

SEND Information

SEND Information Report

1. How does the school know if my children need extra help and what should I do if I think my child may have special educational needs?

- Information sharing with your child's pre-school or previous school
- Discussion with parents prior to child starting school
- Class teacher visit to pre-school to observe your child and work with staff
- Home visits
- Information from other people who have worked with your child, such as a speech and language therapist
- Analysis of assessments completed once your child starts school
- Through termly assessments and tracking of progress
- Information shared at parent consultation evenings and through informal discussions
- This information can be used to plan for your child. Once your child is in school we will monitor their progress and development. If we have any concerns, we may ask other professionals to advise.

2. What should I do if I think my child may have special educational needs?

- Talk to your child's pre-school.
- Visit your chosen school and talk to the SENCo.
- Your concerns will always be taken seriously. Your views are very important and information sharing is vital to your child's success.

3. How will school support staff support my child?

- The needs of your child will be met within the class, supported by high quality teaching including differentiated planning, which means adapting tasks to take account of the specific needs of each child.
- The class teacher and/or the SENCo will work with you as communication between home and school is vital to your child's success.
- The progress of all children is reviewed on a regular basis.
- Curricular targets will be regularly reviewed and updated.
- The class teacher/teaching assistant will work with the SENCo to produce a plan for your child and set appropriate measureable targets.
- If needed, an individual programme of additional support will be put in place. This will be reviewed three times a year and amended accordingly. You are involved at this stage to gain parent views and, if age appropriate, your child's views too.
- The school may seek support from outside agencies. This will be discussed with you and a referral may be made with your permission.

- Children with similar issues will have the opportunity to work in a variety of groupings and a group plan will be formulated.
- Teachers and support staff have a wealth of experience and regularly attend training.

4. How will the curriculum to be matched to my child's needs?

- All children have access to all aspects of the curriculum. Lessons are pitched appropriately so that all children can learn and make progress.
- Teachers take into account the needs of the individual and provide different tasks to scaffold learning and offer challenge at an appropriate level.
- Teachers regularly assess and track progress of all children. This gives teachers and members of the leadership team up to date information to closely analyse the progress of each child. The data can also be used to identify areas which may need further support or accelerated learning and greater challenge.
- Lessons are planned to take account of different learning styles.
- Learning takes place in a variety of settings, in the classroom, in our outdoor learning spaces, within the school locality at the village pocket park, play area and our local church, plus educational visits further afield.
- If your child is not making expected progress and has specific gaps in their understanding, they may work 1:1 or within a small group of children in The Burrow. This room has a number of uses but includes a space for emotional development, social skills and curriculum support.
- Where applicable, the school may provide specific support through an Education, Health and Care Plan (EHC Plan). This plan is written in conjunction with the Local Authority and may be necessary when a particularly high level of individual or group teaching is required.

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- We have an open door policy for any daily information that needs to be shared between school and home. Parents can arrange a meeting with the class teacher and/or the SENCo if concerns need to be discussed.
- Where appropriate home/school diaries are used.
- Parent consultation meetings take place twice a year in November and March. There is also an opportunity to meet with teachers at the end of the year on receipt of the summer term End of Year summary report.
- Reports from outside agencies are shared and discussed.
- Parents are given an opportunity to develop an understanding of the curriculum through information evenings, workshops, 'Stay and Play' in the Early Years Foundation Stage (EYFS) and open mornings.
- Where appropriate we highlight relevant workshops or courses for parents e.g. ASD support network for parents.

6. What support will there be for my child's overall well-being?

- All adults in school take a great interest in, and have concern for all pupils.
- We take children's and parental concerns about well-being seriously. In the first instance, the class teacher and adults in the classroom are kept well informed. All adults who come into contact with any child have a responsibility towards ensuring that children feel safe and secure at school.
- Discipline within school is based on making expectations clear to all pupils, being fair and consistent, listening to each other and addressing any issues as they arise. We have a system of rewards and sanctions which are used consistently. We use gems in a gem jar to reward children who demonstrate our Christian values, culminating in a whole school reward once the large jar is overflowing. House points are also used as rewards. When necessary we use 1-2-3 MAGIC. (please refer to our Behaviour Policy for more information).
- Additional behaviour management plans (IBP) or risk assessments may be used where needed, to support individual children who may be experiencing particular difficulties.
- The school participates in events such as Anti-Bullying Week.
- We operate Restorative Justice when an incident arises. MEND IT meetings are held with all parties involved and parents are informed. The majority of staff members are trained to hold these meetings.
- Trained first aiders are available in school (please see the school's Health and Safety Policy for more information).
- If your child needs medication to be administered in school, you are asked to provide details of this by completing a medical form.
- If your child is ill, we use the APP Studybugs, <https://studybugs.com> as a way for parents to inform the school of a child's absence due to illness. It also offers advice and support for a range of medical symptoms. This APP follows NHS guidelines.
- Where a child has significant medical needs there will also be a discussion between the class teacher, support staff, SENCo, the school nurse and parents. If required, the school nurse will write a health plan. Specific training will be provided to administer medication if necessary.
- From time to time, children may have a wobble and need extra nurturing support. We have an ELSA (Emotional Literacy Support Assistant) who will carry out interventions based on managing feelings, challenges with friendships, emotional issues and self-esteem.
- We also work closely with an independent consultant who offers parent workshops on Attachment, 1-2-3 MAGIC and supporting parents when children start school, with transition to secondary school or when issues arise at home.

7. What support services and expertise are available at, or accessed by the school?

- We have access to a range of outside agencies for additional support including:
Speech and Language Therapy, Target Autism, Jogo Behaviour Support, Ellie Collar Specialist in Foundation Stage and intervention programmes for all age groups, Dyslexia, Dyspraxia, Occupational Health, Hearing and Visual Impairment and the School Nurse Team.

8. What training have the staff supporting children with SEND had, or are having?

- We have a rolling programme of training and support for staff based on the needs of the pupils within school. Training is either led by the SENCo, by a staff member who has been trained or outside agencies. Staff attend specific training if they are supporting a pupil with a more specific need.
- Staff have received a variety of training including Team Teach Behaviour strategies, ASD and Dyslexia awareness, Ellie Collar Rhythmic Movement Physical Development programmes and Play Therapy, Verbalising and Visualising techniques to support reading, Attachment and 1-2-3 Magic, Emotional Development Awareness, Outdoor learning in EYFS and Speech and Language Therapy, identification and support.

9. How will my child be included in activities outside the classroom including educational visits?

- At Croughton All Saints CE School we are committed to giving all our children every opportunity to achieve the highest standards and to maximise their life chances. We will actively seek to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of each individual. Our policy for SEND helps to ensure that this happens for children of every age, gender, ethnicity, attainment level and background.
- All children are included in activities outside the classroom. Learning is taken outside at every opportunity including Active Maths, Forest School type experiences, outdoor Prayer Space opportunities, art lessons and learning about the environment. We use our tepee and Peace garden for a range of lessons including MEND it meetings, PSHE and for children who need a quiet space.
- Risk assessments are carried out for school visits including residential trips and reasonable adjustments are made where required. Where possible, we arrange a pre-visit, talking through our needs, taking photographs to use back in school as we prepare for the visit. If necessary, we increase the number of adults to children ratio. Any special arrangements are discussed with parents prior to the visit. Vulnerable children will receive additional preparation.

- School clubs are available to all children, and where appropriate suitable adjustments will be made.
- Health and safety audits are conducted each term to ensure the school is a safe environment and we are compliant with Health and Safety regulations.

10. *How accessible is the school environment?*

- The school is housed in three single storey buildings so all classrooms, school office, hall, library and staffroom/medical room are on ground level. There are two disabled toilets for wheelchair users.
- The school is wheelchair accessible with wide corridors and doorways. Outside areas are accessible via ramps. Our Accessibility Policy ensures we are fully compliant.
- Please see our Equality Policy if you have any concerns.

11. *How will the school prepare and support my child to join the school, transfer to a new school or the next stage in their education?*

- We hold an open morning and afternoon in October each year. The reception class teacher will meet with you prior to you choosing our school.
- Once you have made your selection, you will be invited to a 'New Parents' meeting giving you information about the school, start dates and what happens in Reception class. You will also meet the class teacher, teaching assistant, Headteacher/SENCo, School Business Manager, member of the Governing Body and School PTA member.
- The class teacher arranges visits to your child's pre-school setting and offers dates for Stay and Play sessions in school during the summer term.
- The SENCo may arrange additional visits for children identified as having SEND and additional meetings with parents and any other services involved with your child.

12. *When moving classes in school:*

- Information will be passed on to the new teacher and a planning meeting is held to share important information regarding your child's progress, attainment and well-being. The staff share strengths and areas for development and what has been successful the previous year. Individual plans are also shared.
- All children visit their new class/year group to spend two days on transition.
- For children who find change difficult, photographic books are made showing the new classroom and teaching staff. Additional visits may also be offered to be a detective and 'gather information' for the children back in class.

13. Moving to secondary school:

- All Year 6 children will visit the secondary school of their choice for transition days in July.
- Some secondary schools offer additional Fact Finder days for vulnerable children. Children are invited to attend after consultation with you and the teacher.
- Secondary schools have open days and information evenings when parents can visit with their child before naming their preferred choice for secondary transfer.
- The Year 6 teacher and SENCO have a meeting with the Inclusion Manager from each school to discuss the individual needs of each child. Any specific arrangements are shared to ensure a smooth transition.
- Secondary school staff visit our school to talk with the Year 6 pupils.
- The school nurse visits the school to deliver lessons on well-being and transition, especially for Year 6 pupils.
- The Headteacher delivers a Decision Making programme for Year 6 over ten weeks in the summer term. This DARE Life skills project teaches about making the right choices and learning how to say no to peer pressure, tobacco, alcohol and drugs. This programme forms part of our PSHE curriculum.

14. If your child is moving to or from another school:

- We will make sure all school records about your child are passed on to the school.
- The Headteacher has a conversation with the Headteacher/SENCo in the previous or next school to pass on specific information.
- An 'All About Me' booklet is offered to a child joining our school so they have the opportunity to share their own views of what is important to them and what helps them to learn.
- A range of methods, suitable to your child, may be used to support them at the time of transition. For example, they may need a Buddy or a social story or a photographic story to support their settling in period or moving on.

15. *How are the school's resources allocated and matched to the children's special educational needs?*

- The school receives a notional budget for pupils with SEND. It is managed by the Headteacher/SENCo, Governing Body and the School Business Manager.
- Resources are made or purchased as necessary to support each child's learning.
- There are regular meetings to monitor the impact of extra support and SEND provision.
- The Governors are responsible for ensuring the SEND funding is used well and that the children are given the correct help to ensure they make good

progress. There is an SEN Governor who meets with the SENCo several times a year.

- The school will use its SEN funding in the most appropriate way to support your child.

16. *How is the decision made about what type and how much support my child will receive?*

17. The individual needs of your child are discussed but the class teacher and SENCo. The provision to meet their needs is tailored to the child and provided in a variety of ways e.g. additional reading support or intervention using a specific programme. The progress of all children is discussed at Pupil Progress meetings four times a year where impact of this provision is assessed and measured. The need for additional support may be put in place at this time. We may also contact other professionals for advice or support. You will be kept fully informed in this process.

18. *How are parents and carers involved in the school? How can I get involved?*

- It is our aim that the school works in close partnership with you and maintains purposeful communication between home and school.
- All parents are actively encouraged to be part of the school community. This may include sharing skills, helping in class, information workshops and supporting or being part of the Friends of Croughton School PTA. (See the PTA section on our website for further details).

Who can I contact for further information?

- The class teacher is the first point of contact but parents are also welcome to directly contact the Headteacher/SENCo. All Contacts are initially made through the school office.

Mrs Kaye Hunter - bursar@croughton.northants-ecl.gov.uk

Headteacher – Mrs Helen Goulder head@croughton.northants-ecl.gov.uk

PTA contact – croughtonschoolpta@gmail.com

If you are considering applying for a place at Croughton All Saints CE Primary School and your child has special educational needs or any concerns then the first action is to telephone the school and arrange an initial visit with the Headteacher/SENCo.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of this offer, or make suggestions to improve the information, please email bursar@croughton.northants-ecl.gov.uk