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SEND Information Report

September 2026

Provision for pupils with Special Educational Needs and Disabilities (SEND) at our school



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What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

- A child 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Children are only identified as SEN when it is clear that their needs require intervention or support which is "additional to" or "different from" the curriculum for all of our pupils in school.

Children at Spratton CE Primary School may have additional needs in the following four areas:

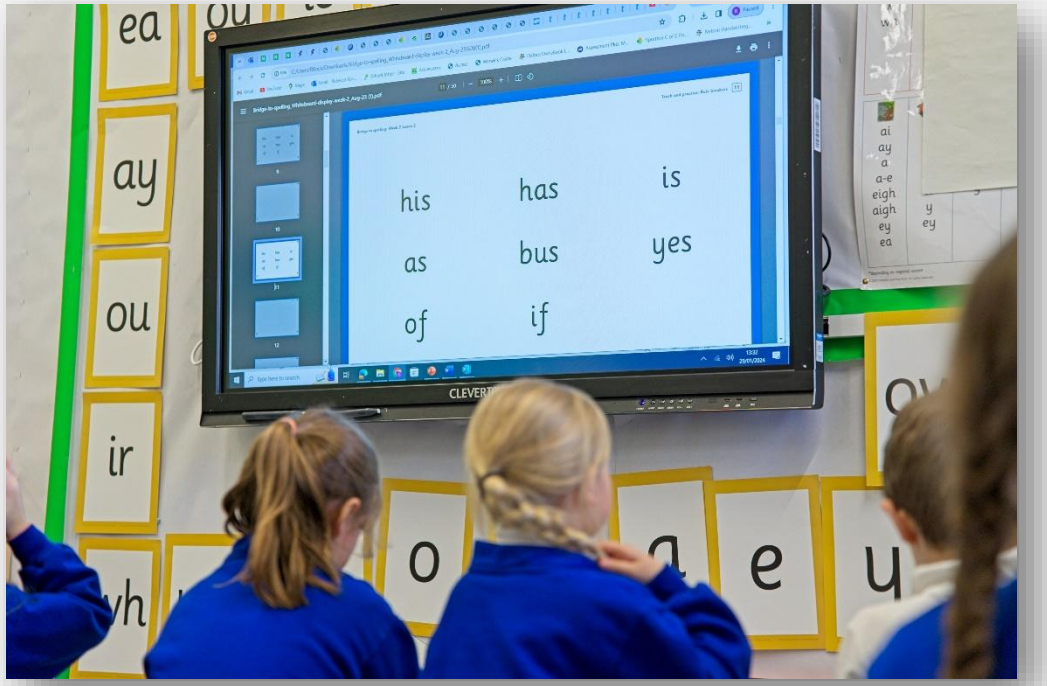
Cognition & Learning
e.g. dyslexia, dyscalculia

Communication & Interaction
e.g. ASD, Speech & Language difficulties

Social, Emotional & Mental Health
e.g. ADHD, Attachment , Anxiety

Sensory and/or Physical needs
e.g. hearing impairment, physical difficulties

How does our school know if children need extra help?



Children's progress is reviewed regularly through the use of informal and formal assessments. If any child is not making the progress we would expect, teachers in the first instance to speak to the SENDCo. This is then discussed with parents, and support is put into place. Parents are also encouraged to speak to their child's class teacher if they have concerns regarding a child's progress. If, however, there are ongoing concerns about a child's progress, teachers will maintain regular communication with the child's parents.

What should I do if I have concerns about my child's progress or possible SEN?

Always talk to your child's class teacher in the first instance about your concerns.

A meeting may then be arranged with the Special Needs Coordinator (SENCo) to discuss your child's needs and possible provision. This is Mrs Hannah Miller in our school – her contact details are: senco@spratton.pdet.org.uk

If concerns continue then a referral may be made to an outside agency for further support.

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

At Spratton, our focus is the whole child. We aim for all of our children to achieve well, to be happy and to make lifelong memories. They do this in a safe, loving environment; committed to helping them become the best they can be in all areas of life.

Our curriculum is fully inclusive and pupils with SEN receive appropriate scaffold or support to enable them to access the same learning as their peers. Teachers use a range of classroom-based strategies to ensure all teaching is of the highest quality, and every child has access to a supportive environment with adult support and a range of activities that will support and stimulate them. All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their individual needs.



What are the different types of support available for children at Spratton CE Primary School?



All children at Spratton 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 SENCo 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;
- working at a personalised workstation.

Where additional support is significant then a Pupil Passport may be drawn up, which identifies specific targets and associated provision for a child.

Which interventions and resources does the school have experience of?

Some of the resources currently used in school:

- Talk Partners
- Writing slopes
- Sensory objects
- Ear defenders
- Numicon and other practical maths resources
- Coloured overlays and reading rulers
- Word banks
- Talking Tins
- Visual timetables
- Visual support and scaffolding for writing
- Speech to text ICT support
- Chair bands
- Wobble cushions
- Therapy Dog

Some of the interventions used in school:

- Precision Teaching
- Time to Talk
- Drawing and Talking
- Emotional Literacy
- Speech and Language support
- Occupational Therapy support
- Zones of Regulation
- Communication and interaction

If needed, we can provide quiet areas to enable children to focus and additional support for children to enable them to participate in school trips or residential visits, such as pre visits.

How are decisions made about how much support my child will receive?

Our school is an inclusive school, and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Once the child's needs have been identified, resources are allocated to need. All the interventions at our school are delivered by staff who have had experience in delivering them. The provision in these groups is overseen by our SENDCo.

If there is a concern about progress or the needs of your child, the following steps will be taken:

- The class teacher will discuss this with the SENDCo.
- Parents will be contacted for a discussion about appropriate next steps.
- Specific, measurable, achievable, realistic and timely (SMART) targets will be put in place for the child to work towards as part of an individualised learning plan (Pupil Passport)
- Intervention/support will be put in place to meet (where possible) the child's needs.
- Review meetings will evaluate intervention and support given and next steps decided upon.

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 **Targeted SEND Funding**. It is reviewed every 12 months.

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 in consultation with parents and all agencies involved in working with the child.

Which specialist services or expertise are available at or accessed by the school?

Within the trust and school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
As a school we can provide a wide range of English and Maths small group interventions delivered by class teachers and teaching assistants. Our environment can be adapted to support children with individual needs, where possible, e.g. visual timetables, individual workstations etc. as required.

We also work closely with a range of professionals and outside agencies to support our pupils with SEND.

- Inclusion, Intervention Support Team (IIST)
- JOGO Behaviour Support
- Play Therapy
- Community Paediatrics
- Speech & Language Therapists
- CAMHS
- School Nurse
- Mosaic Educational Psychology
- MHST (NHS Mental Health Support Team)
- Occupational Therapy

How are the staff supported to work with children who have SEN and what training do they have?

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs. All staff are able to access training which will best equip them to cater for all pupils regardless of SEND or ability. If extra training is required to meet a particular pupil's needs, the SENDCO/Headteacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff where possible.



Our SENDCo has achieved the National SENCo accreditation, NPQSEN.
We are also supported by the advice from our Trust SEND consultant, Natalie Packer and Trust SEND Managers: Stephanie Awbrey and Sarah Powell. All SENDCo's from the trust have Trust Network meetings each term for national and local updates and training.

What support is available for children's overall well-being?

We believe that children need to be happy and feel secure to make progress and have a range of options available to support children's' wellbeing. These include strategies to reduce anxiety and to promote emotional wellbeing. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. In addition, for those children who find aspects of this difficult we offer:

- Lunch time and play time support
- Buddy system
- Small group opportunities to develop social interaction skills
- Access to external agencies and professionals
- A nurture room with sensory and calming space

If required, we have partnership with the NHS Mental Health Support Team (MHST) whom we can contact for additional support and advice. We also offer Early Help Assessments for families who need support**.**

Our school benefits from a Behaviour Policy which promotes recognition of good behaviour and positive praise, this is consistently applied in each class. In respect of Anti Bullying, there is a policy in place which has been drawn up by staff and children and is accessible to parents via the website.



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How will I know how my child is doing?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We have a range of means of communication with parents, including face to face meetings or telephone conversations. Enquiries and quick updates can be sent by email.

You will be invited to regular meetings with the class teacher to review your child's learning if a Pupil Passport is required. We also liaise with a wide range of professionals (educational psychologists, school nurses, speech therapists) and will help with completion of forms and explanation of professional reports to parents where it is helpful.

Most importantly, we are here to help and support and are always happy to talk with you. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, at any time when they feel concerned or have information they would like to share, that could impact on their child's progress. Please contact the school office who will arrange this appointment for you.

How will my child be involved in their learning?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of individual targets and self-assessment. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets

Class teachers write pupil passports which also includes the voice of the child. This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.



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

Our provision for pupils with SEND is monitored termly by the SENCo.
In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer, Trust SEND Managers and through SEND audits at trust level annually.

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

The setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, are recorded as APDR (Assess, Plan, DO, Review) cycles and assist pupils, teachers, teaching assistants, parents and the SENCo in making meaningful evaluations of the provision.

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

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

Our school is an inclusive school, and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off-site. We believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Where necessary, we may ask parents to accompany a child on a school trip and/or arrange pre visits for children and parents.

How accessible is the school environment?

Our school building is not all on one level. We have several sets of steps both internally and externally. All classrooms can be accessed from their external door with level access. Individual access arrangements, if appropriate, can be discussed prior to a child starting school and access reviewed accordingly.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and this is available via the school website.

What support is there for parents of a child with SEN?

We want you to feel as involved as possible in the education of your child. We have an open-door policy at Spratton meaning that you are welcome to come into school and speak with your child's class teacher at any time. Occasionally we may ask you to come back at a mutually convenient time when a longer meeting time can be arranged.
Mrs Miller, our school SENDCo, can also be contacted via email: senco@spratton.pdet.org.uk

Where can I get further information about SEND services?

Northamptonshire County Council's Local offer, outlining services available for children who have SEND: please see link West Northants Local Offer - or contact the Local Offer – Local Offer | West Northamptonshire Council

- SENDIASS West Northants, the Information, Advice and Support Agency Network, offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service: - West Northants SEND IASS | 0300 126 1039 SENDIASS@westnorthants.gov.uk www.iassnorthants.co.uk

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

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on securely and all needs are discussed and understood.

At any point when a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of the primary stage of education.
All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo and a meeting with the parents will be arranged so that their concerns can be addressed.

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, SENDCo – Mrs Miller or co-Headteachers Mrs O'Brien/ Mr Bloomfield.

If after this, you are still not happy then
SENDIASS West Northants - West Northants SEND IASS |
0300 126 1039
SENDIASS@westnorthants.gov.uk
www.iassnorthants.co.uk
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.

What do all the acronyms mean?

SEND = Special Educational Needs and Disabilities

ISST = Inclusion, Intervention Support Team

EP = Educational Psychologist

IASS = Information Advice Support Service

OT = Occupational Therapy

IEP = Individual Education Plan (at Spratton we use Pupil Passport)

EHCP = Education and Health Care Plan

CAMHS = Children and Adolescent Mental Health Service

ELSA = Emotional Literacy Support Assistant

ADHD = Attention Deficit Hyperactive Disorder

ASD = Autism Spectrum Disorder

MHST – Mental Health Support Team

SALT = Speech and Language Therapy