

Name of School: Hooton Pagnell All Saints Church of England Primary School

Date of Report: September 2021

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEND Information Report must include the following information and be cross referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school

At All Saints Hooton Pagnell Church Of England Primary School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils.

Under the New SEND Code of Practice 2014, a child has a special educational need if they have provision that is "additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

The SEND Code of Practice 2014 also explains that 'Special educational needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.'

At All Saints Hooton Pagnell Church Of England Primary School we aim to support all pupils with their learning journey and embrace an inclusive ethos.

The name and contact details of the SENDCO (mainstream schools) and further contacts where parents/ carers may have concerns

- Mrs J Sanderson (Inclusion Manager)
- Mrs L Carr (Safeguarding lead)
- Ms A Mapplebeck (Governor for SEND)
- Your child's class teacher
- Other contacts within DMBC;
- Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk
- Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk
- Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk
- Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk
- Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk
- Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332
- Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

- Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEND and assessing their needs (list all relevant policies)

SEND Policy
 Attendance Policy
 Admissions Policy
 Disability Equality Policy
 Behaviour Policy
 Child Protection Policy
 Intimate Care Policy
 Managing Medicines Policy
 PSHE Policy
 E-safety policy
 Safeguarding Policy
 Health and Safety Policy
 Anti-bullying Policy

Parents / Carers and pupils are invited to comment on any school policy by emailing the school.

Arrangements for consulting parents of children with SEND and involving them in their child's education

If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Pupil and parent/carer voice is also vital part of target setting and the reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP).

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed at least termly with the Senior Leadership Team in reading, writing and numeracy.

Where necessary, children will have a SEND Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included.

The progress of children with a statement of an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular scrutiny of work and lesson observations will be carried out by the SENDCO and other members of the Senior Leadership Team will take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCO will attend Annual Reviews when appropriate and invited.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for 'transition' sessions, if appropriate.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Furthermore, additional transitional visits will also be arranged if needed.

In Year 6:

- The SENDCO and/or year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school. □
- We will make sure that all records about your child are passed on as soon as possible. if your child has an EHC Plan, the SENDCO from your child's next school will be invited to the year 5 and year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Approach to teaching children and young people with SEND

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support from Outside Agencies (direct working and advice for staff)
- Break time support e.g. Lunchtime Support, Teaching Assistant Support.
- Support for parents through the CAF (Common Assessment Framework) as needed.

- Home-school liaison and differentiated homework tasks
- A range of extra-curricular activities and clubs to enhance a variety of skills (sport, art, ICT, social skills)

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

- Differentiated planning in order that all SEND children have access to the curriculum.
- Personalised learning for children with SEND
- Access to laptops to aid with written work
- Practical apparatus
- Identified adult support during required lessons/throughout the school day
- Specialist equipment as required

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The Inclusion Manager supports the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

Regular TA meetings are also used by the school to disseminate information and train the support staff.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Autism, Speech & Language, Phonics, Guided Group Work, First Aid, Specific Medical Needs and Attachment.

Evaluating the effectiveness of the provision made for children and young people with SEND

Every child's progress and attainment is reviewed at least termly during Pupil Progress meetings.

Each class teacher develops effective provision mapping showing interventions delivered every term. This is reviewed and evaluated by the Inclusion Manager and during pupil progress/interim pupil progress meetings and informs the next areas for development. This ensures the children's are continually met and the effective deployment of resources.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

As an inclusive school we offer support for all children but in particular all SEND children have full access to the broad and balanced curriculum through differentiated work and targeted support from experienced adults in school.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

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

All classes follow a structured PSHE curriculum to support their emotional and social development. However, for those children who find aspects of this difficult we offer;

- lunchtime support
- Allocated staff to pupils if required
- Seek support from other agencies

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

At All Saints Hooton Pagnell Primary School, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external provision utilised in school is listed below.

Local Authority Provision delivered in school;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Pupil Learning Centre's
- Health Provision delivered in school;
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- CAMHs

Other External Agencies;

- Children's Centres
- Open Minds

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

At All Saints Hooton Pagnell Primary School we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the Inclusion Manager, Mrs J Sanderson.

If you still need to discuss concerns, then you can ask for further appointment with Mrs L Carr (Headteacher)

In addition to this, further guidance can be found in the Complaints policy available on the school website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

What is the Local Offer?

- In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEND Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncaster.gov.uk/services/schools/local-offer-send>