



Gretton Primary Academy SEND Information Report

SEND INFORMATION REPORT

A valued member of the

Brooke Weston Trust



Date: September 2022

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Since September 2014 the law for children and young people with special education needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college. The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

This SEND Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+policies&pid=45

Gretton Primary Academy is a Primary School in the village of Gretton, Northamptonshire. At Gretton Primary School, we work together as a community to provide a happy, secure and stimulating environment where pupils are motivated to learn, are valued as individuals and encouraged to reach their full potential.

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

COMMUNICATION AND INTERACTION

This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD)

COGNITION AND LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues

SENSORY AND/OR PHYSICAL

This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment



1.
Who is the SEN contact?

The school SENDCo is Mrs Kerry Young

She can be contacted at the school's address of kerry.young@grettonprimary.org



2.
What kind of SEN
provision is accessible to
pupils?

Gretton Primary School is a fully inclusive mainstream school catering from foundation stage through to year six. We aim to make appropriate provision for pupils recognised with the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All teachers and support staff in the school have been trained to support pupils with special educational needs and are committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need

3. How do we identify pupils who may have a SEN?

We will assess each pupil's current skills and levels of attainment on entry, which will be on previous settings and Key Stages where appropriate.

We have good links with our pre-school setting which means that information about special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO and class teacher to make sure that appropriate provision is continued.

Transition meetings are held with nurseries and pre-schools and a Reception transition meeting is offered to parents in the summer term to discuss specific concerns with the SENDCO and the class teacher.

For pupils transferring into the school at any other phase of their education, this information will be collated from the transfer of files from the previous school. If necessary, a transition plan will be drawn up for each pupil with SEN to ensure a smooth transition into the school and ensure that individual needs are met.

Class teachers make on-going and regular assessment of progress for all pupils and identify those who progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

If you believe your pupil has special educational needs, then you should contact the SENDCO (as outlined above) who will be able to undertake the investigations and appropriate assessments to see if they meet national SEN criteria.



4.
How does the school evaluate the effectiveness of its SEN provision?

a) How will school staff support a pupil?

b) Who will oversee, plan work with pupils and parents?

c) How often will this happen?

d) Who will explain to parents what is happening for the pupil?

e) How does the School assess and review the progress of pupils with SEN?

f) How is the decision made about the type and how much support a pupil will receive?

g) How does the school listen to pupil's views?

All pupils regardless of need are set targets using robust systems.

The SENDCO will work with all parties involved. The SENDCO will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.

The class teacher is responsible for overseeing the work the pupils do in class and liaising with parents.

Ways in which we support a pupil:

Interventions: At Gretton Primary School, we offer a variety of additional interventions that we use to support pupils. These include small group interventions to support social, emotional needs, friendship skills, speech and language, English and Maths. Pupils are identified for additional interventions according to the assessments discussed in section 3 and 6; the progress they have made; the recommendations from teachers and support staff and concerns raised by parents.

We have based our interventions using the three tiers or "waves" (levels of support) of increasingly individualised support based on educational outcomes and needs.

- **Level 1:** inclusion of all pupils in high-quality lessons through quality first teaching. Research suggests that high quality teaching is the best provision for all children, especially those with SEND.
- **Level 2:** small-group intervention/closing the gap sessions, designed to support pupils to 'catch up' with their peers.
- **Level 3:** one-to-one targeted interventions for pupils identified as requiring additional academic support e.g. children with EHCPs.

Access arrangements: From entry into the school, data is analysed and pupils are identified that may require additional support. The support a pupil can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the SAT arrangements identified by the DfE for that year. When internal assessments are taking place class teachers will request support from the SENDCO to enable pupils to develop their skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support, so pupils make progress this support may not be available for the duration of their study at Gretton Primary School.

Parents Evenings take place twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time and the progress the pupil is making towards these. Reports are also sent home to parents once a year. If a pupil identifies as SEND or has additional needs, further meetings can be arranged between parents, class teachers and the SENDCO to discuss the progress of the child.

If a pupil has an EHCP then an annual review is held where parents, SENDCO, class teacher and any outside agencies involved meet to discuss how the pupil is getting on.

We have an ethos across the school in that if the parents wish to discuss their child's progress or anything else, then they can arrange a formal meeting with their pupil's class teacher whenever they like as well as talking informally on the playground daily.

Each pupil is treated as an individual. The amount and type of support a pupil receives is based on the individual needs. This decision is made by the class teacher and in liaison with the SENDCO if needed. Some of the interventions and work may also be advised by outside professionals e.g. speech and language interventions.

Some pupils with an EHCP may also receive extra support and therefore may receive more support than others.

Support for a pupil can be in many ways, these include:

- Intervention groups/work (academic or wellbeing related)
- Work to be adapted to enable them to access it independently (e.g. for visual impairment needs)
- Access arrangements for external tests.
- Additional scaffolds put in place so all children can access the curriculum
- Adaptations to the environment if needed to meet individual needs.

This is always under constant review and all interventions and additional support is recorded on student support sheets which are overseen by the SENDCO. This provision is reviewed half termly, but may be reviewed more regularly depending on the need of the pupil.

All pupils in the school are involved with setting themselves targets whether academic or SEND related. The school has an active School Council where pupils from each year class is represented in a group to share thoughts and concerns from their classes. These meetings occur regularly and the representatives from each class are asked to feedback to their classes after each meeting.

All pupils are welcome at Parents Evenings.

Pupils with ECHPs are involved in discussions about their annual review and are encouraged to contribute actively to the process, where appropriate. Here at Gretton, we feel pupil voice is very important.

5. How does the school support pupils with SEN?

a) Will the curriculum be matched to a pupil's needs?

b) What is the school's approach to differentiation?

c) How are the school's resources allocated and matched to pupils' special educational needs?

d) What support will there be for a pupil's overall well-being?

e) Pastoral, medical, social emotional in and out of school?

We are a truly inclusive school and all pupils regardless of need are provided access to a broad and balanced curriculum that is differentiated/scaffolded to address the needs of all. The school take reasonable steps to modify or adapt the learning environment to meet the needs of the individuals. We ensure all children with SEND are at the heart of the curriculum design.

All pupils within the school are set targets in reading, writing and maths. Pupils that are not at expected levels within reading, writing and maths will be identified through teacher assessment and through the use of our more formal assessments (PiXL) and will be given additional sessions or interventions to support them out of the usual timetabled sessions. These are intensive interventions which are there to enable the pupils to progress and close the gap between themselves and their peers.

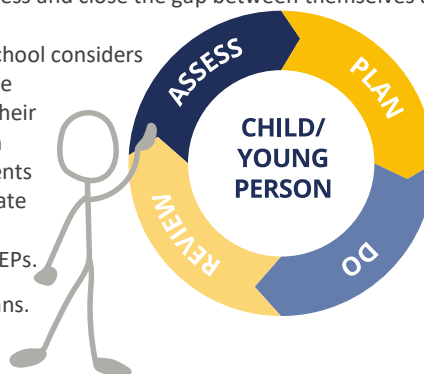
Throughout the school year, the school considers the needs of pupils and appropriate interventions on offer to address their needs. The school will consult with pupils and where appropriate parents to ensure that they most appropriate interventions are on offer to all pupils. Some pupils may be given IEPs.

These are Individual Education Plans.

These are personalised to the needs of the pupil and targets are worked on in class and through additional provisions or interventions.

Gretton Primary School works with the Health team including Physiotherapists and Occupational Therapists to ensure that the pupils have access to the appropriate equipment in order to support them with appropriate levels of independent. Each year, the accessibility of the site is reviewed in line with the ends if the existing and new pupils. We have experience of working with pupils with physical disabilities, visual impairment and medical needs.

At Gretton Primary School, we have a well-established well-being team which meets regularly to address the needs of any students that have been referred for concerns with mental, emotional and social concerns. Initial meetings with parents may be offered to address any concerns the child/family may be having and further support could be offered for the family such as through an EHA. If needed our children have additional pastoral support and take part in programs such as Lego Therapy. Additional support may be offered to specific children through 1:1 time with our Learning Mentor. The Learning Mentor works closely with a wide range of individuals and accesses support from the SENDCO and other external agencies including; Educational Psychology, Social Services support teams and our DSL team.



Pupils identified with complex behavioural needs are identified on a Risk Assessment and Behaviour Management plan. This plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons. Our SENDCO and Learning Mentor work closely with these students who have these specific needs.

Our Learning Mentor delivers pastoral interventions where she works closely with small groups of pupils on a range of things including anger management, emotional literacy, Protective Behaviours. Lego Therapy and social skills. She is also a DSL and contributes towards Early Help Assessments (EHA) to ensure families are supported to meet all of their pupil's needs.

6.
How does the School adapt the curriculum and learning environment for pupils with SEN?

How will pupils be included in activities outside the classroom, including school trips?

As a Trust, we hold termly curriculum planning sessions. During these sessions SEND is at the heart of the curriculum and ways to adapt/modify/scaffold the curriculum for individual children in those year groups are discussed and evidenced. The teachers refer to the scaffolding toolkit, created together, to support learning from individual starting points to ensure all children make progress. Environmental adaptations are considered for individual children for example dyslexia friendly fonts, the use of visual timetables using Widgit symbols.

We offer a range of trips and extra-curricular activities to all pupils, as found on our website. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual pupils are considered part of this process. The safety and wellbeing of all concerned has to be considered as part of this process.

7.

Parent/Carer Involvement

a) How will both the school and parent know how a pupil is doing?

b) How will the school support parents to help their pupil's learning?

c) When will parents be able to discuss a pupil's progress?

d) How are parents involved in the school, and how can they become involved?

e) Who can parents contact for further information, or raise concerns?

On-going assessments will be carried out throughout a child's time at school and at key points throughout the year. These include:

- Assessment towards the Early Learning goals for EYFS, Foundation Stage
- Reading, writing and maths formal assessments each term
- Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify pupils who are not making the expected progress.
- Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress.

Reports are sent home to parents every year.

Parents Evenings take place twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time and the progress the pupils is making towards these.

If a pupil is SEN or has additional needs further meetings can be arranged between parents, class teacher and SENDCO to discuss the progress of their pupil.

If a pupil has an Educational Health Care Plan then an annual review is held where parents, SENDCO, class teacher and any outside agencies involved meet to discuss how the pupil is getting on.

We have an ethos across the school in that if the parents wish to discuss their pupil progress or anything else then they can arrange a formal meeting with their pupils class teacher whenever they like as well as talking informally on the playground daily.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist teacher advisor (such as teacher of the deaf or visually impaired team, or the Specialist Support Services).

Reports from these services are shared with parents and school whenever there are updates.

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evenings, curriculum, events, home/school diaries, reports as well as staff being available both before and after school to support with concerns.

There are also many events involving parents over the year including Stay and Play sessions, school shows and assemblies. More information would be available on the school website.

In the first instance, for further information about any support the pupil may or may not be getting speak to the class teacher or the SENDCO. The class teacher will liaise with the SENDCO on your behalf if needed.

Parents who have concerns are urged to speak with the SENDCO regarding their complaint. If this cannot be resolved, or is regarding the SENDCO, the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the School's complaints procedure, a link to this can be found on the School's website.

8.
What specific expertise is available to pupils with SEN?

What training will the staff supporting pupils and young people with SEND have had or receive?

What specialist services and expertise are available or accessed by the school?

Our SENDCO is a trained teacher and is was awarded the National SENDCO Qualification with Northampton University in October 2019. Our SENDCO also has a Masters Degree in SEN and Inclusion and has recently achieved an NPQSL.

All staff are highly trained and have a wide range of qualifications to enable them to support pupils. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, English, maths, phonics, English as an additional language, behaviour and autism. The wellbeing team are highly qualified to support pupils with mental, social and emotional needs.

Specific training needs are identified through the needs of the pupils. These can include manual handling, epilepsy and asthma, team teach and medical training specific to pupil's needs.

Alongside the staff that work within the school, we work with outside agencies to support pupils. These include Physiotherapists, Occupational Therapists, Sensory Impairment Team, Social Services, Educational Psychologists, Speech and Language, School nurses, Child and Adolescent Mental Health Service (CAMHS) and Specialist Support Services and any other available agencies.

Alongside the expertise within the school we also use the services of Educational Psychologists; School Nurse and Paediatrician, Advisory Teachers, Child and Adolescent Mental Health Services (CAMHS), to support the pupils academic and social progress. The school will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite school intervention.

9.
How accessible is the school environment?

The environment is adapted to meet the needs of the pupils as required. This includes wider corridors, disabled parking bays, disabled toilets and changing facilities, outside play areas accessible to wheelchair users and a wide entrance.

Some children who require it have their own routes and evacuation procedures outlined in their personal emergency evaluation plans (PEEPs).

Within the school, if there is a need, pupils will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.

10.
Transitions

a) How will the school prepare and support a pupil to join the school.

We work hard to ensure smooth transitions for all pupils when moving through the school. Transition days are provided to all pupils where they spend time with their new class teacher and peers in their new classroom. Additional transitional sessions are arranged depending on the needs of the pupil. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would be beneficial to the pupil.

b) Transfer to a new school or the next stage of education or life?

At the end of an academic year all staff complete a transition meeting with the new class teacher to share information including that about SEND or emotional vulnerable pupils in preparation for the pupil's arrival in September, the SENDCO and wellbeing team will also share recent information from external agencies and updates.

When moving onto secondary school transition meetings happen in school from all secondary schools. Transition forms are also completed by Year 6 staff with information about the pupil and any strategies teachers find useful when supporting that child. Visits are arranged with local schools and extra transition visits are arranged for SEND, vulnerable and any other pupil we feel need some extra transition. Transition interventions also happen for all Year 6 pupils.

11.
Governance

a) Who are Governance Contacts?

The Chair of Governors is Timothy Eaton. The SEND governor is Claire Thirkhill.

We share reports to Governors with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of pupil and sports premium and curriculum. The Governors also review policies, attend school meetings and monitor and challenge provisions through talking to staff, pupils and parents. The SENDCO has regular meetings with the SEND governor.

b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

12.

Admissions

How do pupils gain admission to the School or any specialist units/provision on the school site?

For admissions into our early years foundation stage, then applications are via the usual means of the Northamptonshire County Council School Admissions and pupils will then be allocated a school place. Looked after pupils or pupils of the armed forces are considered first, followed by SEN needs.

If there are mid-year transfer then this is again done via the NCC School Admissions.



13.

Where can I access other information around support for pupil, young people and families for SEN and disabilities (including the LA's Local Offer)?

Northamptonshire County Council, along with all other authorities, are required to publish information about services they expect to be available in their areas for pupils and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This is known as the 'Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

For further information about Northamptonshire Local offer please visit: <https://www3.northamptonshire.gov.uk/councilservices/pupils-families-education/SEND/local-offer>