



# Staverton CE Primary School

## **SEND** INFORMATION REPORT

January 2024





# Who are the best people to talk to in my school about my child's Special Educational Needs?

Mrs Ruth Nelmes, Headteacher and SENDCo, will be happy to talk to you about any concerns you have regarding your child and their Special Educational Need or Disability.

She can be contacted via the school office or by email:

[head@staverton.pdet.org.uk](mailto:head@staverton.pdet.org.uk)

or by phone: 01327 703154





# How will the school know if my child has a Special Educational Need?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made that is 'additional to or different from'
- They have significantly greater difficulty in learning than the majority of others the same age
- They have 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







# What types of special educational needs does Staverton provide for?

- Cognition and Learning  
e.g. dyslexia
- Communication and Interaction  
e.g. Speech & Language, ASD
- Social, Emotional and Mental Health  
e.g. ADHD, anxiety
- Sensory and/or physical needs  
e.g. Visual or hearing impairment





All teachers closely monitor the progress of children in their class and ask the SENDCo for advice as soon as they have any concerns.

The SENDCo may then suggest a small intervention group or additional resources to try. If, after intervention, there are still concerns the SENDCo will suggest further assessment and/or additional support.

Following this the child may be placed on the SEND register.





# Who should I talk to if I have concerns about my child's progress or possible SEND?

- First talk to your child's class teacher about your concerns.
- A meeting may then be arranged with the Special Educational Needs Coordinator (SENDCo) to discuss your child's needs and possible provision. This is Mrs Nelmes in our school.
- If concerns continue then a referral may be made to an outside agency for further support.





# What are the different types of support available for children with SEND at Staverton?

All children at Staverton CE Primary School are entitled to access the high quality teaching delivered by teachers in the classroom.

If a child is identified as having SEND, the teacher and SENDCo will create a plan of support in order to help them access the teaching.

This support may include:

- some additional adult support in the classroom;
- accessing a small group or 1:1 intervention;
- using additional practical resources in the classroom;
- altering or simplifying the language that is used;
- working at a personalised workstation.

Where additional support is significant then an Individual Support Plan (ISP) may be drawn up, which identifies specific targets and associated provision for a child.





# What interventions and resources does the school have experience of?

## Some of the resources currently used in school:

- Pencil grips
- Writing slopes
- Sensory objects
- Ear defenders
- Numicon and other practical maths resources
- Task boards
- Word banks
- Recordable whiteboards
- Talk tins

## Some of the interventions used in school:

- Colourful Semantics
- Good to be me
- Barrier Games
- Comic Strip Conversations
- Lego Therapy
- Fine motor skills
- Sensory exercises
- Phonics tuition 1:1
- Toe by Toe
- Drawing and Talking





# Who are the other people providing services to children with SEND in the school?

We work closely with a wide range of outside agencies supporting pupils with SEND:

- Specialist SEND Support Services
- Educational Psychologist
- School Nurse
- Speech & Language Therapists
- Community Paediatrics
- CAMHS
- Jogo Behaviour Support
- Target Autism



# How is extra support allocated to children and how do children move between the different types of support?

Lots of children have access to additional support at various times during their time in school.

Some children have complex needs requiring more significant adult support. The school may apply to the local authority for some additional funding to help support the child; this is called High Needs Funding.

If a child is considered to have very complex needs that require a more detailed plan and are likely to require longer term support, the school or parent may request a statutory assessment by the local authority for their child. This may proceed and if successful result in an Education, Health and Care Plan (EHCP) being created for the child.



# How is the teaching adapted for children with learning needs?

High quality teaching involves constant adaptation for all children as teachers review children's understanding of what is being taught. However, for some children adaptations to teaching may be required to meet a child's particular needs. Below are some of the adaptations we sometimes make.

Task lists with instructions broken down into small steps

Pre-teaching of vocabulary

Use of visual timetables and Now/Next boards

Greater use of practical resources to model and practise new concepts

Greater use of visual clues and examples

Use of laptops to word process when handwriting is a barrier



# How are pupils supported with their emotional and social development?

We believe that every child needs to feel safe and happy at school. We recognise that some children have additional emotional and social needs that need to be developed and nurtured.

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. In addition, for those children who find aspects of this difficult we offer:

- A clear Behaviour policy which outlines a firm but fair approach for all children.
- Rewards and sanctions can be personalised to suit a child's particular needs.
- Lunch time and playtime support with key staff available to support identified pupils with emotional and social difficulties
- Use of Social Stories and Comic Strip Conversations to assist pupils to reflect on thoughts, behaviours and feelings
- Worry boxes or Worry Monsters for children to self-refer for help and support.
- Sensory breaks during the day.





# How is progress for children with SEND measured?

The school uses the assess, plan, do, review model to ensure the support in place is suitable .



# What support do you have as parents of a child with SEND?

Northampton's Local Offer lists all support available for children with SEND in the local area.

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Northampton's Information and Advice Service (IASS) can signpost you to available support.

<https://www.iassnorthants.co.uk/Pages/home.aspx>



# How is the effectiveness of the provision made for pupils with SEND evaluated?

Our provision for pupils with SEND is monitored termly by the SENDCo. In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer.

Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly and the SENDCO meets with teachers to discuss progress for pupils on a termly basis.

The setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENDCo to make meaningful evaluations of the provision.

An important aspect of the evaluation is the collection of pupil and parent voice – do parents and pupils feel supported? Do pupils experience success in their learning?



# How will you support my child when they are leaving this school or moving to another class?

- We create one page profiles with children that share important information about their needs and what helps.
- Teachers have transition meetings to share important information about children moving into their class.
- Where a child is moving to a new school visits are arranged for the child prior to moving. The SENDCo will also meet with the new SENDCo to handover information.





# What do I do if I'm not happy with my child's support?

Please talk to us if you have a concern about the support your child is receiving. Speak to your child's class teacher or Mrs Nelmes, the Head teacher and SENDCo.

If after this you are still not happy then Northampton's Information and Advice Service (IASS) are able to support you in ensuring your child's provision matches their need.

If your concerns are unresolved then the complaints policy is on our website which details the procedure you should follow.

