Thorndown Pre-School

Thorndown Primary School SEND Information Report

School's Contribution to the Local Offer
September 2026

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Thorndown Primary School

SEND Information Report

At Thorndown Primary School, we embrace the fact that every child is different; therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs. 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.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refer to this as the 'Local Offer'.

http://www.cambridgeshire.gov.uk/SEND

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school can provide. Schools refer to this as 'The Special Education Needs Information Report.'

What Types of Special Educational Needs and Disabilities do Thorndown School provide for?

We are a mainstream school with a commitment to inclusive practice. We recognise that children all learn at different rates and that there are many factors that can affect this. We believe it is our responsibility to support a child not only with their academic progress but also their physical development and their social, emotional and mental health.

Early identification of specific Special Educational needs and disabilities is crucial to overcoming barriers and ensuring children are provided with the education they need from an early age. We are lucky to have a Pre-School, with highly trained Early Years Practitioners who work closely with the school SENDCo and parents, to identify children who may possibly need additional support.

When considering the identification and specific needs of a child, they may fall into one or more of four broad areas of need.

1. *Communication and Interaction*

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

2. *Cognition and Learning*

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

3. Social, Emotional and Mental Health Difficulties

- Organising themselves
- Managing their behaviour
- Making friends or relating to adults
- Managing anxiety

4. Sensory and/or Physical

- Visual impairment
- Hearing impairment
- Sensory seeking/avoidance

What policies are in place to support children with SEND at Thorndown Primary School?

Our SEND policy will provide all the information you need about how we organise provision for all pupils with SEND. The following policies may also be of interest to you, and they can all be found on the school website.

- Special Educational Needs and Disabilities Policy
- Administration of Medicine Policy
- Safeguarding and child protection policy
- Equality and Diversity policy
- Intimate care policy
- Positive Behaviour policy
- Attendance policy
- Anti-Bullying policy

IDENTIFICATION

How do we Identify Children with SEND at our school?

Parents know their children better than anyone else and the relationship between parents and school is crucial in making sure your child reaches their full potential. If you have a concern, it is imperative that you approach your child's class teacher. Alternatively, if the class teacher has concerns, they will discuss these with you and seek your opinion and views. Information collected will be shared with our school SENDCo. We follow Thorndown Primary School's SEND Identification and Provision Pathway Map (see appendix). However, we know that children do not always fit with this linear way of working and will adjust support according to each child's need. If necessary, the school SENDCo will make the appropriate referrals and liaise with Specialists from the Local Authority.

We regularly track the progress of all children. We do this in the following ways:

- Termly Pupil Progress meetings between class teachers and Team Leaders. A report is created for Senior Leaders.
- Termly SEND surgeries between teachers and school SENDCo, to discuss all children and arrange SENDCo observations, raise concerns and agree actions.
- We have a school Support Register which is monitored by all Senior Leaders and overseen by the School SENDCo and School Pastoral Child and Family Support Worker. These are children that are accessing therapy, have recently experienced trauma or the family is being regularly supported by school.

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child
- Limited progress is being made
- There is a widening gap in attainment between the child and their peers
- There is a change in the pupil's behaviour or progress
- We have received information from other agencies, who may already be working with the child before they join us.
- Assessments show attainment is below expectations

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

- The class teacher is the initial point of contact for responding to parental concerns.
- Following our school Identification and Provision Pathway we can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment. (We will support you through this process and review provision, to find out what works best for your child).
- Your child's class teacher may want to discuss your concerns with the school SENDCo and then there can be a joint meeting.

PROVISION

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

See SEND Identification and Provision Pathway Map (appendix)

We follow the Graduated Response method of Assess, Plan, Do and Review as set out in the SEND Code of Practice.

- Assessment of a child's learning and well-being takes place in school every day with ongoing, regular discussion between teachers, children and parent/carers and the Senior Leadership Team.
- Formal assessments are regularly made and these are discussed at Pupil Progress meetings.
- If a child is not making expected progress, discussions are held between parents/carers, the child, and school staff to ascertain the problem i.e. a learning barrier, a medical need, a gap in your child's leaning that needs to be closed or a stressful situation that might be affecting their learning. As part of the discussion, the most appropriate type of support will be decided.

Wave 1 support

Quality First Teaching with standard learning supports such as class visual timetables, word banks and writing frames.

Wave 2 Support

Class Provision Map

Each class has a half termly provision map, where the progress of children accessing provision beyond high quality first teaching is carefully monitored and progress assessed. Support under this wave of provision is usually targeted interventions, for a set period of time. School may seek specialist advice from outside agencies at this point.

Wave 3 Support

Individual Intervention Record

Children with EHCPs usually access Wave 3 support. Each child will have their own Intervention Record, following the Graduated Response format of Assess, plan, Do, Review. We will use advice from specialists and outside professionals to meet the needs of all children.

Educational Health and Care Plan (EHCP) – Specific High Level Individual Support

An EHCP will be needed if a child's needs are severe, complex and lifelong. It is a legal document which is provided once a statutory assessment has taken place by the Cambridgeshire Local Authority assessment team. It details a child's needs and the provision needed to meet these needs.

A child with an EHCP has needs which cannot be provided for from the budget available in school. They need a high level of individual or group teaching and a highly adapted curriculum.

In most cases, school will have already provided lots of additional support, but the child's needs are still not able to be met.

EHCP Process

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.

Our aim is to provide enough support to help the child to become more independent with their learning but not become solely reliant on adults.

Who may support my child?

Your child will work with a variety of skilled and trained adults at Thorndown Primary School. If the decision is made to involve outside agencies, then your opinion and permission will always be gained beforehand. As always, your child is at the center of all decisions that are made. We will always endeavor to seek the child's views and feelings. We complete a Pupil Profile for children with SEND. Through this we ask the child to share things that make them happy, what people admire about them, their fears and worries and how they feel that they can be best supported in school. Children are actively encouraged to contribute to their educational journey.



How will school staff support my child?

- On a day-to-day basis in the classroom, teaching is differentiated to meet the needs of every child.
- Close marking and tracking of pupil progress indicate any child who may need extra help with their learning.
- Extra help may include targeted intervention work.
- Any interventions used are run by teachers, or specifically trained Teaching Assistants and are monitored by the school SENDCo, who holds the required qualification (National Award for Special Educational Needs Co-Ordinator)
- The effectiveness and impact of any interventions and/or support is monitored regularly and shared with all those who have been involved.
- If your child has an Education and Health Care Plan (EHCP) or SEND intervention funding, we will put provision in place as outlined in that plan.

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

Adaptions to provision are based on careful analysis of each child's personal needs and close monitoring of each child's individual progress. We have outstanding teaching across the school and staff are highly skilled at adapting the curriculum to match each child's needs.

Our school Accessibility and Equality and Diversity policies (can be found on the school website) are regularly reviewed by our school Governing body. We will make suitable adjustments to the school building where possible and provide a wide range of additional resources for SEND

- The curriculum and environment are adjusted to meet the needs of every child.
- Where necessary adaptations are made e.g. larger print, ICT support, individual support in a variety of situations (Wave 1).
- Some children need support from an adult in school.
- Some children need targeted interventions.
- School also takes advice from specialist services.
- Any support accessed will be fully discussed with parents/carers and carefully monitored.

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

- Through discussions at Parent/Carer Consultations and written reports.
- At times, extra meetings are held, initiated by either parents/carers or school staff.
- On a day-to-day basis, teachers are marking children's work and are aware if children have understood and met the learning objective for each session.
- Through regular Pupil Progress meetings held with team leaders, teachers and in consultation with the school SENDCo.
- Class teachers know their children well and notice when a child is behaving differently. They encourage the child to share their worries with an adult they trust. The school Pastoral Child and Family Support Worker is available to talk to.
- Parent/carer learning events are held regularly.
- School sets your child targets for their learning.
- If external agencies, such as the Educational Psychology Service, Speech and Language Team etc are involved with your child, permission will be sought first, and meetings will be held with parents/carers and staff.

What support will there be for my child's overall well-being, including their emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The Emotional Health and Wellbeing of our pupils is very important to us. We have a robust Child Protection Policy, Anti-bullying Policy and Behaviour Policy which are actively followed. All classes follow a structured PSHE (Personal, Social and Health education) curriculum to support this development.

- A register is kept of children who have medical needs and we have an administration of medication policy.
- We listen to 'pupil voice' i.e. the children's wishes and opinions, we have a school council, worry whales, a Buddy system, lunchtime club etc.
- Our Pastoral Child and Family Pastoral Support Worker (Mrs Harris), Head teacher, (Mr Snape), Deputy Headteacher, (Mrs Bedford) and SENDCo (Ms Hamilton) all work closely with families who have many agencies involved with their child.
- We offer a range of interventions run by skilled teaching assistants e.g. Lego Club.
- Lunchtime and playtime support through planned activities and groups.

- We work with the Mental Health Support Team, in the local authority, to support children and their families.
- We have a variety of therapies from outside specialists, run on the school site. These include:
  - Play therapy
  - MHST
  - Bereavement therapy (STARS)

If your child still needs extra support, with your permission and involvement, the SENDCo or school Pastoral Child and Family Support Worker, will access further support through the Early Help Assessment (EHA) process.

What specialist services or expertise are available at or accessed by the school?

In consultation with parents/carers, it may at times be necessary to consult with external specialist agencies to receive their expert advice. The agencies currently used by the school and our families include:

- The SEND Services, Specialist Teaching Team
- Speech and Language Therapy
- The Educational Psychology Service
- St Ives District Team
- Family Support Workers
- Social Services
- Play Therapy
- Art Intervention
- Medical practitioners, i.e. GP, Visual Impairment Service, Occupational Therapists and the Community Paediatrician
- Talking Therapy
- Canine Therapy

We also access and run specific support for parents. This includes:

- Understanding Anxiety
- Sibling Rivalry
- Helping Children with Anger
- Sleep Hygiene
- Understanding Challenging Behaviour
- Linking with the Mental Health Support Team to provide a parent-led anxiety workshop
- Food Bank
- Food vouchers
- Care packages
- Working with the locality team such as Family Workers

Contact details for these agencies and further information can be found on the Authority's Local Offer at: http://www.cambridgeshire.gov.uk/SEND

How will my child be included in activities outside the classroom including Educational Visits and Activities?

- Activities and Educational Visits are made as inclusive as possible and available to all children. Discussions are held between parents/carers and staff to consider individual needs.
- When needed we will tailor strategies to ensure they are accessible for all.
- Risk assessments are carried out and reasonable adjustments are made.
- Thorndown has a variety of extra-curricular clubs that are available for every child to access regardless of need.

SCHOOL ENVIRONMENT

How accessible is the school environment?

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The front desk has a wheelchair height section and is DDA compliant.
- There are two disabled toilets, shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Thorndown has the following special facilities:

- Easy access for all into school.
- Hygiene room
- Lowered sinks, hand-dryers and toilets
- Four specially designated toilets for the disabled
- Disabled parking
- Inclusion room
- Lift to the first floor (has its own power supply)
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

The new building conforms to the latest Disability Act (2005)

TRANSITION

How will Thorndown Primary School prepare and support my child to join the school, transfer to a new school or transition between year groups?

Thorndown prides itself on having many strategies in place to ensure all pupils' transition is as smooth as possible. These include:

- Transference of records and other communication between schools/settings prior to the pupils leaving or joining. Often, the SENDCo will phone the school/setting to have a conversation about the child and what needs to be in place before starting with us.
- Home visits by school staff.
- School staff visit pre-schools to observe your child in a familiar setting and have a discussion with the pre-school staff.
- Transition meeting with parents/carers.
- New parents/carers information meetings.
- Extra transition visits to secondary schools.
- Secondary school staff visit our school to speak with children and take lessons.
- SEND discussions between SENDCos.
- Move-Up Days.
- Transition booklet to introduce one of our pupils to a new school.
- Transition booklet with pictures of adults and the school environment to prepare your child for beginning with us.
- Social Stories.
- Stay and Play sessions.
- Extra visits.
- Meet the teacher videos and sessions.

How do we ensure that staff are well informed and trained?

- Staff are able to access relevant reports.
- Pupil Profiles are completed for children with SEND – these are vital to ensure children have the opportunity to share their views and opinions.
- Structured end of year transition meetings held between staff to share information and pertinent strategies.
- Training in specific learning difficulties is offered to all staff when required.
- Regular first aid training.
- Specialised medical training is implemented when required.

HELP AND SUPPORT FOR PARENTS

What support can we offer for a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly or, where this is not possible, in a report.
- Targets for children will be shared and reviewed with you every term.
- Homework may be adjusted to suit your child's individual requirements.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

SENDIASS

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child may have special educational needs.

Tel: 01223 699214

www.cambridgeshire.gov.uk/pps

Email: pps@cambridgeshire.gov.uk

Pinpoint

An independent information, support and involvement network in Cambridgeshire run by parents for parents, giving you the chance to meet with parents and share experiences and knowledge.

Tel: 01480 499043

www.pinpont-cambs.org.uk

Email:information@pinpoint-cambs.org.uk

The Statutory Assessment Team (SAT)

For questions and information relating to a child's Education and Health Care Plan.

Tel: 01480 372600

Email : start@cambridgeshire.gov.uk

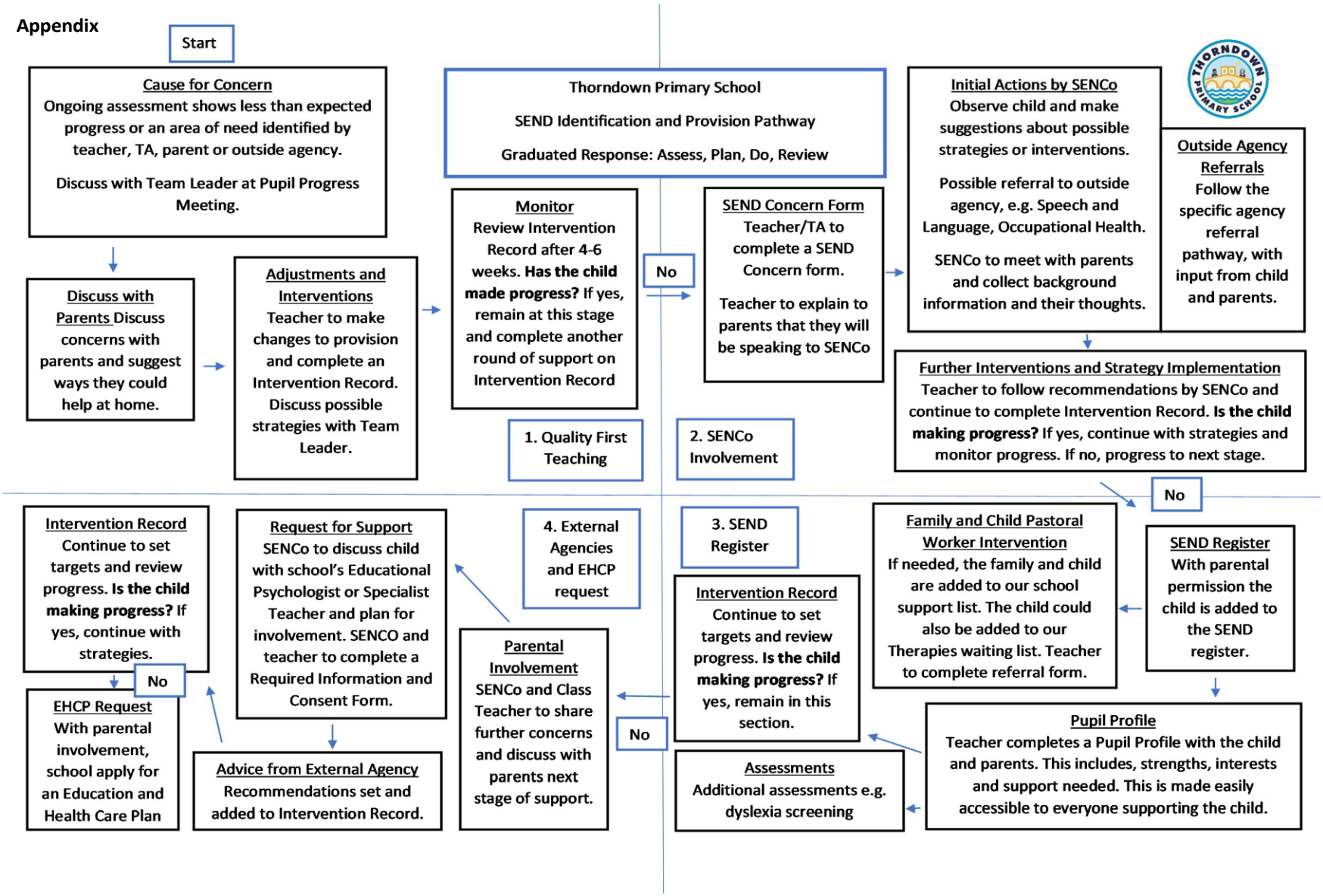
The Local Authority's Local Offer for SEND can be found here:

http://www.cambridgeshire.gov.uk/SEND

Who can I contact for further information?

Staff Member	Role	Contact Details
S, Snape	Headteacher	office@thorndown.cambs.sch.uk 01480 375103
L. Hamilton	Special Educational and Disabilities Co-Ordinator (SENDCo)	lhamilton@thorndown.cambs.sch.uk 01480 375103
S. Harris	Pastoral Child and Family Support Worker	sharris@thorndown.cambs.sch.uk 01480 375103
Class Teachers		office@thorndown.cambs.sch.uk 01480 375103

Appendix


Start
Cause for Concern
Ongoing assessment shows less than expected progress or an area of need identified by teacher, TA, parent or outside agency.
Discuss with Team Leader at Pupil Progress Meeting.
Thorndown Primary School
SEND Identification and Provision Pathway
Graduated Response: Assess, Plan, Do, Review
Initial Actions by SENCo
Observe child and make suggestions about possible strategies or interventions.
Possible referral to outside agency, e.g. Speech and Language, Occupational Health.
SENCo to meet with parents and collect background information and their thoughts.
Outside Agency Referrals
Follow the specific agency referral pathway, with input from child and parents.
Discuss with Parents Discuss concerns with parents and suggest ways they could help at home.
Adjustments and Interventions
Teacher to make changes to provision and complete an Intervention Record. Discuss possible strategies with Team Leader.
Monitor
Review Intervention Record after 4-6 weeks. Has the child made progress? If yes, remain at this stage and complete another round of support on Intervention Record
No
SEND Concern Form
Teacher/TA to complete a SEND Concern form.
Teacher to explain to parents that they will be speaking to SENCo
Further Interventions and Strategy Implementation
Teacher to follow recommendations by SENCo and continue to complete Intervention Record. Is the child making progress? If yes, continue with strategies and monitor progress. If no, progress to next stage.
1. Quality First Teaching
2. SENCo Involvement
No
Intervention Record
Continue to set targets and review progress. Is the child making progress? If yes, continue with strategies.
No
EHCP Request
With parental involvement, school apply for an Education and Health Care Plan
Request for Support
SENCo to discuss child with school's Educational Psychologist or Specialist Teacher and plan for involvement. SENCO and teacher to complete a Required Information and Consent Form.
Advice from External Agency
Recommendations set and added to Intervention Record.
4. External Agencies and EHCP request
Parental Involvement
SENCo and Class Teacher to share further concerns and discuss with parents next stage of support.
3. SEND Register
Intervention Record
Continue to set targets and review progress. Is the child making progress? If yes, remain in this section.
No
Assessments
Additional assessments e.g. dyslexia screening
Family and Child Pastoral Worker Intervention
If needed, the family and child are added to our school support list. The child could also be added to our Therapies waiting list. Teacher to complete referral form.
SEND Register
With parental permission the child is added to the SEND register.
Pupil Profile
Teacher completes a Pupil Profile with the child and parents. This includes, strengths, interests and support needed. This is made easily accessible to everyone supporting the child.