Greatworth Primary School

Special Educational Needs & Disability Information Report

Statutory Policy	Yes	
Published on Website	Yes	
Policy Ownership	Head Teacher	Yes
	Full Governing Board	Yes
Implementation Date	September 2024	
Review Frequency	Annually	
Date of Last Review	September 2026	
Next Review Date	September 2027	

SEND Information Report 2026

At Greatworth School the Head teacher and Governors oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The governors have a delegated member with responsibility for SEND.
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. Therefore, there may be a special need.

SEN Co-ordinator: Lesley Lutas-Brown

SEN Governor: Mrs Laura Laws

How do we define SEND in our school?

The definition of a child with SEND is 'where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age.' – The SEND Code of Practice: 0 to 25 years, 2014. In line with the Code of Practice, we make provision for children with cognitive, communication and interaction, sensory, physical and social, emotional and mental health needs.

West Northants Council Inclusive Provision Toolkit (IPT)
At our school, we want all of our children and young people, including those with special educational needs and disabilities (SEND), to do well, reach their goals, and live happy, fulfilling lives. To ensure this, our school implements the West Northamptonshire Council Inclusive Provision Toolkit (IPT) as our official framework for Ordinarily Available Provision. Ordinarily available provision refers to the universal, high-quality support, adaptations, and inclusive strategies that our mainstream setting delivers to every child every day. By embedding the guidelines outlined in the WNC SEND toolkit, we ensure our staff utilize standard, evidence-based practices to effectively meet a diverse range of learning, communication, sensory, and physical needs within our standard resources, without necessarily requiring an Education, Health, and Care Plan (EHCP).

How do we identify SEND in our school?
The rate of progress a child makes is carefully tracked and monitored during their time at Greatworth School. If their rate of progress is slow despite high quality teaching and additional interventions, the class teacher will refer the child to the Mrs Lutas-Brown who will investigate the possibility of an undiagnosed special educational need. The identification of SEN will be set out and logged in the school Inclusion and SEN Register.
As SENCo, Mrs Lutas-Brown, 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 the refer the child (with parental consent) to specialist professionals who work with the SENCo. For example, this may include referrals to the Paediatrician, Speech and Language Therapists, Occupational Therapists and The Educational Psychology Service.
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.
Concerned parents should speak initially to the class teacher.

How does the school let parents know if it feels that children need extra help?
Teachers review the progress of every child regularly. Intervention, either within lessons or in addition to lessons, is planned for children who are not making expected progress or who have gaps in their learning. This is recorded and evaluated in a CAPPs document (Class Assessment and Progress Plan). Formal parent consultations are held in the autumn and spring terms and parents also receive a written report in t the summer term. If, however, there are any concerns about a child's progress between these times, teachers will contact the child's parents.

What should I do if I think my child has SEN?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This may then result in a referral and meeting with the school SENCo, Mrs Lesley Lutas-Brown (SENCO and Headteacher) llb@greatworthschool.co.uk.

How will I know that the school will support my child?

All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress. The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Headteacher/SENCo and every class teacher. Additional action to increase the rate of progress may then be identified and recorded and that may include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional or different strategies to further support the success of the child.

How are decisions made about how much support my child will receive?

When there is a concern about progress of the needs of the pupil, the SENCo will have a discussion about appropriate next steps with parents. If additional funding is required to meet the needs of a pupil, the SENCo will advise parents of the process and ensure that they and the child are fully involved in the application and assessment process.

How are the school's resources allocated and matched to children?

Our school is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children's needs are identified in the termly Pupil Progress Meetings and provision is planned according to need. The provision of additional support is overseen by the classteacher and Special Educational Needs Coordinator (SENCo). The effectiveness of every intervention run in school is monitored and evaluated each term to monitor the impact the support is having on the children. Interventions are then modified, if

necessary, in the light of these evaluations. This document tracks the support being offered throughout the school and is updated every term in discussions with the SENCo/Headteacher and class teachers. The SENCo decides on the deployment of resources for Special Educational Needs, in consultation with the school governors on the basis of needs in school. By using information about SEN in school, they decide which resources, training and support are needed.

How will the curriculum be matched to meet my child's needs?
Our first priority is to make your child's learning experience as positive and supportive as possible. Teachers will use a range of classroom-based strategies to ensure all teaching is as good as it can possible be and every child will have access to a supportive environment with teacher and TA support and a range of activities that will support and stimulate them. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Teachers will use appropriate visual timetables, checklists and personalised success criteria to support your child and they will learn in a dyslexia-friendly environment e.g. word mats and dyslexia-friendly resources. We also offer small group or 1:1 support from a TA or class teacher, modified resources and an individualised curriculum where necessary. If needed, we can provide quiet areas to enable children to focus, support for children to enable them to participate in school trips or residential visits and strategies to develop independent learning. We also offer visual support (e.g. sequenced pictures, mind maps) and scaffolding (e.g. writing frames, story maps, task plans) to provide a support structure to help children to complete a task and we ensure pupils have accessible resources readily available in the classroom that they can fetch if they need them. Extension challenges are always provided for more able learners. Our teachers will be happy to discuss these strategies with you and how you can use them to support learning at home.

What specialist services or expertise are available at or accessed by the school?
Our SENCo holds the National SENCo accreditation. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEN. We regularly work with a range of professionals including Educational Psychologists, specialist teachers and Speech Therapists. We follow the strategies and programmes provided to support Occupational therapy/Physiotherapy needs (if the child meets the threshold level required for their support). As a school we can provide a wide range of English and Maths small group interventions delivered by class teachers, teaching assistants and SENCo, ICT support in the form of reading, phonics and maths programmes and our teaching assistants can also offer social skills support.

Our environment is designed to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required. However, parents should be aware that, as a small school, we are limited with the provision we can provide and limited by our small, open-plan environment, resources and limited staff numbers.

We may also draw upon external support services to help support your child with more specific needs, including Action Autism, the Specialist Support Service, Dyslexia support, Educational Psychology Service, Speech and Language Therapy and CAMHS.
What training have staff received supporting children with SEN?
We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs. Specialist training has been provided to the SENCo on:
the National SENCo accreditation award
the school has regular visits from SEN specialist teachers and the educational psychology team who provide advice to staff to support the success and progress of individual children
the NHS Speech and Language Therapist visits once per year to assess and plan support for targeted children. These programmes are then delivered by teaching assistants.

What support will there be for children's overall wellbeing?

We believe that children need to be happy and feel secure to make progress, and have a range of options available to support children's' wellbeing. These include strategies to reduce anxiety and to promote emotional wellbeing (including communication with parents); individualised programmes of support implemented consistently by all staff so the child knows there is always someone they can speak to and seek support from. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE and Wellbeing curriculum that aims to provide the children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.

However, for those children who find aspects of this difficult we offer:

- Lunch time and play time support
- Buddy systems
- Alternative small group opportunities to develop social interaction skills
- Access to external agencies and professionals

Our school benefits from a Behaviour Policy which promotes recognition of good behaviour and positive praise and this is consistently applied in each class. The children are regularly reminded about our Anti Bullying Policy and Online Safety which is accessible to parents via the website.

How will I know how my child is doing?
We believe that good communication between home and school is essential for us to work effectively together to support every child. We have a range of means of communication with parents, including face to face meetings or telephone conversations. Enquiries and quick updates can be sent by email or through home/school books where necessary. You will be invited to regular meetings with
the class teacher to review your child's learning if a Assess, Plan, Do, Review Plan (Individual Support Plan) is required. We also liaise with a wide range of professionals (educational psychologists, school nurses, speech therapists, family support workers, parent partnership) and will help with explanation of professional reports to parents where it is helpful. Most importantly, we are here to help and support and are always happy to talk with you. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's progress. Please contact the school office who will arrange this appointment for you.

How will I be involved in discussions about and planning for my child's education?
At Greatworth School we value the importance of building positive relationships with parents and families within our school community. Parents are welcome to make an appointment to meet with either their child's class teacher or SENCo at any time throughout the year and discuss how their child is getting on. We can offer advice and practical ways in which children can be supported at home. If a child has complex SEN, they may have an Individual Support Plan (ISP), work with parents within an Early Help Assessment (EHA) framework or and Educational Health Care Plan (EHCP). In such instances, a formal meeting will take place to discuss a child's progress and a report will be written at least annually.

How will parents be helped to support their child's learning?

Please look at the school website and blogs which includes information about areas of learning for each class, as well as updates of special whole school events. Your child's class teacher or SENCo may also suggest additional ways of supporting your child's learning. We also hold a number of parent workshops during the year and aim to provide useful opportunities for parents to learn more about how to support a child's learning.
How will the school prepare/support my child in starting school and moving on?
We encourage all new children and parents to visit the school prior to starting and we work to ensure smooth transition from pre-school into school and from primary school into secondary school, as well as between classes while within the school. For children starting in Reception, a series of visits for children are planned throughout the Summer Term.

Parents are also invited to a meeting at the school in order to provide them with a range of information to support them in enabling their child to settle into the school routine. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. At any point when a child with SEN is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. The local secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of the primary stage of education.
How will my child be included in activities outside the classroom including school trips?
Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off-site. We believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable

adjustments to ensure participation for all. Parents may be asked to support their child on trips if this is a part of a child's risk-assessment.

How accessible is the school environment?

Our school building has steps leading from the hall to the entrance and from the entrance to the corridor to Oak class. The school building is accessible to wheelchair users via the classroom doors and there is a ramp from the playground to the hall.
Individual access arrangements, if appropriate, are discussed prior to the child starting school and access reviewed accordingly. Our Equality Plan and Objectives describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

Who can parents contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCo/Headteacher. The school's Governing Body is the final point of contact for these concerns; our school's SEN Governor is Mrs Katy Emms who can be contacted through the school office – 01295 711456.

Parents may also wish to visit the following websites:

Northamptonshire County Council's Local offer, outlining services available for children who have SEN: http://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/local-offer
Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEN and will direct visitors to their nearest IAS service: http://www.iassnorthants.co.uk/