



Great Creaton Primary School Special Needs Report

At Great Creaton Primary School the Head Teacher, Governors and SENDCo oversee the schools policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. (See Inclusion policy for further details) The Governor with responsibility for SEND is Mrs Deb Jilbert.

How do we define SEND in our school?

If a child is not making expected progress at any point, they may receive additional intervention sessions to enable their learning to catch up. Despite high quality classroom teaching and interventions, some children may be unable to make expected progress in their learning for a variety of reasons – one of which is a special educational need.

The definition of a child with SEND is '*...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' -- The SEN and Disability Code of Practice: 0 to 25 years, 2014

SEND Currently Catered for at Great Creaton Primary School

The new SEN Code of Practice identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/ physical

Great Creaton Primary School caters for children who are identified in one or more of each of the above areas.

These children have the following needs:

- Dyslexia
- Dyspraxia
- Social and Emotional Difficulties
- Autistic Tendencies

How do we identify SEND?

The rate of progress a child makes is carefully tracked and monitored during their time at Great Creaton School. If their rate of progress is unsatisfactory despite high quality teaching and additional interventions, the class teacher will refer the child to the school's Special Educational Needs and Disability Coordinator (SENDCo) who will investigate the possibility of an undiagnosed special educational need.

The SENDCo will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the

child (with parental consent) to specialist professionals who work with the SENDCo (e.g. Early Intervention Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.).

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register.

How are staff trained to support children with SEND?

The role of SENDCo at Great Creaton Primary School is provided by Mrs Cara Bolton (Inclusion Manager), supported by Mrs Emma Mercer (Headteacher). Together they oversee the provision for all children on the SEND register and for those children with a suspected undiagnosed SEND.

All staff receive on-going professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff.

Recently staff have had training in Attachment Disorders and Behaviour Support training. A variety of agencies, including specialist teachers train staff on an on-going basis for the individual needs of pupils as they arise. A member of staff has recently undertaken a course in Mindfulness to further help with pupils' emotional needs.

What specialist services are available at our school?

In addition to the small groups and 1:1 support provided by Teaching Assistants, we have support from Educational Psychologists, Speech and Language and Hearing Impaired team. Liaison also occurs with Speech Therapists, Occupational Therapists, Physiotherapists, CAMHS (Children and Adult Mental Health Service) and the School Nurse.

Provision for children with SEND

Evaluation of Effectiveness of Provision

Great Creaton Primary School undertakes careful monitoring of the impact of the effectiveness of the SEND provision at the school, just as it does for all areas of the school.

The primary provision for SEND children is the same as all the children:

- *Quality first teaching.* The effectiveness of this is judged as part of the normal monitoring cycle for the school. For those children who receive either group or 1:1 intervention they are monitored separately but in the same way: observations; work scrutiny; data checking and discussions with the children. Each teacher will differentiate for all children's needs.
- *School's Approach to Teaching Children with SEND*
The school will endeavour to teach all children together in their classes where possible with the class teacher differentiating and supporting the child. When it is deemed necessary, a child with SEND will be withdrawn at specific times for an intervention; either 1:1 or as part of a group. For a few children the school uses outside support and agencies. These children will have their own Individual Education Plan which contains specific targets.
- *Adaptation of the Curriculum*

Our curriculum is adapted where necessary to enable all children to access at their level. Teachers adapt individual lessons and classroom organisation for children depending on particular needs at the time

Additional Support Currently Provided

We use a range of intervention programmes with the children:

- Precision Teaching – this is an intensive intervention used to help children who struggle with reading and/or spelling make accelerated progress. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a Teaching Assistant on a focused sound which they repeat until it is mastered.
- Numicon – a visual and kinaesthetic way of teaching mathematics that can be used in small groups or as a whole class.
- Various social skills interventions – the school has a range of interventions to develop a child's social skills, for example Socially Speaking and Time to Talk. These are delivered as part of small group work.

Improving the Emotional and Social Development of Children

As detailed above, the school uses a range of intervention programmes to aid children's Emotional and Social development. We have a Teaching Assistant who is timetabled to work with our children who need support in their emotional and social development. As a school we use S.E.A.L. (Social and Emotional Aspects of Learning) and we follow the Local Authority's scheme for Personal, Social, Health and Economic Education.

How does the school support children with SEND on entry to the school and when they leave?

Some children who join our school are already diagnosed with a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCo and the school's staff team to appropriately adapt provision.

When children leave our school at the end of Year 6 (or before) the Year 6 team (or the Headteacher) liaises with the receiving school's transition staff. Information is shared both verbally and in writing by transferring the child's SEND file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, visits are arranged by children to their secondary schools to support transition

How will my child know if they are doing well?

Children with SEND will have their progress reviewed against their specific target areas with classroom staff every term. They are encouraged to reflect on what is going well, what progress they have made in their specific area of need and how effective they feel the support they receive is.

Each child receives feedback on all their work either verbally or in writing. Children are encouraged to self and peer-assess their work and that of others.

How will you let me know about my child's progress?

Parents receive a short report and are offered formal parent consultation meetings in the Autumn and Spring terms, with a full written report at the end of the summer term. If a child has an Individual Education Plan (IEP) this will be reviewed with parents, class teacher and SENDCo each term. If a child has an Education Health Care Plan/statement, additionally, an annual review of progress is held each year with all relevant agencies invited to comment. However there is an open door policy to enable parents raise concerns with class teachers, SENDCo or Head teacher.

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

If your child has an IEP or statement, advice will be given as part of the target setting process. Access to a variety of outside agencies will be available in order to provide additional support to parents, the class teacher will continue to provide advice and support when requested

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

The school complies with the Disability Discrimination Act (DDA) 1995 requirements. We ensure whenever possible, equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children, including those with SEND. We aim to ensure that extra-curricular activities including trips are accessible to children with SEND. Parents who wish to complain are strongly encouraged to initially discuss their concerns with the SENDCo/ Head Teacher. If the issue cannot be resolved at this level, parents will be directed to the school's Complaints Procedure.

How does the school evaluate the effectiveness of its SEND provision?

Our school evaluates the effectiveness of its SEND provision based on the progress children with SEND make. This occurs at least half termly through:

- Progress made from additional provision, including targeted interventions and one-to-one support
- Progress made between Pupil Progress meetings
- Provision Maps

Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEND. These funds are used to provide support, resources and training for staff.

Consultation of and Involvement of Parents/Carers

If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan then the parent will be involved in the review process. Other parents are contacted when concerns arise and a discussion is held as to what provision the school will be making. When a child has an Individual Education Plan the parents/carers are part of the consultation review process.

Consulting and Involving the Children

The children are constantly involved in discussion whilst their SEND intervention programmes are happening. For children with an Individual Education Plan their views are

discussed during the writing and review parts. Interviewing children to gain their views is part of the school's normal monitoring cycle.

Complaints

The school's complaints policy is available on the website

Involving Other Agencies

The school uses the Early Help procedures to access support from other agencies if necessary. The SENDCo has been trained on how to run and manage an Early Help Assessment. The Local Authority's Educational Entitlement Team is also used to gain access to other agencies.

Useful Contact Details

The web address for the local authority is shown below and this is a useful site to gain further information.

www.northamptonshire.gov.uk

The **Local Authority's Offer** can be found via the search facility on the website above or at:

<http://www.northamptonshire.gov.uk/localoffer>