



Towcester CE Primary School SEND Information Report

What type of special educational needs does the school provide for?

How will my child be supported and helped?

How does the school know if my child needs extra help and what should I do if I think my child may have a special education need?

What does 'inclusive provision' look like for my child at Towcester CE Primary School?

What specific interventions are delivered at school?

How is my child supported when moving from one class to the next or the transition to their next school?

What services and external agencies are available to the school?

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

How does school support Mental Health and Well-being?

What support will there be for my child's medical needs and what training do staff supporting children with SEND receive?

How will my child be included in activities outside the classroom, including school trips and how is the whole school day made accessible to children with SEND?

Click on a question to find the answer



How can I support my child's learning?

How are school's resources allocated and matched to my child's specific needs?

What support do you offer parents and what is the 'Local Offer'?

How is the school's governing body involved with SEND provision?

What can I do if I am not happy with the provision for my child?

What do all the acronyms mean?

Date of issue: July 2023

Review date: July 2024

Written in collaboration with children, parents and staff



What type of special educational needs does the school provide for?



There are four broad areas identified as Special Educational Needs:

Social, emotional and mental health

Some children find managing their emotions and behaviours difficult and this affects their daily lives. Difficulties may include listening and following instructions, following rules, sitting still, understanding their own feelings and taking responsibility for what they do.

Cognition and Learning

Some children find learning, thinking and understanding more difficult than other pupils. Difficulties may include learning important skills, times tables, understanding how to use letters and sounds to read and spell.



Communication and Interaction

Children may find it difficult to interact with people or understand the social aspects of the world around them which may include talking to adults, playing with other children talking about unfamiliar topics, making or keeping friends, understanding facial expressions or sarcasm or inference.

Sensory and/or physical

Children with a disability may require changes to the environment around them to allow them to manage with their everyday life.

Difficulties may include using pencils or scissors, hearing what others say in the classroom, struggling to read normal sized texts, moving around with the aid of a wheelchair or walking aid





How does the school know if my child needs extra help and what should I do if I think my child may have a special education need?



If you have concerns or think that your child may have additional and/or a special educational need that has not already been identified by us, then please discuss this with your child's class teacher by speaking to them on the door or phoning the school on 01327 350332.

Your child's progress and abilities in all areas (academic, social, emotional, communication and physical) are assessed regularly using professional discussions, marking, observations and questioning as well as formal tests and this is followed by a termly 'pupil progress meeting' involving class teachers, SENDCO and head teacher.




If your child is not making expected progress, further assessments and investigations will be carried out. Following this, the SENDCO and class teacher will meet to plan appropriate support or further actions for your child. You will be invited to be included in the discussions.





How will my child be supported and helped?



We adopt a graduated approach to meeting your child's needs. All staff ensure the needs of your child are identified early and appropriate support strategies are put in place. Our principle focus is on meeting the needs of every child through quality first teaching and learning. Click  to find out more about inclusive provision.



According to their need and within our ability, your child may have access to certain additional concrete resources or be part of short-term small group intervention or receive individual support. This may mean placing your child on our special educational needs and disabilities register.



Your child may require a personalised learning plan to support their learning and progress. The class teacher will discuss this with you and with your child. This will be reviewed termly with parents and stored on your child's EduKey Online Profile that you can access, view and comment on.



If your child's progress continues to provide us with any cause for concern, your child's class teacher and Mrs Booth will meet to discuss next steps with you. This may include requesting an assessment for an Education Health Care Plan (EHCP)

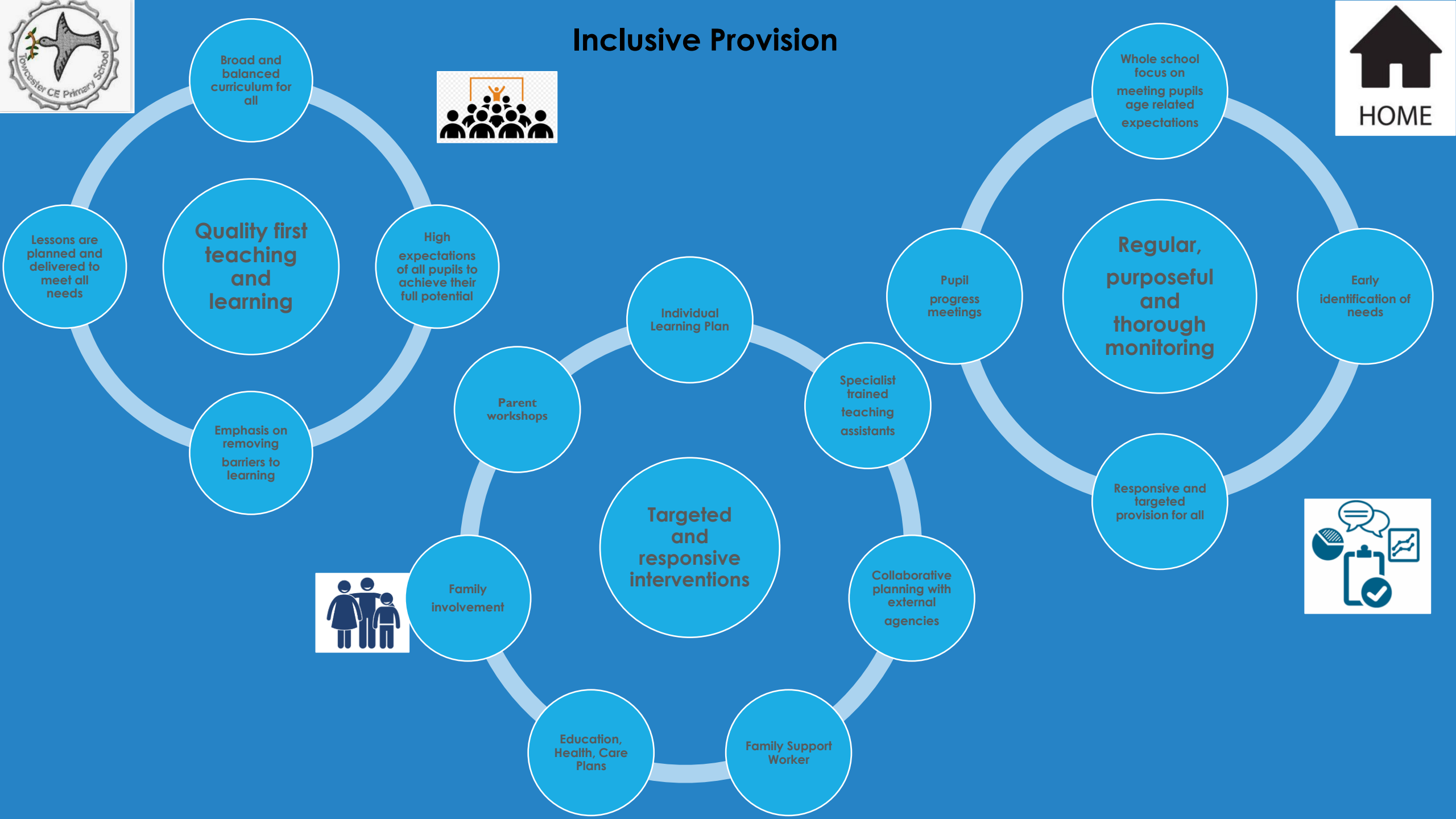


Click  : to find out more about specific interventions at school

Click  : to find out more about The Graduated Approach



Inclusive Provision





The Graduated Approach



HOME



All children receive quality teaching in our inclusive environment

all pupils



Targeted and responsive Interventions to meet a child's identified need are regularly reviewed



External advice and support will be accessed to help the school in meeting all the child's needs

some pupils



Specific provision will be delivered in school based upon advice given and regularly reviewed



The school (with the involvement of the family) will gather information to submit an EHC Assessment request

few pupils



What specific interventions are delivered at school?



We have staff who are trained to deliver evidence-based intervention programmes to help with the specific needs identified for a child. These include (but are not limited to):



Read Write Inc. phonics tutoring programme



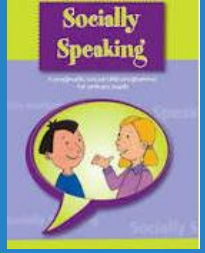
PM Benchmark Reading Programme



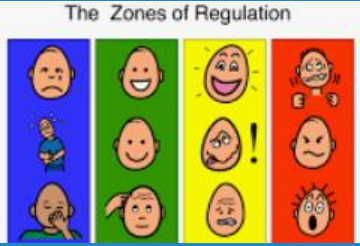
Colourful semantics



Nuffield Early Language Intervention (NELI)



Socially Speaking



Zones of Regulation



Sensory Circuits



Drawing and Talking



Lego Therapy



Numicon Big Ideas

Click on each individual icon to find out more



What services and external agencies are available to the school?



HOME

We involve specific professionals to support the teaching and learning in school depending on the needs of the children, these include (but are not limited to):

Speech and Language Therapists (SALT) support individual children and give advice for further work that will be carried out by school staff

School Nurse and NHS 0-19 Team supports children and their families in school

Play therapists counselling service for children and young adults

JOGO Behaviour Specialists provide a variety of services including behaviour support, training and therapeutic services

Annie Burnett assesses identified children for specific learning difficulties such as dyslexia

Educational Psychologist (E.P.) observes, assesses and recommends support for children.

Maplefields SEMH Outreach advises teachers how to support children in school with Autistic Spectrum Disorder.

Thrive Occupational Therapists advises teachers how to support children in school with Autistic Spectrum Disorder.

Specialist Support Service (SSS) advise staff and parents on strategies to support children with Special Educational Needs

Information will be sent to school with recommended specific strategies after a child has visited a professional in their clinic. These include: National Health Services such as Paediatricians, Speech therapists, Children and Adolescent Mental Health Services, Occupational Therapists, Physiotherapists and Community Health Specialists.



How does school support Mental Health and Well-being?



“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community,”
(World Health Organization, 2014).

The Hive

The Hive is our wellbeing centre within school offering pastoral support, care and a range of interventions. The Hive hosts a nurture breakfast club which supports children who need a positive start to the school day whilst our Nurture Lunch acts as an intervention to support children with basic life and social skills. The Hive is a separate building on the school site with a kitchen, small breakout room, large activity room and it's own private garden with a pond and wildlife area as well as the home to our school chickens.

Wellbeing Team

- Mrs Booth - SENCO and Mental Health and Well Being Lead
- Mrs McShane - Family Support Worker
- Mrs Redding - Learning Mentor and trained ELSA (Emotional Literacy Support Assistant)

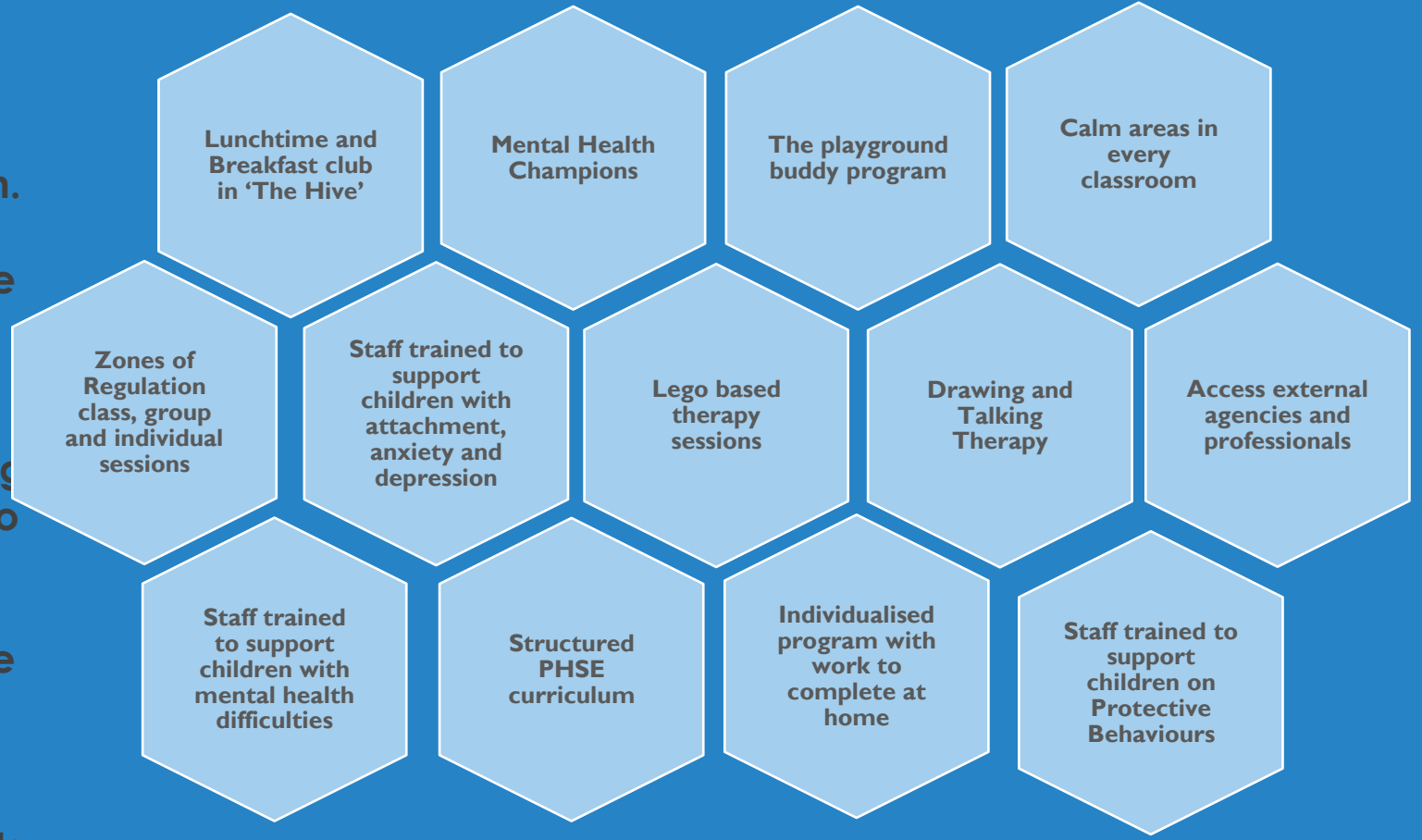
- We have other staff trained in mental health and wellbeing throughout the school in order to support pupils with their needs.



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

Levels of support

- **Universal Support**– To meet the needs of all our pupils through our overall ethos, school values, structured PSHE curriculum, 'Zones of Regulation' Programme and Mental Health Champions and our wider curriculum.
- **Additional support**– For those who may have short term needs and those who may have been made vulnerable by life experiences such as separation or bereavement. Interventions include Drawing and Talking, Bereavement Counselling, Lego therapy, Socially speaking and Time to Talk
- **Targeted support**– For pupils who need more differentiated support and resources or specific targeted interventions such as sensory circuits and includes referrals to external professionals such as play therapists.





How are school's resources allocated and matched to my child's specific needs?

Our special educational needs and disabilities budget is strategically allocated to meet the needs of those children on our special educational needs and disabilities register



We employ additional teaching and learning support staff and ensure that all of our staff are qualified and trained to support your child



We use the budget to ensure that your child's individual needs or disabilities are met through specific resources, interventions and educational programmes.



Purchase specialist support and consultancy if required





How can I support my child's learning?



HOME

You will be invited to regular events held throughout the school year including workshops, whole school celebrations, learning mornings and parent's evenings.

At Towcester CE Primary, we value the importance of building positive relationships with parents and families within our School community:



If your child has an Individual Learning Plan, you will be part of the assessment and review process accessing their targets with your child and their teacher every term.



You are invited to attend our parent and carer meetings which are held twice per year.



What support do you offer parents with SEND children?



We believe that supporting parents will benefit all children. Your child's class teacher is regularly available to discuss your child's progress or any concerns or worries you may have.

Our SENDCo (Mrs Booth) is also available to help, guide and support. She is often available at the end of the day on the playground or can be contacted via:

- 01327 350332
- c.booth@towcester.pdet.org.uk

Our Family Support Worker (Mrs McShane) is also available to help, guide and support. She leads our Early Help Assessments (EHA) for families to enable them to access a wide range of support services. She can be contacted:

- 01327 350332
- w.mcshane@towcester.pdet.org.uk



What is Northamptonshire Authority's Local Offer?

The intention of the local offer is provide information and guidance on services that parents can access.

Further information about Northamptonshire's local offer can be found at <https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer>





How is my child supported when moving from one class to the next or the transition to their next school?



Staff will visit pupils in their preschool/nursery setting before the summer holiday and children have the opportunity to visit the setting before starting school. There will also be the opportunity for a home-visit. Where necessary the SENDCo will arrange a further meeting with parents, previous setting, health visitor etc.



We have strong links with Sponne and have a comprehensive transition program that involves an information sharing session, staff meeting children at school and extra visits to Sponne



Transition is a part of life, whether that involves moving to a new class or moving to a new school.

We recognise that transition is an important time for all children, but especially so for a child with SEND.

Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.



We make arrangements for children to have extra visits, talk to the next class teacher, create a transition book and begin to build a relationship. Teachers have transition meetings to discuss the whole class and individuals, sharing one page profiles. Before breaking up for the summer, the child's class teacher will write the Autumn Term Individual Learning Plans.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCo will telephone previous school to discuss individual pupil's needs.



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

Wherever possible, provision will be made for your child to access all areas of the curriculum, including extra-curricular provision. You will always be contacted before a planned activity or trip which would be away from the school site.

Comprehensive risk assessments are conducted before any off-site activity or trip takes place.

If appropriate, you may be invited to accompany your child on an off-site school activity or trip.



How is the whole school day made accessible to children with SEND?

We endeavour to make adjustments to the physical environment where necessary. Each classroom uses a visual timetable and we create personalised versions if necessary. Social stories help children with daily routines and situations.

The main entrance is easily accessible with double doors.

- The Key Stage 1 building can be accessed across the playground.
- There is a portable ramp for access into the buildings from the playground.
- The front desk has a wheel-chair height section.
- There are two disabled toilets.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision and clubs are accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- The library has a ramp.
- The bungalow kitchen is wheelchair accessible with low rise tables and cooking facilities.





What support will there be for my child's medical needs?

Any pupils with additional medical needs are well catered for at Towcester CE Primary School.

Each classroom has a green grab bag, which includes emergency first aid such as plasters, as well as a red grab bag that includes inhalers and epi-pens.

For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.



What training do staff supporting children with special education needs and disabilities receive?

The school adopts a responsive approach to continuing professional development for all staff. All staff in school receive high quality training and training will always be provided to ensure we can meet the needs of individual children as and where necessary.

Various members of staff have specific training and deliver individualised programmes and support other members of staff, these include:

- Speech and Language training (Talking Success Course)
- Supporting pupils with social and communication difficulties
- Protective Behaviours Training
- Mental Health First Aid
- Colourful semantics
- Teach team (de-escalation and positive handling)
- Drawing and Talking Therapy training
- Lego Therapy training
- Dyscalculia training
- Diabetes training
- Epi-pen training





How is the school's governing body involved with SEND provision?

- We have a governor who is responsible for SEND, please see the Governor Page of our website.
- The role of the SEND governor is to meet regularly with the SENDCo to discuss provision offered in school and ensure the right services from in and outside school are supporting the children.



What can I do if I am not happy with the provision for my child?

- If you have a complaint about the school's provision that cannot be resolved with the class teacher or the SENDCo, then please contact Mrs Beaton, the Head teacher and she will investigate further.
- In most cases, we find that complaints can be dealt with successfully at this level.
- However, if this is not possible, please see the complaints policy on the school website.



What do all the acronyms mean?



HOME

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CIC	Child In Care
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
FSW	Family Support Worker
HI	Hearing Impairment
ILP	Individual Learning Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech & Language Therapy
SEMH	Social, emotional and mental health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENCo	Special Educational Needs Co-ordinator
SENDCo	Special Educational Needs & Disabilities Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment