Thorndown Primary School

SEND INFORMATION REPORT

Co produced with parents September 2026

What is SEND?

What should I do if I am worried about my child?

What support is available?



Our Inclusive Vision



A message from our Headteacher (Mr Snape) and Assistant Head & SENDCo (Mrs Hamilton)

At Thorndown Primary School, we embrace the fact that every child is different; therefore, the educational need of every child is different. We believe in an inclusive environment with a person-centered approach to learning – the children are at the center of everything we do.

Our aim is to raise the aspirations of, and expectations for all pupils with Special Educational Needs and Disabilities so that each and eveyone of them can acheive their full potential.



What types of SEND does the school provide for?

What is SEND?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.



Cognition and Learning

Making progress in reading, writing or maths
Understanding information
Concentration and attention
Retaining information (memory)
Dyslexia



Communication and Interaction

Expressing themselves
Understanding others
Understanding or using the social rules of communication



Social, Emotional and Mental Health Difficulties

Organising themselves
Managing their behaviour
Making friends or relatingto adults
Managing anxiety



Sensory and/or Physical

Visual impairment
Hearing impairment
Sensory seeking/avoidance

Who Should I contact if I am worried about my chlld?



We follow a **Graduated Response** to meet needs.

1

Step 1 - Class Teacher
They assess the day-to-day progress of your child and will be able to talk about your concerns. They will also be able to set achievable targets based on the conversation.

2

Step 2 - Class Teacher
The class teacher will ensure your child's needs are reflected in their Class Provision Map of interventions. The SENDCo has access to these.

3

Step 3 - Class Teacher
If needed, the teacher will create a personalised learning plan called an APDR (Asses - Plan - Do - Review). This will be shared with you once a term. Children with these are discussed with team leaders and SENDCO, at termly progress meetings.

4

Step 3 - SENDCo
Your child's teacher may decide to seek further advice and support from our SENDCo. The SENDCo will then liaise with other professionals, where needed.

How do we identify needs early?

Class teachers and the senior leadership team monitor progress regularly to quickly identify need.
We do this through;

- Class Provision maps and APDR (Graduated Response), where individual targets are set and monitored.
- Termly Pupil Progress meetings, where the needs and progress of each child are discussed.
- We monitor interventions to ensure they are working for each child.
- We use diagnostic assessments/screeners e.g. dyslexia screening and YARC.
- We carry out observations.
- We work with other professionals to seek advice.

What do I do if I have concerns my child has a neurodevelopmental condition such as autism or ADHD?
Cambridgeshire paediatrics explain that the, "children referred should have the greatest level of need and would expect that other professionals will already have been involved in supporting the child and their family".

There are two pathways;

1. *The 'Right to Choose' Pathway*

If you are looking for an assessment for your child then you could contact your GP and explain that you would like to follow this pathway.

2. *School Pathway*

School will need to follow the Graduated Response for at least two cycles and collect various evidence in order to submit a referral form .



Pre-School and Reception
The Early Support Pathway

Identifying possible SEND in early years is crucial because it allows for early intervention and support, which can significantly improve outcomes for children with special educational needs and disabilities. Early identification helps to remove barriers to learning. The Early Support Pathway is for children from birth until the end of Reception year at primary school who have, or may have, a disability or significant and complex additional needs. It aims to provide ongoing specialist support from across education, health, and care.



What will happen?

1. Parents or Early Years staff may raise concerns.
2. The Early Years Team Leader Mrs Howell, with parents, will complete an EHA, which is an initial assessment and planning tool that coordinates multi-agency support, helping to identify needs.
3. Part of this will be a referral to community paediatrics, who can assess for neurodevelopmental conditions such as autism.
4. Community paediatrics will provide a report which will offer advice and guidance about how best to support your child. They will sometimes give a diagnosis at this appointment.

What we will do if we identify an early need with your child.

- We will communicate openly with you and discuss any concerns we may have.
- We will listen to any concerns you may have.
- We will explain to you any additional support we think your child may need.
- We will talk to you about ways we can work together to help your child succeed.
- We will discuss any referrals needed to outside professionals to support your child.
- We will explain next steps and answer any questions you may have.







What support is available?

- Flexible and adaptive teaching methods e.g. pre-teaching concepts before teaching and practical learning.
- Specific strategies to support your child e.g. task planners and sensory breaks.
- Interventions - sometimes, an intervention may be necessary to further support a child's development within a particular area of the curriculum or to help them develop their social skills or self confidence and self esteem. As a school, we utilise a range of specific interventions for the core subjects of English and Mathematics and also for communication and pastoral care. These interventions may be one to one or in small groups. Children are identified for intervention using a range of methods that include data tracking, (attainment and progress), teacher assessment, classroom observation and informal observations of the children in the classroom and in the playground.



We regularly assess progress so gaps in learning and understanding are identified and extra support put in place quickly.

What other support is available for my child?

Specialised Support - Outside Agencies

Children may need support from outside school.

Examples of these are;

- Speech and Language
- The Education Psychology Service
- SEND Service Practitioners
- The Mental Health Support Team
- Children's Mental Health (CAMH)

We will ask your permission before referring your child to these specialists.

Specialised Internal Support

At Thorndown we have a Child and Family Pastoral Support Worker, Mrs Harris. She is able to support with any mental health challenges your family may be facing.



Does my child need an EHCP?

School or parents can request the Local Authority (LA) carry out a statutory assessment of your child's needs. There are several stages to the assessment process:

Stage 1
The EHCP assessment and additional supporting paperwork is sent to the Statutory Assessment Team.

Stage 2
The need to assess and continue with the process of an EHCP application, may be agreed or not by a 'Panel of Professionals'.

Stage 3
If it is agreed, you will be informed and all parents and professionals will be asked for additional reports/information.

Stage 4
An Educational Psychologist will then arrange to observe your child to provide further evidence of need and possible provision to support. They will also speak to parents.

Stage 5
A 'Panel of Professionals' will review all the information and decide whether an EHCP is needed and what that support should be.

Stage 6
The EHCP will be written and parents will need to agree to the plan. This is a legal document.

Stage 7
Once the plan is in place, an annual review meeting will take place. At this meeting your child's progress will be reviewed and adjustments will be made to the EHCP. This will then be sent to the Local Authority.

How is extra support allocated to children?

The Headteacher and SENDCo decide on the deployment of funding and resources for those children with SEND.

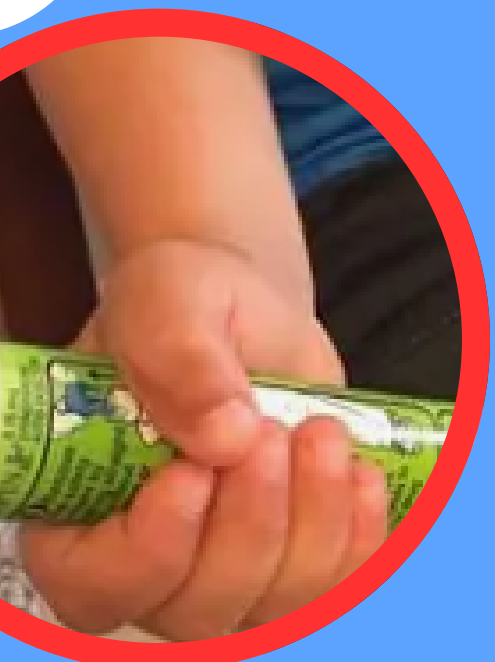
If additional needs are identified then your child will be added to our SEND register.

Class teachers and Team Leaders, track all support given within school. This is reviewed regularly to ensure the needs of the children are being met and resources deployed effectively.

What support is there for my child's medical needs?

Please inform the class teacher and the school office of any medical needs straight away, so that a plan can be made to ensure your child is supported in the most appropriate way.

Staff have regular training in the use of epipens and inhalers and can access training for a range of medical needs.





What do all the abbrevations mean?

SEND - Special Educational Needs and Disabilities
ADHD - Attention deficit hyperactivity disorder: A condition that affects behaviour, concentration and focus
ASD - Autism Spectrum Disorder. A processing difference that can affect learning, communication, sensory processing, and social interactions
EHA - Early help assessment: Assesses a family's needs and the support that can help early on, before needs intensify
EHCP - Education, health and care plan (EHCP): A legally binding document the local authority creates after carrying out an Education, health and care needs assessment. It outlines a child or young person's education, health and social care needs.
Graduated Response/APDR - This is an ongoing four-stage cycle used in education settings to identify a child's needs and ensure the support offered meets those needs. The steps are:

1. Assess: Assess the child's needs.
2. Plan: Plan the support that will be put in place to meet those needs.
3. Do: Carry out the plan and monitor the child's progress.
4. Review: Review the effectiveness of the support and identify any adjustments that might be necessary.

The following website provides a SEND glossary;
https://family-action.org.uk/self-help/making-sense-of-send-language-a-glossary/