

SEND Information Report

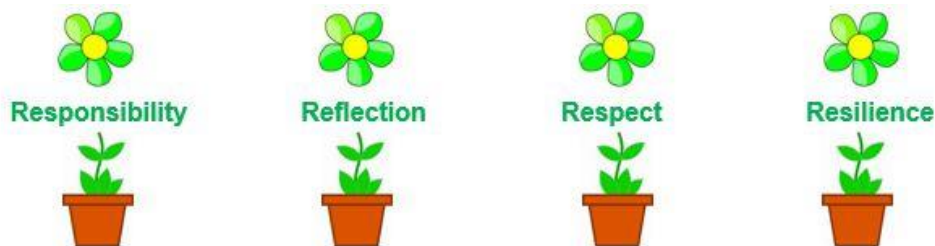
Inspire, Achieve, Shine

Curriculum Vision Statement:

Our curriculum vision is to develop a lifelong love of reading and learning. To enable our children to be healthy, happy and prepared for the future.

Our aim is to broaden the children's horizons and opportunities in the world we live in.

Our curriculum is underpinned by our core values:



| | | |
|------------------------|--------------|----------------|
| Chair of Governors: | Mary Braham | Signed: |
| Chair of Committee: | Mary Braham | |
| Committee Responsible: | FGB | |
| Staff Responsible: | Clare Mills | |
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EQUALITY DUTY

At Great Doddington Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

What is the SEND Information Report?

The Special Educational Needs (SEN) Information Report is a duty on schools to report information to parents under schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014, paragraphs 6.79-6.81 of the SEND Code of Practice and section 69 of the Children and Families Act 2014. This act changed the way children with SEN are supported in schools, by placing the child at the centre of any decision making that takes place around them. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

We aim for a Great Doddington Primary Child to:

Curriculum Intent

- Have a love of learning
- Embrace challenge and be resilient
- Have a mastery of key skills

Curriculum Implementation

At Great Doddington Primary School we aim to deliver a nurturing and inclusive learning environment which encourages **GROWTH** of every individual.

Global- a fully inclusive environment where children feel part of the school and the wider community

Resilience- taking risks, embracing challenges with perseverance and confidence

Outstanding- seeking excellence, igniting curiosity while promoting individuality

Well-being- a safe environment where all of us thrive

Together- communicating openly, where contributions are valued and voices are heard

Happy- we all enjoy learning.

To support this we at Great Doddington Primary School are committed to providing an appropriate and high quality education for all pupils.

In order to do this, many steps are taken to support pupils through their learning journey.

Quality teaching is vital: We believe that each child has unique and individual needs; however some children may require more support than others.

If these children are to reach their full potential this must be recognised and planned for accordingly. The decision to provide additional support is made by the school, in close partnership with the parents. It is based on a variety of factors including academic progress and/or assessments carried out by teaching staff or other professionals. At Great Doddington Primary School we are able to provide specific support for pupils with; Learning Difficulties, Autism, Behavioural, Social, Emotional and Mental Health Difficulties, Physical disabilities and Medical Needs, Speech, language and Communication Needs, Visual and Hearing Impairment.

This report outlines the provision which we offer at Great Doddington Primary School and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEND can be found at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the Northamptonshire Council Website.

<http://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer>



What are special educational needs (SEN) or a disability?

At Great Doddington Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014) which states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.*

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

What kind of SEN provision is at Great Doddington?

Great Doddington Primary School is a mainstream setting. At Great Doddington Primary School we will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

The SEN Code of Practice places responsibility on **Class Teachers** and support staff to identify and provide help for intervention (SEN) children within their classrooms. Planning for different types of needs is the responsibility of Class Teachers. All Teachers are teachers of children with SEN.

How does Great Doddington Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- 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.
- Screening, as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the child indicates that they have additional needs.

I think my child might have special educational needs what should I do?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school. Any initial concerns, please email your class teacher using the year group email address.
- If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Vicky McGregor and/or Mrs Clare Mills, our school SENDCo's.
- 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. Some assessments may be completed virtually.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.

How will I know how Great Doddington Primary School supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special educational needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.
- The child will be given small and measurable targets which will be discussed with the child and parents and monitored regularly by the class teacher and SENDCo. Targets may be discussed at parents evening alongside your child termly; half termly through a progress meeting or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher. Please make an appointment if you would like an extra meeting.
- We may provide additional support in class from the teacher or support assistant. Support assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or support assistant. All interventions are regularly reviewed by those delivering them and by the SENDCo, to ascertain how effective they are being and to inform future planning.
- Regular monitoring is conducted by the class teacher and is shared with the Inclusion Team. This shared discussion may highlight any ongoing concerns and help to plan further support if required.

- If appropriate, specialist equipment may be given to the pupils e.g. writing slopes, pencil grips, easy to use scissors, weighted cushions etc.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas in school where specialist provision can be made available so that the child can access more readily the support on offer.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We'd like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.

Provision for any SEN support follows an assess, plan, do and review model.



- **Assess:** Data on the child held by the school will be collated by the class teacher/ SENDCo's in order to make an accurate assessment of the child's needs.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo's.
- **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood) that takes into account parents' aspirations for their child. Parents and the child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.
- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies (Speech and Language Support or the Educational Psychology Service) regarding strategies to best meet the specific needs of a pupil.

For a very small percentage of children, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education health and care needs. This may result in an Education, Health Care Plan (EHC) plan being provided.

How will my child be involved in decisions regarding provision that can better meet their needs?

At Great Doddington our children have a number of ways in which they are involved in their education. Children are encouraged to have an input into their review meetings through identifying their strengths and areas for development, by suggesting how improvements can be implemented.

We also have a Junior Leadership Team (school council) which contributes ideas and suggestions for school improvement.

How will Great Doddington evaluate the effectiveness of the SEN provision made for our children?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of the parents/ carers and children on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level. This data will be shared with governors and be judged by external moderators such as Ofsted.

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

All of our children participate in our broad and balanced curriculum. All staff at Great Doddington Primary School understand that all children must achieve the highest possible standards across the curriculum. Some children will require aspects of the curriculum to be differentiated (work is personalised to their needs) in order to achieve their targets. Class Teachers will plan for this as part of their weekly planning.

How will you help me support my child's learning?

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. Children in Key Stage 2 and some children in Key Stage 1 are aware of their next steps targets to improve their learning development.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We encourage all pupils to attend parents meetings so that they are able to contribute meaningfully to this process. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with a member of the Inclusion Team and other professionals. At reviews children are supported and encouraged to join in with the discussion to make their feelings known.

How will I know how my child is doing?

Your child's progress is continually monitored by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular meetings. This is to ensure that all of our children are making good progress and we can review the provision to reflect if it needs to be adjusted. We share their attainment and progress with parents at termly parents meetings and specific SEND provision is monitored by the Inclusion Team. Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage all children are formally assessed using National Phonics Screening and Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally.

At the beginning of July each year your child will be provided with a written report which details their attainment in line with these levels.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Mrs Winrow (Family Support Worker) and the Inclusion Team work closely with children and families to provide pastoral support. We also work closely with families who have an EHA or are receiving Social Care support.
- Some interventions are available for children who need help to develop their social skills, self-esteem, anxiety or anger management techniques.
- Worry boxes are located around the school and monitored by the Family Support Worker.
- A meet and greet is available for pupils who find leaving parents difficult in the morning.

What training have the staff supporting children with SEND had or are having?

The SENDCo's have completed the National Award for SEN Coordinators. The SENDCo's are responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. We have an Inclusion Team that meets weekly where key messages and essential information is shared. This is in the form of key children, intervention strategies and relevant research to support the children in school.

At Great Doddington Primary School we are committed to ensuring that staff are trained to meet the needs of the children with additional needs and their knowledge is updated when necessary.

As a school we work closely with a range of external specialist services which are relevant to our children's needs. These may include Speech and Language Therapists, Behaviour Support Workers, Social Workers, Paediatricians and Educational Psychologists.

All staff are subject to an annual review (Performance Management) which identifies training needs which will be addressed either internally or externally.

How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.
- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Great Doddington Primary School has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupils have access to the clubs.
- The school has an Accessibility Plan.

How does Great Doddington Primary School support children with medical needs?

- If a child has a medical need, then a care plan is compiled with support from and in consultation with parents. Outside agencies are consulted as necessary. This is then shared with all staff who are involved with the pupil.

- Staff receive training as necessary from the school nurse or health care professional, for example Epipen training and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.
- The school has a comprehensive Medicines in School policy.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our pupils.

At present as a school we have:

- All classes are at ground level
- One disabled toilet
- Sinks with adapted taps
- Specially designed chairs for specific children
- Single level outdoor area to EYFS, KS1 and lower KS2 outdoor areas.
- We can provide a translation service for those parents whose first language is not English.
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs.
- A disabled parking bay is provided to facilitate entry to the school.
- We can access specialist equipment if required.
- Our car park has a designated car parking space.

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

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Behaviour Support
- EHA – Early help Assessment Helpline
- CAMHS (Child and Adolescent Mental Health Service)
- RMC – Referral Management Centre
- Child in Need (CIN) practitioners
- EIS – Educational Inclusion Service
- Educational Psychologist
- IASS – Information, Advice, Support Service for parents
- NPPS – Northamptonshire Parent Partnership Service
- Health Visitors for our Early Years Team
- Sensory Impairment service
- Links with the NSPCC
- MASH (Multi Agency Safeguarding Hub)

- Kettering General Hospital (Paediatricians)
- Occupational Therapy
- Physiotherapy
- Specialist Support Service
- School Nurse, Specialist Epilepsy, Diabetes and Enuresis nurses as appropriate
- Social Care
- Sunflower Centre
- Women's Aid

How will the school prepare and support my child when joining Great Doddington Primary School or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children may need more transition visits than others.
- The SENDCo's or a member of the Inclusion Team will be more than happy to meet parents before a child starts at Great Doddington Primary School. This may be held face to face or as a virtual meeting.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Great Doddington Primary School SENDCo's, the secondary school SENDCo, parents and where appropriate the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

How are any resources allocated and matched to children's special educational needs?

Resources are allocated to need. Trained Teaching Assistants support learning in class as well as delivering specific interventions with supervisions from qualified professionals when needed.

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

All children at Great Doddington Primary School are entitled to inclusive high quality teaching. Should your child require additional support the Class Teacher will discuss the child's needs with the SENDCo. Different children require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

How are parents involved at Great Doddington? How can I be involved?

At Great Doddington we strive to create a sense of community and the parents/carers of our children are a key part in this. Parents/ carers can get involved in the school in a number of ways including getting involved with our Parent' Association, helping with school trips and visits or offering a special skill or interest. If you want to help with the children's learning, you can always volunteer to help in a classroom.

Prior to joining our school parents/carers are invited to visit, and for those with children starting in Year R a New Parent's Evening is held annually. There are two formal parents' evenings where you and your child have a chance to meet with the class teacher.

What do I do if I have a complaint about my child's education at Great Doddington Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the SENDCo or Inclusion Lead first followed up by a meeting with the Head teacher should the issue not be resolved.

Who are the SEND Team?

SENDCO's – Mrs Vicky McGregor senco@gt-doddington.northants-ecl.gov.uk

Mrs Clare Mills clare.mills@greatdoddingtonprimary.northants.sch.uk

Family Support Worker- Mrs Lucy Winrow lucy.winrow@greatdoddington.northants.sch.uk

Designated Safeguarding Lead – Miss Rachael Shelton

Deputy Designated Safeguarding Leads – Mrs Josie Garnham, Miss Rachael Shelton, Mrs Ellie Kilsby, Mrs Clare Mills, Mrs Vicky McGregor, Mrs Lucy Winrow, Mrs Chloe Rodwell, Ms Karen Tomkins

Northamptonshire Local Offer <http://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer>

If you have any concerns relating to SEND matters do not hesitate to contact us.

Glossary of Terms and Abbreviations Used in relation to Inclusion and SEND

| Acronym | Definition |
|---------|--|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BESD | Behavioural, Emotional and Social Difficulty |
| EHA | Early Help Assessment |
| CAMHS | Child and Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| EAL | English as an Additional Language |
| EP | Educational Psychologist |
| HI | Hearing Impaired |
| HV | Health Visitor |
| KS | Key Stage |
| MLD | Moderate Learning Difficulty |
| MSI | Multi-Sensory Impairment |
| OT | Occupational Therapist |
| PD | Physical Disability/Difficulty |
| Physio | Physiotherapist |
| SALT | Speech and Language Therapist |
| SLD | Severe Learning Difficulty |
| PRU | Pupil Referral Unit |
| SEN | Special Educational Needs |
| SENCo | Special Educational Needs Coordinator |
| SLA | Service level Agreement |
| SLCN | Speech, Language and Communication Need |
| SpLD | Specific learning Difficulty |
| SW | Social Worker |
| SA | Support Assistant |
| VI | Visual Impairment |