Pytchley C of E Primary SEN Information Report

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How do we involve children with SEND?

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Introduction

Welcome to Pytchley Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs (SEN). At Pytchley Primary School, we celebrate the fact that all children are different, and we make sure we tailor learning opportunities to meet the diverse needs of individual children.

The Special Educational Needs for which provision is made

The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significant greater difficulty in learning than the majority of others the same age.
Types of special educational needs and disabilities can include:

Communication and Interaction

eg
Speech language and communication needs
Autism Spectrum Condition

Cognition and Learning

eg
Specific learning difficulty (SpLD)
Dyslexia
Dyscalculia
Moderate learning difficulties
Global development delay

Social, Emotional and Mental Health Difficulties

eg
Attentional or hyperactivity difficulties
Low mood/ anxiety/ depression
Attachment disorders

Sensory and/or Physical Needs

eg
Visual Impairment (VI)
Hearing Impairment (HI)
Sensory needs

The identification and assessment of pupils with Special Educational Needs

We aim for early identification of special educational needs and ensure careful monitoring of children when they enter our school. It is the responsibility of all members of teaching staff to keep detailed records of all children's learning and to quickly inform the Special Educational Needs Coordinator (SENCo) if they feel that additional support is required. We complete the following to enable us to identify support needed:

- Initial assessments when a child transfers to our school and discussions with their previous school,
- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concern,
- On-going formative assessments both during day to day activities and at key points throughout the school year,
- Pupil progress reviews between the Head teacher, SENCO, Class Teacher and Subject Co-ordinators.

Extra assessments may be undertaken by a member of the SEN team or by an outside agency if a need has been identified and we need further clarification of the next steps needed to support the learner.

Making provision for pupils with Special Educational Needs

At Pytchley School we ensure all children have access to quality first teaching and that classrooms are resourced and displayed to meet the needs of all learners. For children who need extra support in specific learning areas we run a range of interventions:

Speech and Language Individualised programmes submitted by a Speech Therapist assigned to this school which is delivered by a TA. These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programmes can include speech sound production, language development and social skills, depending on the child's needs.

Precision Teaching This is a simple but intense teaching method aimed at helping a child to embed facts such as letter sounds, single word reading, times tables etc. The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class.

Speed Up This programme helps to develop children's motor skills and then impacts on their handwriting ability.

Social and Emotional Support We provide many differentiated strategies to help children develop their emotional literacy and to manage their feelings and behaviour. Working closely with the child and the parent we create a plan to support each child's individual needs.

This plan can include:

1:1 Support Strategies,

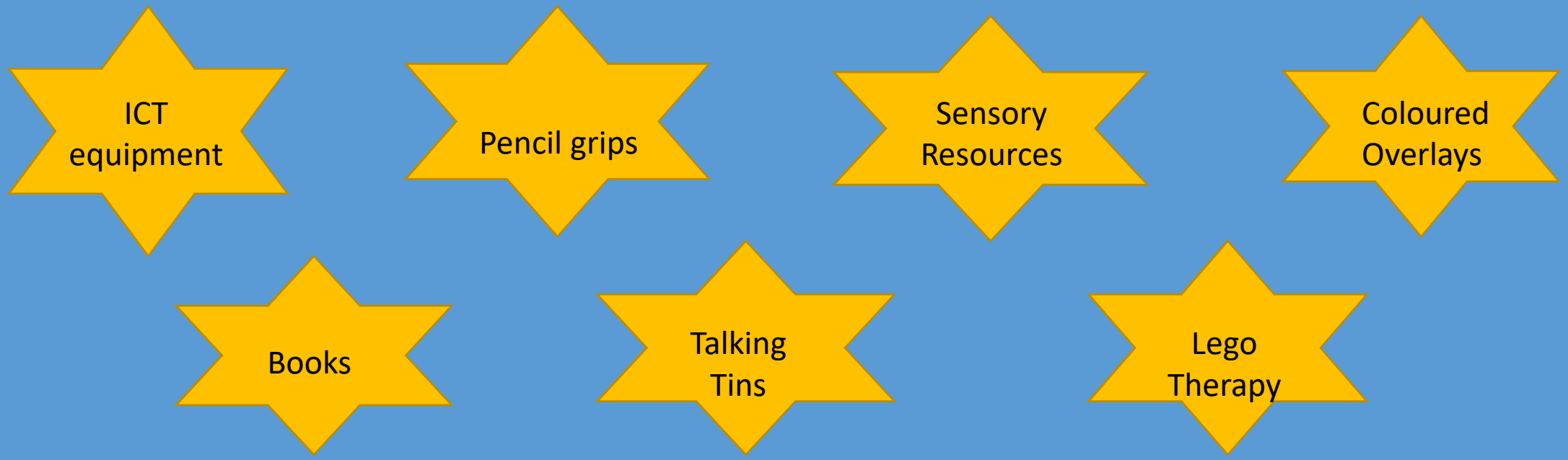
1:1 Activities,

Emotional Literacy support,

Managed playtimes

Resourcing

Teaching Assistant (TA) support is allocated on a needs-led basis. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself. 1:1 TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with an Education, Health and Care Plan, any allocated TA hours are provided in addition to the identified needs of others in the class. The purchase of resources specifically for children with SEND is needs-led and in line with the budgetary policy of the school. Resources include:



Involving Parents

Involving parents is crucial to the process of supporting children within school. Once a specific need has been identified parents are invited into school to discuss the next steps with the SENCo and the child's class teacher. From this initial meeting targets are set and these targets are then reviewed and amended where necessary three times a year. Parents' knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

Consulting Young People

We are very aware of how important it is to involve the child in their own learning. As children grow older we involve them even more fully in their own target setting meetings. We encourage them to be able to discuss which areas of their learning they are confident in and where they feel they still need extra support. Children's targets are discussed with them to ensure they understand the next steps needed in their learning.

People to contact within school

If you are concerned about your child and wish to speak to an adult within school, please contact one of the below:

Tessa Litchfield – SENCo T.Litchfield@pytchley.pdet.org.uk
Tessa Litchfield – Head teacher head@pytchley.pdet.org.uk

Who else might support my child?

We access a range of outside agencies to support us in meeting the needs of the children in our school. These include:

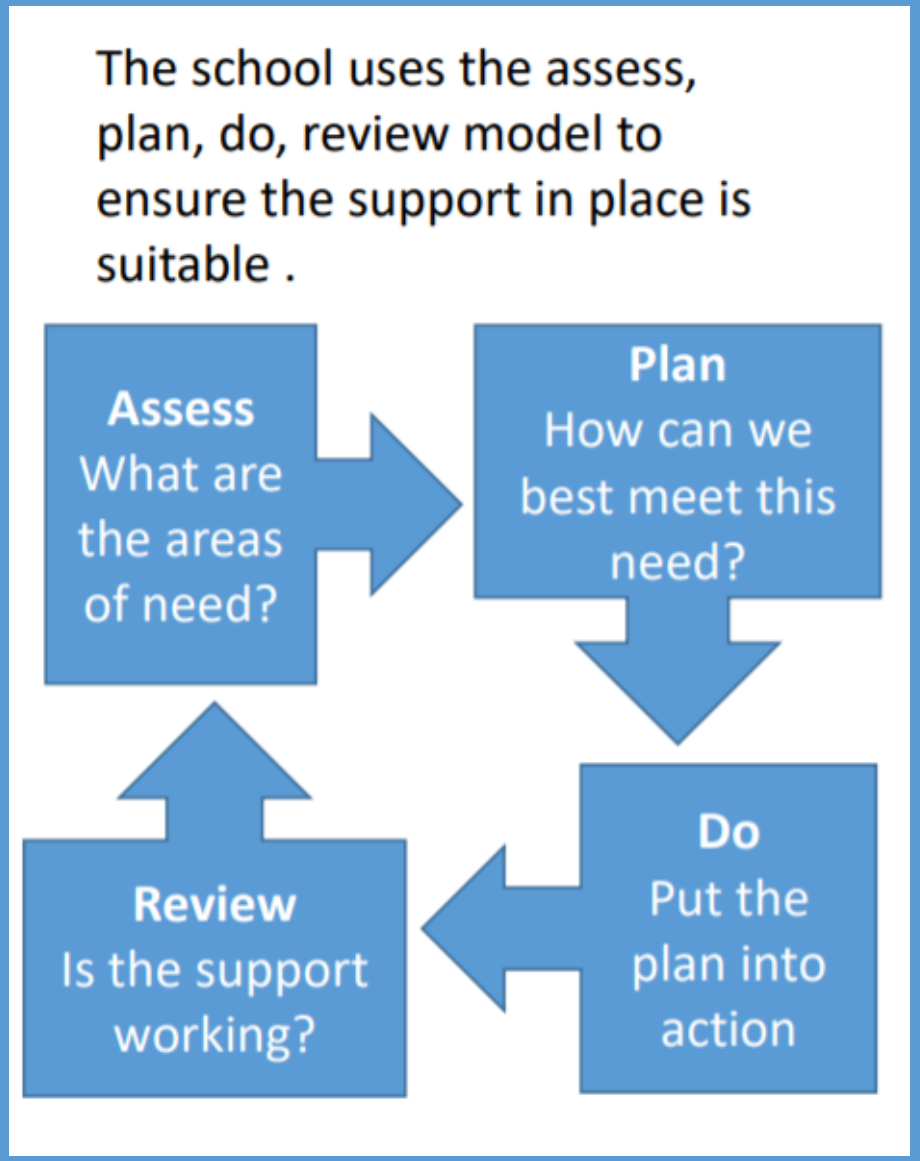
- School Nurse
- CAMHS
- Educational Psychologist
- JOGO
- Speech and Language
- Community Paediatrics
- Specialist Support Service
- Occupational Therapy

How is progress measured for children with SEN?

We hold pupil progress meetings every term to assess a child's progress towards their individual targets.

These meetings are attended by the class teacher, the SENCo and the Headteacher.

We use a range of assessments to track pupil progress.



Parents have a meeting with their child's class teacher three times a year.
In this meeting, progress towards their child's targets are discussed along with the provision that is being provided for their child.

Complaints

If you have any concerns about your child's needs being met a meeting can be organised with your child's class teacher and the SENCo to discuss further support.

Any complaints can be communicated directly with the school. They will be addressed by the Head Teacher. The Chair of Governors will hear complaints that cannot be resolved. The school communicates with parents in many ways, through letters, newsletters, texts and tweets. Everything is published on the school website. The school has a formal complaints policy which can be found on the school's website.

Who else can support my family?

Local Offer
Here is a link to Northamptonshire's Local Offer where you can access lots of information about services for children and young people in Northamptonshire (aged 0-25) with special educational needs and disabilities.
North Northamptonshire Local Offer (localoffernorthnorthants.org.uk)

Information Advice Support Service - IASS
This is a free service in Northamptonshire that provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.
http://www.iassnorthants.co.uk/Pages/home.aspx