



# Great Addington Church of England Primary School



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## Great Addington Primary School SEN Information Report 2021 - 2022

This report is part of the Northamptonshire Local Offer for learners with special needs.

GREAT ADDINGTON PRIMARY IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

The aim of this report is to give parents information about how we support children's learning in our school and should be read in conjunction with the following policies (which can be found on the school website):

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- SEND policy

If you have concerns regarding your child's progress or well-being, then please speak in the first instance to your child's class teacher or Mrs Kate Freeman (SENDCo), to discuss your concerns.

### 1. 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 (2014). 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.
  - 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 mainstream setting in England.

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 which is "additional to" or "different from" the curriculum for all of our pupils in school. This is delivered through carefully planned, high quality teaching in order to respond to the four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory/physical.

## **2. HOW DOES OUR SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Great Addington Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting;
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings);
- Concerns raised by a parent;
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance;
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language;
- Children with a EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

## **3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?**

Talk to us - contact your child's Class Teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Kate Freeman [kfreeman@greataddingtonprimary.org.uk](mailto:kfreeman@greataddingtonprimary.org.uk)). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

## **4. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

All children will be provided with high quality teaching which is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress.

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Headteacher, SENDCo and every class teacher.

As part of our teach, plan, assess, review cycle, the progress of pupils with SEN is closely monitored and additional meetings between teaching staff and the SENCo ensure that impact of interventions is measured in a timely way.

#### **5. HOW WILL I BE HELPED TO SUPPORT MY CHILD'S LEARNING?**

You are welcome to make an appointment to meet with either the Class Teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home;

Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by School Staff as often as possible;

Your child may have an Individual Education Plan (Pupil Passport) that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation'

If your child has complex SEND they may have a Education Health Care Plan or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

#### **6. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

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 layered targets and self-assessment.

Children who have Pupil Passports or Individual Behaviour Management Plans (IBMPs) discuss their progress and targets when they are reviewed (age appropriate), as well as at termly learning conversation meetings.

If your child has an Education & Health Care plan, their views will be sought before any review meetings (as is age appropriate).

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

All children have the opportunity to discuss any aspects of school life through School Council.

#### **7. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN?**

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.

We use a provision map to closely monitor the impact and cost of each intervention to ensure that it meets the need of the child and that resources are used effectively.

The Headteacher decides on the deployment of resources for Special Educational Needs, in consultation with the SENCo, on the basis of needs in school. By using information about SEND in school, they decide which resources, training and support are needed.

#### **8. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

Long term curriculum plans are available to parents on the School Website (<https://www.greataddingtonprimary.org.uk>), alongside ideas for how parents can support their child's learning outside of School;

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 specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated;

The Class Teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate; Children with SEND will have access to the appropriate resources needed in order to help them to make progress;

#### **9. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

Within the School we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND;

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required;

As a School we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, School Nurse, CAMHS (Child and Adolescent Mental Health Service), Clinical Psychologist, Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists; Children's Services including: Early Help locality teams, social workers; Educational Psychologists and Specialist Advisory Teachers.

We are also supported by our trust SEND consultant, Natalie Packer, who delivers regular SEND briefing and can provide advice to school.

#### **10. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

The specific training held by support staff includes: Read Write Inc, Inclusion Training, First Aid, E- Safety and Drawing & Talking.

The school also shares training with other PDET Schools to ensure that staff are kept as well informed as possible.

Staff working with a pupil with very specific and complex needs would receive specialist training as required.

### **11. WHAT SUPPORT WILL THERE BE FOR MY CHILD'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 (including communication with parents); individualised programmes of support implemented consistently by all staff so the child knows there is always someone they can speak to and seek support from. We recognise that some children have additional emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum that aims to provide the children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We also ensure that children understand the importance of online safety and how they can manage their emotional well-being online.

However, for those children who find aspects of this difficult we offer:

- Lunch time play leaders
- Buddy system
- Nurture group to develop social interaction
- Access to external agencies and professionals

The School has adopted Behaviour and Exclusion Policies available on the School website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The School works closely with an Educational Psychologist for advice.

### **12. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

All areas of the School are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the nearby Village Hall.

Individual access arrangements, if appropriate, can be discussed prior to the 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.

### **13. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in

advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the School environment, wherever possible.

#### **14. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

We encourage all new children to visit the school prior to starting. For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.

A transition form is sent to all pre-schools and other schools prior to children transferring to Great Addington Primary. Teachers will visit settings where it is felt there is a need.

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

If your child has complex needs, then an Education Health Care Plan review will be used as a transition planning meeting to which we will invite staff from both Schools;

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;

At any point where 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 pupils at the end of the primary stage of education.

#### **15. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

In the event of any concerns about your child or our school's provision for children, you should in the first instance discuss your child's needs and the provision that has been made with your child's class teacher. Any concerns that have not been addressed by this should be taken to the Headteacher. The school's Academy Governance Committee is the final point of contact. The Chair of Governors, Mrs Kerry Cox, can be contacted at [kcox@greataddingtonprimary.org.uk](mailto:kcox@greataddingtonprimary.org.uk).

General information relating to SEND can be found on the School Website, including within the SEND Policy. This can be found on the Policy Page of the School Website;

You might also wish to visit the following websites:

- Northamptonshire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

- 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: <http://www.iasnorthants.co.uk/>

**16. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Please contact the School Administrator, (Christine Clements) for further information about the School and to arrange a meeting with the Head teacher, in the first instance.

Tel: 01536 330642      Email: [bursar@gt-addington.northants-ecl.gov.uk](mailto:bursar@gt-addington.northants-ecl.gov.uk).