveys • Class teacher discussions • Termly discussion with the SENCO
<p>How do we encourage our children to contribute their views?</p>	<ul style="list-style-type: none"> • Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Collection of pupil voice questionnaires each term. • Children's views are sought when producing and reviewing Education Health and Care Plans.
<p>Specialist Services/ Expertise Available</p>	
<p>Additional support for learning</p>	<p>Teaching assistants will support pupils on a 1:1 basis or in small groups where the area of need is similar.</p>
<p>Our school accesses the following services/outside agencies</p>	<p>We work with the following agencies to provide support for pupils with SEN:</p> <ul style="list-style-type: none"> • DEMAT • Speech and Language Therapy

	<ul style="list-style-type: none"> • Specialist Teachers and Specialist Practitioners • Educational Psychology • Occupational Therapy • Physiotherapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • Play Therapist • YoUnited
Training	
Expertise of staff	<p>Our SENCo is an experienced teacher who has the National Award for SENCO's qualification (Masters Level). She also has carried out Tier 1 and Tier 2 Autism Educational Trust training. She is allocated half a day a week to manage SEN provision.</p> <p>We have a team of 4 teaching assistants, including 1 higher level teaching assistants (HLTAs). All teachers and teaching assistants have carried out Safeguarding training 2023. Regular meetings with the senior leadership discussing the Trust Development Plan and SEND Development plan are carried out to ensure the whole school provision is implemented for SEND.</p>
Accessibility	
<p>We provide the following to ensure that all children/young people in our school can access all of the activities offered.</p> <p>Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN</p>	<p>All of our extra-curricular activities and school visits are available to all our pupils, including our after-school club.</p> <p>All pupils are encouraged to go on our residential trip in Year 5 and 6.</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops/speaking in church.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <ul style="list-style-type: none"> • Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum



Securing equipment and facilities	<ul style="list-style-type: none">• We keep a supply of various pencil grips, writing slopes, coloured overlays and wobble cushions.• In some cases, children may require specific equipment and resources, for example, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance.
We involve parents and carers in the planning by	<ul style="list-style-type: none">• Transition meetings are held between parents, the current setting, professionals and the school• Annual Reviews ensure that parents/carers are involved the children's education• Meeting in person or communicating by telephone.• Parent's evenings
Parents and carers can give their feedback by	<ul style="list-style-type: none">• Each term attending parent/carers evening.• Parent Questionnaires are given out annually.• Annual Reviews parent/carers views are included.• Teachers are available via email or phone call.• Involvement in writing the Information Report.
Transitions	
Transition What arrangements help children and their parents to make a successful transfer to Thriplow?	<ul style="list-style-type: none">• Parents of the children coming into Foundation are invited to meetings within school and transition meet ups are carried out by the Foundation teacher.• Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school.• The children are invited to visits to the school before the term begins.• With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Thriplow.• Some children require a more specialist transition and we offer a person centred meeting with the secondary school and other professionals.
Supporting pupils moving between phases and preparing for adulthood How do we prepare children to make their next move?	<ul style="list-style-type: none">• We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.• Have "Move-up" days whereby children go to the new classroom with the new teacher.• Using Social Stories to support transition (where appropriate)

	<ul style="list-style-type: none"> • With Y6 a visit to the new school happens in the summer term and staff from the secondary schools come and meet the children but also informally speak to the staff at Thriplow. • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed
Complaints	
Complaints about SEN provision	<p>If a parent/carer has a complaint about the special educational provision for their child they should contact their child's class teacher in the first instance. If you feel that the matter has not been resolved or that you do not feel this would be an appropriate course of action a facilitated conversation with the SENCo would be the next step. If there continued to be an unresolved issue then the Head Teacher should be contacted. All complaints will be investigated in line with Thriplow Primary School's concerns and complaints guidance procedures.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
Contact Details	
Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact.
Who is the SENCO?	Victoria Hirst contact via the school office email.
The local authority local offer	Our local authority's local offer is published here: https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer
Monitoring arrangements	<p>This Information Report will be reviewed by Victoria Hirst every year.</p> <p>It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.</p>
Links with other policies and documents	<p>This report links to our policies on:</p> <ul style="list-style-type: none"> • SEND



	<ul style="list-style-type: none">• Accessibility plan• Behaviour• Equality
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