

SEND POLICY AND INFORMATION REPORT THRAPSTON PRIMARY SCHOOL



Approved by: Full Governing Body

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by:

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1. AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

The aims of our practice in this school are:

- To promote children's self-esteem and emotional well-being.
- To have high aspirations for all.
- To provide full curriculum access for all to promote a love of learning.
- To support individual children to make good progress from their starting points.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and engagement from children, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet child need, through well-targeted, continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Inclusion Statement

No child will be refused admission to our school based on his or her special educational need, disability, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Thrapston Primary School is committed to the ideal of inspiring and enabling every child to shape their world. Children are supported to achieve their potential and progress with confidence to the next phase of their education. This culture is promoted throughout the school and should permeate all levels of learning.

The term 'special educational needs and disability' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. The school facilitates inclusion for children with impairments and disabilities in terms of physical adjustments to ensure that they have equal access to the curriculum and extra-curricular activities.

- We endeavour to achieve maximum inclusion of all children including vulnerable learners and more able learners, whilst meeting their individual needs.

- Teachers provide learning opportunities for all the children within the school and provide materials and scaffolding appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum and extracurricular activities.
- Children with Special Educational Needs and Disabilities may be making the same or even better progress than their peers. However, if progress is slower, then the explanation may not only be attributed to their Special Educational Need or Disability. We make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success; however, the school monitors progress of vulnerable groups against other children within the same year group, looking at attainment both internally and nationally. We also gather child voice to enable children to have an input into how successful they feel.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs. Some children in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these children catch up.
- Other children will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and achieve in line with their peers. High quality teaching and scaffolding learning in class supports all children. Accurate assessment of need and carefully planned interventions, which address the root causes of any learning difficulty, are all essential ingredients of success.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)

3. DEFINITIONS

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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 by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCO

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO). In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will hold the statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENDCO at Thrapston Primary School is Mrs Sharon Webb. (swebb@thrapston.net)

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Monitor the provision being offered to children across the school.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all children with SEND up to date.

4.2 The SEND governor

The Governing Body, in cooperation with the Head teacher, will determine the school's general policy and approach to provision for children with SEND. They establish the appropriate staffing and funding arrangements and maintain a general overview of the school's inclusive provision in consultation with the Head Teacher, SENDCO and staff. The Governing Body has a designated member (elected annually) with a particular interest in inclusion that liaises with the SENDCO as needed.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head teacher

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.
- Have responsibility as the Designated Teacher for Looked After Children.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of children with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all children at all times.

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCO to review each child’s progress and development and decide on any changes to provision.
- Identifying which children in the class are vulnerable learners, whether this be for academic attainment or pastoral intervention.
- Identifying which children are underachieving and need to have their additional interventions (Wave 2 or 3) monitored through the provision map.
- Providing high quality teaching, differentiated teaching and learning opportunities that support children’s learning style including differentiated work for EAL children which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for children with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” the general class provision, ensuring effective deployment of learning resources (e.g. visual prompts, word banks etc) – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Ensuring they follow this SEND policy.

4.5 The Pastoral Care Team

The PCT will:

- Support families at Thrapston Primary School.
- Be responsible for promoting good relationships with parents.
- Signpost parents towards outside agencies for further support.
- Deliver individualised programmes for pastoral support.
- Support children and their families with SEMH needs, including behavior that challenges and anxiety.
- Monitor identified children’s attendance and promote good attendance.
- Liaise with external agencies to organize opportunities for parents and their children such as healthy lifestyle workshops, anti-social behavior talks and community law drop in sessions.
- Offer parenting courses during the school day.

4.6 The Local Authority

The Local Authority will:

- Arrange for parents of children with SEND to be provided with services offering advice and information and a means of resolving disputes.
- Ensure schools follow the guidance and procedures outlined in the SEND Code of Practice.

5. SEND INFORMATION REPORT

5.1 The types of SEND that are provided for

Thrapston Primary School is mainstream school with a unit provision. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.
- Moderate/severe/profound and multiple learning difficulties. As a mainstream school we would make a careful assessment of the needs of each child in collaboration with parents and external agencies to ensure needs would be met.

5.2 Specialist Unit Provision

The Specialist Unit Provision at Thrapston caters for 14 with an Education Health Care Plan (EHCP). The Education Health Care Plan (EHCP) must meet the required criteria of need – moderate/severe learning difficulties including a diagnosis of Autism.

To apply for a place within the unit you must contact the EHC Team at North Northamptonshire Council:

- ehckettering.ncc@northnorthants.gov.uk.

In our provision, the children are at the heart of everything we do. We pride ourselves on developing close and caring relationships with our children and families, where all staff take time to get to know each individual child's needs, unique personalities and capabilities.

All children are supported to become independent learners. Our dedicated and passionate team have high expectations for our children; they approach their needs in a very personalised and tailored way, supporting each individual child to make steps towards reaching their full potential.

Children not only achieve academically through their learning opportunities but also flourish physically, socially and emotionally.

5.2 Identifying children with SEND and assessing their needs

Class teachers regularly assess each child's current skills and levels of attainment against age related expectations. Class teachers will also make regular assessments of progress for all children. Pupil progress meetings are held throughout the year to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional well being.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and a learning plan will be put in place if required.

5.3 Consulting and involving children and parents

The school aims to work in partnership with parents and carers. We do so by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a child will receive additional SEND support.

Involvement of Children

We recognise that children with special educational needs often have a unique knowledge of their own needs and have the right to be involved in making decisions and exercising choice about what sort of help they would like to help them make the most of their education. In most lessons, all children are involved in monitoring and reviewing their progress through the use of self assessment. They will be encouraged to participate in the decision-making processes where appropriate and contribute to the assessment of their needs, the review and transition processes. We endeavour to fully involve all children by encouraging them to:

- Have an individual child passport to express their views, updated regularly throughout the year
- State their views about their education and learning

- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- Self-review their progress

5.4 Assessing and reviewing children' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Outcomes from specific assessments such as a dyslexia screener
- Advice from external support services, if relevant

The assessment will be reviewed regularly and learning plans will be reviewed termly alongside overall outcomes in reading, writing, maths and science. Outcomes are reported to parents in interim reports and the end of year report. Copies of learning plan reviews are also sent to parents.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Transition - Supporting children moving between phases

We will share information with the school, college, or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this.

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to children's next phase of education. Children with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the child in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Children will be included in all “class transition days” to the next phase but may also be offered additional transition visits. Accompanied visits to other providers may be arranged as appropriate.

When moving mid-year, we can support a gradual transition and transition visits will also be arranged.

Children and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

5.6 Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

Stage 1

High quality teaching is our first step in responding to children who have SEND. This will include, where appropriate, the use of Wave 1 or 2 interventions. All learners will be included on an online, detailed whole-school provision map which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet children’s identified needs and track their provision
- Audit how well provision matches needs
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children’s needs should be identified and met as early as possible through:

- The analysis of data including portage development profiles, internal teacher assessment, reading ages, other whole-school child progress data, classroom-based assessment and monitoring arrangements. (Graduated approach through a cycle of assess, plan, do and review.)
- Following up parental concerns.
- Tracking individual children’s progress over time.

- Liaison with Thrapston Nursery and other feeder nurseries on transfer.
- Information shared from previous schools and other services on transition.
- Maintaining a provision map for all vulnerable learners which clearly identifies children receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated regularly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a child's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency or advice from the Specialist Literacy Difficulties Teacher where it is suspected that a special educational need is significant.

Stage 2:

Children will be offered additional SEND support (Stage 2) when it is clear that their needs require intervention that is 'additional to or different from' the curriculum offered for all children in the school (as outlined in the 2014 Code of Practice). This SEND support will follow a graduated approach using the assess, plan, do and review cycle to ensure that the intended outcomes are monitored and that progress is made and maintained.

Thrapston Primary School have devised a pathway so that staff and parents are clear about the procedures school will follow should they or the parents feel that their child is experiencing a greater difficulty in learning or has been diagnosed as having a disability.

Additional SEND Support (SEND Register)

Children will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the curriculum offer for all children in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014. Under-achieving children who do not have SEND will not be placed on the list of children being offered additional SEND support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for children on the SEND list will be identified and tracked using the whole-school provision map. A very small number (but not all) of the children on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Child Unit has, or will need to be, spent on a child within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer. Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

How we will use Learning Plans

Where a child is having a high level of personalised, specific and targeted provision a SEND learning plan will be put in place.

Our approach to learning plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014:

- Learning plans will provide a graduated approach to target setting and review. They will be used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended.
- Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.
- Targets will address the underlying reasons why a child is having difficulty with learning and may target the gaps preventing the child making progress.
- Plans will be accessible to all those involved in their implementation, including parents – children should have an understanding and “ownership of the targets”.
- Plans will be based on informed assessment and will include the input of outside agencies where necessary.
- They will have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly at each designated SEND review. Reviews will be carried out as required but at least on a termly basis.
- Plans will have SMART targets set for or by the child. They will specify how often the target(s) will be covered and will state what the learner is going to learn – what the child will need to do and how the target will be taught and will be clear about what the child should be able to do at the end of the given period.
- Parents and children will also be invited to review targets and provide feedback at regular intervals.

Stage 3: Education Health and Care Plans.

Children with an Education Health and Care Plan will have access to all arrangements for children on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process. School will refer to the ‘Northamptonshire Descriptors for Special Educational Needs.

5.7 Adaptations to the curriculum and learning environment

Staff at Thrapston Primary School understand that they are obliged to ensure that they consider evidence that may state that a child has a disability under the Equality Act 2010 and if so, will make ‘reasonable adjustments’ within their teaching for them. Teachers will ensure that they:

- Deliver high quality teaching, differentiated where appropriate for individual learners and make 'reasonable adjustments' so that learners are able to access the curriculum.
- Implement time limited and carefully monitored interventions to ensure curriculum entitlement is not compromised.
- Plan for individual class support or individual withdrawal.
- Plan for bilingual support/access to materials in translation, including for parents.
- Further differentiate resources and provide additional aids and resources if necessary.
- Plan for pastoral support to target individual SEMH needs.
- Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of provision is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.
- The support is described on the child's SEND Learning Plan and recorded on the whole school provision map if they do not have one. The provision map is modified and updated regularly and provides a tool to evaluate effectiveness of interventions.

We make the following adaptations to ensure all children's needs are met:

- Implementing the delivery of our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, scaffolding techniques, teaching style, use of knowledge organisers for pre-teaching, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Red Cat sound systems, laptops, coloured overlays, visual timetables, electronic spellcheckers, larger fonts, laptops etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing access arrangements for assessments, including for KS1 and KS2 SATS.

In the Specialist Unit Provision, we use the Equals subject specific curriculums for English, Maths and Science and the Semi formal curriculum for all other subjects. Children have an identified curriculum pathway dependent on their needs, academic and social abilities.

The Curriculum has three branches:

- EYFS
- Pre-formal
- Semi-Formal

Children can work within one branch or across a number dependent on their needs and abilities including inclusion within the mainstream classrooms where appropriate. All children follow an Individual Curriculum Pathway, which is regularly reviewed with teachers and families.

Assessment within the Special Provision is crucial in identifying progression, next steps and informing a child's Individual Curriculum Pathway and Education Health Care Plans, enabling them to grow into successful independent individuals.

Within the Special Provision children are assessed against:

- B Squared
- Education Health Care Targets and Small Steps

5.8 Additional support for learning

We have a team of SEND teaching assistants who have been trained to deliver English and maths based interventions such as Catch Up Literacy and Maths, Numicon, Number Stacks, IDL and Nessy. Staff have also had the opportunity to take part in Emotion Coaching training, dyslexia training and specific mental health training to support children's SEMH needs. We have a member of staff that has completed ELSA (Emotional Literacy Support) training and we have a teaching assistant trained to provide speech and language intervention.

Our SENDCO has over 20 years' experience as a primary school teacher, supporting children with a range of additional needs.

Teaching assistants support children on a 1:1 basis when appropriate but they will also support children in small groups.

5.9 Expertise and training of staff

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

In the last academic year, all staff have been trained in further approaches to support children with managing anxiety and supporting children's wellbeing and mental health. Approaches to de-escalate behavior and scaffolding techniques to support learning have also been revisited. Specific staff have been trained to support children with autism by completing NVQ's in Autism Awareness and training to use the TEACCH approach - an autism support, research and training program. Further training has been provided to support children with dyslexia and speech and language difficulties such as the use of PECS (Picture Exchange Communication), intensive interactions and colourful semantics.

We also use specialist staff for additional support such as Dr Gavin Morgan (Educational Psychologist), Sam Foster (SEND Support Service) Fiona Taylor (Speech and Language Therapy), Clare Carter (Teacher of the Deaf), Emma Putman (Occupational Therapist), Kerry Mattock (Play Therapist), Nicola Thomson (Counselling) and Jill Pettigrew (Counselling).

5.10 Securing equipment and facilities

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment. Guidance will be sought from external professionals.

5.11 Evaluating the effectiveness of SEND provision

Depending upon the stage of support as outlined above, the progress of our children will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all children whereby all children are assessed termly for reading, writing and maths.
- Ongoing tracking with termly formal evaluations of the effectiveness of interventions on the provision map (in relation to the progress of each child)
- At least termly evaluation individual targets which have been written to address their underlying special educational need.
- Annual reviews of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil voice questionnaires
- Monitoring carried out by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

Further monitoring and evaluation of the effectiveness of our provision for learners with SEND is carried out in the following ways:

- Classroom observation by the SENDCO, subject co-ordinators and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Book scrutinies
- Scrutiny of planning
- Learning walks and observations
- Teacher meetings with the SENDCO

- Informal feedback from all staff
- Child interviews when setting new learning plan targets or reviewing existing targets
- Child progress tracking using assessment data (whole-school processes)
- Monitoring learning plan targets, evaluating the impact of targets on children' progress.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about children' progress between the SENDCO, teachers and the Head teacher
- Head teacher's report to parents and governors

5.12 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

As an inclusive school, we do all we can to ensure that children of all abilities and needs are fully included in the life of the school. All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

Our deployment of additional staffing and resources funded from our notional SEND budget ensures that all curriculum experiences are available to all children in the school (e.g. educational visits, extracurricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010. No child is ever excluded from taking part in these activities because of their SEN or disability.

All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in supporting vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Children are encouraged to analyse how they themselves learn and there is ongoing dialogue about this in our classroom. Children are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. All children identified as having SEND Support have a 'Child Passport' that provides information to staff about them as a learner.

5.13 Support for improving emotional and social development

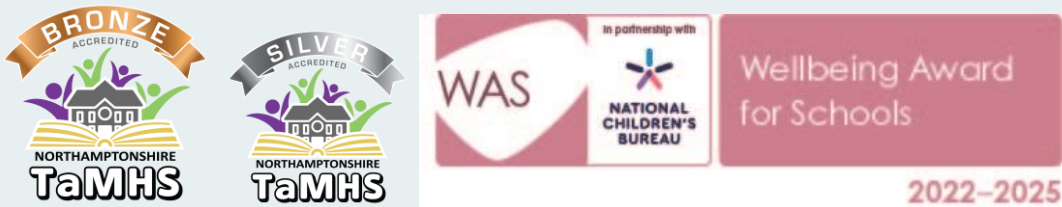
Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying Thrapston Primary School supports the holistic development of the child, providing social and emotional care throughout the school day.

The HUB (Helpful, Understanding Base) was established in 2019 as the school felt it would benefit from:

- A room where children could go if they needed some time to calm down or talk to someone;
- Somewhere that children could work without distraction;

- A dedicated area where we can deliver small supportive group sessions;
- A room to be able to meet with parents and carers.

Thrapston Primary School already achieved the Northamptonshire Targeted Mental Health in Schools (TAMHS) Bronze and Silver awards and in January 2023, we were delighted to achieve the nationally recognised Wellbeing Award with Optimus Education.



We provide support for children to improve their emotional and social development in the following ways:

Access to the HUB. A full time pastoral care worker forms part of the Pastoral care Team alongside the Pastoral Manager (Mrs Claire Golding), The Pastoral Support Assistant (Mrs Julie Gothard) and the SENDCO (Mrs Sharon Webb). At Thrapston Primary School we want everyone involved with our school to feel well supported. We believe that good pastoral support focuses on nurturing the individual needs of each child. We aim to build trusting relationships with all our children and their families, with our school REACH values (Respect, Empathy, Ambition, Collaboration, Honesty) at the heart of everything we do.

- Children with SEND are encouraged to be part of the school council.
- Children with SEND are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- Children are encouraged to take part in small social group games and activities.
- Some children have differentiated behaviour/reward plans in place.
- Staff provide support 1:1 and in small groups to develop Emotional Literacy.
- The Family Support Worker and Pastoral Support Worker provide support 1:1 and in small groups to support emotional well-being such as protective behaviours and drawing and talking.
- Teaching assistants support children with a 'meet and greet' on the playground in the morning to support them to come into school if required.
- Counselling services from external professionals, including CHAT, take place on site each week.
- Play therapy sessions 1:1 are offered in the community room.
- Breakfast Club and after school club are available in The Hive.
- Staff support children on the playground to resolve issues and listen to concerns.
- A lunch time nurture group is available.

- Anxiety workshops, using a cognitive behavioural therapy approach, are offered to children in years 5 and 6 and this can be on a self-referral basis.
- Positive play leaders and bully busters to support their peers on the playground. Friendship stops are also on all playgrounds.
- ‘Worry Monsters/Worry boxes’ in every class in KS1 and KS2, so children can feel safe to share any worries.

5.14 Working with other agencies

The SENDCO is the point of contact within the school who will coordinate the support from outside agencies for each child. We seek to respond quickly to emerging need and work closely with other agencies including:

- The Early Help Assessment team
- Targeted Prevention Team
- CAMHS
- Educational Psychology Service
- Local NHS services e.g. the 0-19 team, Speech and Language Therapy
- Education Entitlement Service
- SEND support service (Including the Portage team for Early Years)
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a child are very specific (eg autism, visual impairment etc). We have a clear point of contact within the school who will coordinate the support from outside agencies for each child. Most often this will be the SENDCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

5.15 Complaints about SEND provision

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with under the school’s complaints procedure, in the first instance by the class teacher and SENDCO, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedures (see separate Complaints Policy).

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of children with SEND

- Educational Psychology Service : Contact Number : 01604 630082
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/EP/Pages/default.aspx>
- Education Entitlement Team : Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>
- IASS - Parent Partnership Service : Contact Number : 01604 636111. Parents are encouraged to contact IASS (Information & Advice Support Services) if they have any concerns over any aspect of their child's education e.g. transfer to secondary school, support arrangements in school or if they are at risk of exclusion. This service provides a confidential helpline to support parents through various school procedures. www.iassnorthants.co.uk
- Virtual School for Looked After Children : Contact number : 0300 126 1000
<http://www.northamptonshire.gov.uk/en/councilservices/children/virtualschool/Pages/default.aspx>
- SEND Support Service: Advice, consultations and support for parents/carers. A range of courses to support with additional needs such as ASD/Sensory needs/Social and Communication difficulties/Anxiety. To request a consultation, email sss.ncc@northnorthants.gov.uk, providing the child's:
 - name
 - address
 - date of birth
- You should also include a brief background of the child's Special Educational Need (SEN) and what you hope would be the outcome of a consultation.

5.17 The local authority local offer

Information on where the Local Authority's Local Offer is published Local Offer

www.northamptonshire.gov.uk/localoffer (See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Mrs Sharon Webb (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting children with medical conditions
- Catch up funding plan

8. INCLUSION OF CHILDREN WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

virtualschool@northnorthants.gov.uk

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school : Placement instability, unsatisfactory educational experiences of many carers, too much time out of school, insufficient help if they fall behind, unmet needs - emotional, mental and/or physical.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is Mrs Pauline Turner – Head Teacher). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are ‘looked after’ have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making. Our school will work closely with the county 'The Virtual School (VS) for Children' which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

8.1 Inclusion of children with English as an additional language

Definition: A child who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL children are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos: We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions: No child will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other child applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the child will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision: Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. The following provision can be expected:

- Initial assessment of EAL to record stage of language acquisition
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the child's first language
- Children will not be placed on the SEND register unless SEND is indicated.

- Work in class will be differentiated for the children to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for children may be given through: visual aids, interventions such as Nessy.com and Learning village, first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling.
- Progress of EAL children will be monitored using EAL HUB tracking resources, The Bell Foundation assessments and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The child will not be placed on the SEND register for reasons of EAL.

Parental support: We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

8.2 Inclusion of children who are very able or talented

In this section, the term 'very able' refers to children who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to children who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

