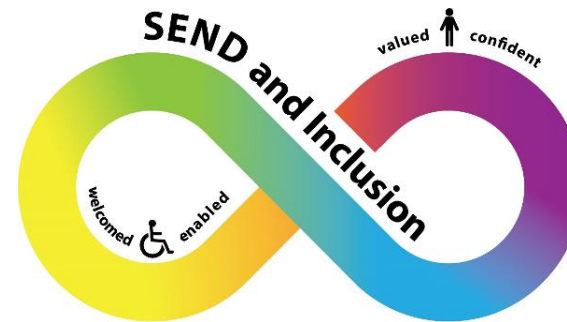


# Croughton All Saints CE Primary School

## SEND Information Session

June 2023

SENCo: Miss Hannah Curtis  
SEND Governor: Mrs Jill Greener



# SEND Acronyms

- ▶ ASD - Autistic Spectrum Disorder
- ▶ ADHD - Attention deficit hyperactivity disorder
- ▶ EBD- Emotional and Behavioural difficulties
- ▶ EP - Educational Psychologist
- ▶ EHCP - Education, Health and Care Plan
- ▶ CAMHS - Child and adolescent mental health services
- ▶ HI - Hearing Impaired
- ▶ IEP - Individual Education Plan
- ▶ TA – Teaching Assistant

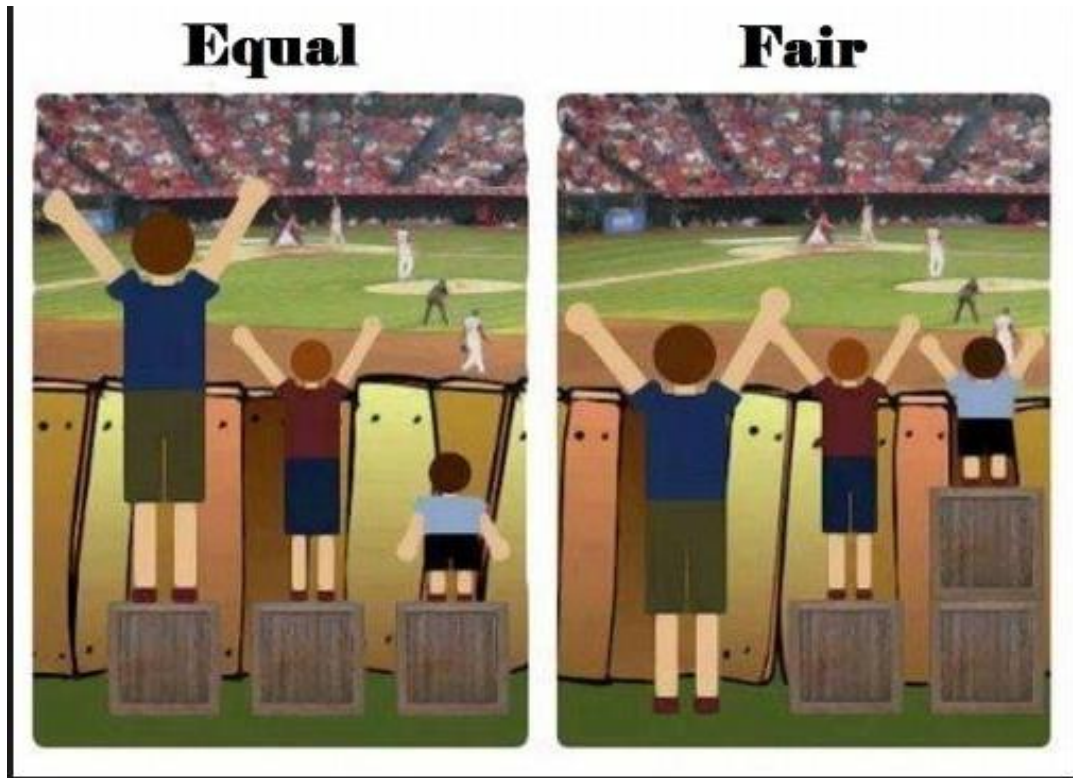
- ▶ MLD - Moderate Learning Difficulties
- ▶ OT - Occupational Therapist
- ▶ PD - Physical disability
- ▶ SALT - Speech and Language Therapist
- ▶ SEN - Special Educational Needs
- ▶ SENCo – Special Educational Needs Co-Ordinator
- ▶ SPLD - Specific Learning Difficulties
- ▶ SLCN - Speech, Language and communication needs
- ▶ TAC Meeting - Team Around the Child Meeting

# “To believe, achieve, succeed together”

At Croughton All Saints C of E Primary School, we aim to:

- ▶ Create a **happy, supportive and safe environment** for children.
- ▶ Set high expectations to enable children to become **motivated, enthusiastic, independent learners**.
- ▶ Encourage children to **value their own and others' successes**.
- ▶ Encourage children to form **strong bonds and friendships**, enabling them to **work as a team** with a range of peers.
- ▶ Inspire **curiosity** and challenge children in their thinking, encouraging them to have a **'can-do' attitude** and to strive for continuous improvement.
- ▶ Treat children and others fairly, and with dignity and respect, to maintain an **inclusive school culture**.
- ▶ Foster **self-discipline and independence**, teaching children to make good choices and take **responsibility for their actions**.
- ▶ Promote opportunities to adopt a **healthy and active lifestyle**, enabling children to take this knowledge into their future.
- ▶ For children to show **kindness, care and concern, and exercise goodwill** toward others

FAIR isn't everyone getting the same,  
FAIR is everyone getting what they need in  
order to be successful.



# What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is **additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

*SEN Code of Practice, 2014*

# There are 4 areas of SEN Provision

**Special Educational Provision** is that which is additional to or different from what is made generally for most children in school.

Special Educational Needs are described in four broad areas;

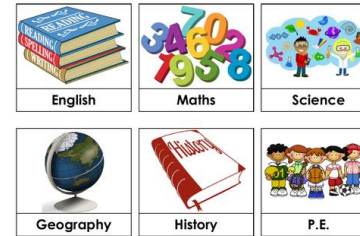
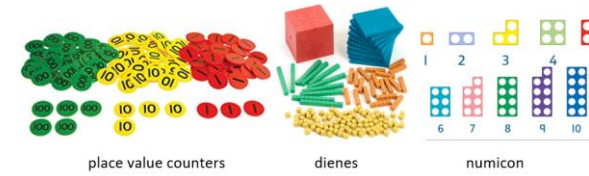
- ▶ **Communication and Interaction;**  
Speech, Language and Communication Need, Autistic Spectrum Disorder
- ▶ **Cognition and Learning;**  
Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- ▶ **Social, Emotional and Mental Health Difficulties;**  
Including ADHD and anxiety
- ▶ **Sensory and Physical Needs**  
Hearing Impairment, Visual Impairment, Physical Disability

# How will the school support my child?

- ▶ All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. Reasonable adjustments are in place where needed.
- ▶ Teachers carry out ongoing monitoring and assessment of progress and plan for specific intervention or booster groups.
- ▶ We have trained staff in a range of strategies and interventions.
- ▶ Every teacher is a teacher of SEN.



# Our classrooms are inclusive places to be.



- ▶ Visual timetables
- ▶ Zones of regulation
- ▶ Sand timers
- ▶ Movement breaks
- ▶ Calm down box
- ▶ Bean bags
- ▶ Word mats
- ▶ Maths resources
- ▶ Specialist stationery
- ▶ Coloured overlays and highlighters

Zones of Regulation			
Blue	Green	Yellow	Red
<b>Low</b>	<b>Happy</b>	<b>Wobbly</b>	<b>Angry</b>
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive





# How do we know if a child needs extra help?

- ▶ Concerns which are raised by parents and carers, school staff, or the staff from a previous school or setting.
- ▶ Tracking of a child's attainment
- ▶ Pupil observation and intervention over time, indicating that they have additional needs in one of the four key areas.

# How does school communicate with parents and carers?

- ▶ We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress.



- ▶ Parents Evening appointments twice a year.
- ▶ Additional Pupil Profile review meeting for those on the SEN register three times a year.
- ▶ Using email or home/school diaries where appropriate.

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

- ▶ Firstly, speak to your child's teacher.
- ▶ You can also speak with Miss Curtis, the school SENCo.
- ▶ Following this initial conversation, Miss Curtis will be informed and observations or school-based assessments may take place. Feedback will be given to class teachers and parents, and next steps will be agreed upon (i.e. referral, advice, intervention groups, resources, etc.)

# What will happen next?

**If a child consistently needs adaptations that are 'additional to and different from' their peers, they will be added to the SEN Register.**

- ▶ Teachers will write Pupil Profiles to put small step targets in place in the areas to work on and identified as the need – the SENCo has overall oversight of these
- ▶ These are shared with parents three times a year and input/review sought from pupil and parent (these are in addition to parents evening)
- ▶ Following our timeline over the year, pupil profiles are reviewed and amended and new SMART targets given.
- ▶ These small steps are worked on with pupils either in class, 1:1 or small group sessions

# Example Pupil Profile (sometimes called an IEP)



## Pupil Profile

<b>Pupil:</b>																	Photo				
<b>Class: Year group:</b>																					
<b>Date:</b>																					
<b>Working within:</b>																					
<b>EYFS</b>	<b>Year 1</b>					<b>Year 2</b>					<b>Year 3</b>					<b>Year 4</b>					
<b>GLD</b>	<b>S&amp;L</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>S&amp;L</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>S&amp;L</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>S&amp;L</b>		<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>
<b>No</b>																					
<b>EYFS</b>	<b>Year 5</b>					<b>Year 6</b>															
<b>GLD</b>	<b>S&amp;L</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>	<b>S&amp;L</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>S</b>											
<b>No</b>																					
<b>SEN Support and Category</b>				<b>Education Health Care Plan?</b>				<b>EHA/TAF</b>				<b>Child in Care?</b>				<b>Pupil Premium? EAL?</b>					
<b>Attendance:</b>																					
<b>Green:</b> 96%+					<b>Amber:</b> 93%					<b>Red:</b> <93%											
<b>SEND needs:</b>																					

<b>Plan</b> (What does this child need to achieve?) <b>AUTUMN TERM:</b>	<b>Do</b> (What strategies/support/time will be needed? Who will implement this? How long will this cycle last? When will this cycle be reviewed?)	<b>Review</b> (What has the impact been? What does the child need to work on now?)
<u>Target 1:</u> Review: February 2023	<u>Strategies and resources:</u> <u>School:</u> <u>Home:</u> <u>Child:</u>	
<u>Target 2:</u> Review: February 2023	<u>Strategies and resources:</u> <u>School:</u> <u>Home:</u> <u>Child:</u>	
<u>Target 3:</u> Review: February 2023	<u>Strategies and resources:</u> <u>School:</u> <u>Home:</u> <u>Child:</u>	

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. This would always be arranged following a conversation with parents, who are often included in the assessment process.

The agencies used by the school include:

- ▶ Educational Psychologist
- ▶ CAMHS (Child & Adolescent Mental Health Service)
- ▶ Children's Occupational Therapy
- ▶ Speech and Language Therapy
- ▶ Social Services
- ▶ Specialist Teachers
- ▶ School Nurse
- ▶ Hearing Impairment services
- ▶ Visual impairment services

We may also recommend next steps for parents, i.e. speaking with a GP or having a sight or hearing check.

# It may also be necessary to provide your child with some additional equipment

- ▶ Wobble feet or cushion
- ▶ Writing slope
- ▶ Specialist stationery
- ▶ Theraband
- ▶ Fidget aids to support regulation
- ▶ Weighted lap pads
- ▶ Computer
- ▶ Coloured overlays
- ▶ Workstation





# It may be necessary to offer targeted intervention programmes

- ▶ Including:
  - ▶ Toe-by-Toe,
  - ▶ Colourful Semantics,
  - ▶ Lego Therapy
  - ▶ Power of Two
  - ▶ Drawing and Talking
  - ▶ Speech and Language Support
  - ▶ Social Stories
  - ▶ Additional mentoring



Training needs are identified dynamically throughout the year.

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



- ▶ A broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- ▶ Small group interventions and mentoring delivered to targeted pupils and groups.
- ▶ Change for Life Club and lunchtime activities (i.e. drawing, cards and games) for pupils who find less-structured times difficult.
- ▶ Inclusive sporting opportunities (which include opportunities for leadership).
- ▶ Personal development opportunities
- ▶ As needed, additional staff may accompany school trips so that learners with SEN can attend, in accordance with the Equalities Act 2010.
- ▶ Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Social stories will be created as appropriate and parents will be aware of the content of trips in order to help to prepare and support their child.

# Transition between schools (or to a new school year).

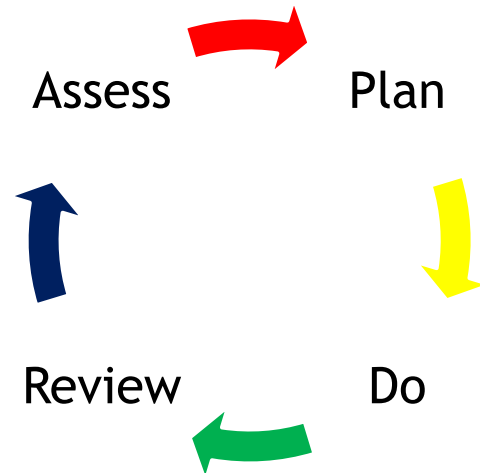
- ▶ Every school does things slightly differently.
- ▶ When moving to a new school year (or to a new teacher), handover meetings take place between staff, and Pupil Profiles are shared. If needed, the child may spend extra time with their new teacher to help them get to know one another.
- ▶ When a child moves to our school, paperwork will be shared, and a Pupil Profile meeting will be set up approximately one month after their join our school to discuss their targets.
- ▶ Each secondary school does things differently, but paperwork and information is shared. Some schools offer additional transition days or activities, or encourage tours or visits.

# How does the school support pupils with medical needs?

- ▶ If a child has a medical need that is not a special educational need the school will also implement a health care plan.

# How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with SEN?

- ▶ Underpinning ALL our provision in school is the **graduated approach** cycle of:



- ▶ All teachers are responsible for every child in their care, including those with special educational needs.

# EHCP

- ▶ An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special educational needs and/or disabilities (SEND).
- ▶ An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting.
- ▶ Although targets and suggestions are made, the school will make decisions that are in the best interests of the child.
- ▶ It is written and provided by the Local Authority in order to give children and young people the help and support they need to make progress academically, socially and emotionally.
- ▶ Your child does not need an EHCP to receive support in school.
- ▶ If your child has an EHCP then there will be an additional annual review.
- ▶ Support will be in place until their 25<sup>th</sup> birthday in order to support with further education, training or support into the workplace or independent living.

# Contact Information – External Agencies

- ▶ The local offer for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND. Further information about the Local Authority's Local Offer can be found at:  
<https://www.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/local-offer> (A link is also on our school website).
- ▶ Northamptonshire IASS (Information, Advice and Support Services) provides information, advice and support on matters relating to children and young people with special educational needs and disabilities. The service is offered to parents and carers of children and young people aged between 0 and 25 years old. IASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. A link to IASS can be found here:  
<https://www.northamptonshire.gov.uk/councilservices/children-familieseducation/service-finder/advice-and-support/9472-information-advice-and-supportservice-for-special-educational-needs-and-disability-in-northants>

Our school SENCo is Miss Hannah Curtis,  
who can be contacted via the school  
office on 01869 810727 or using the  
email: [senco@croughtonschool.co.uk](mailto:senco@croughtonschool.co.uk)



Any questions?