

# Little Houghton CE Primary School



Our School Vision is 'Learning for Life'  
Through:

- Growth – realising our potential
- Community – sharing and contributing
- Spirituality – reflecting and thinking deeply
- Environment – appreciating local and global environments

So that each child can flourish – like a flower of the field (Psalm 103:15)

**Special Educational Needs Information Report  
in compliance with**

**Statutory Document:** Special Educational Needs (Information) Regulations (*Clause 65*)

**Statutory Document:** Special Educational Needs and Disability Code of Practice (*2014*)



## Introduction

Our aims for children with SEND are the same as for all the other children in our care, but we recognise that we may have to adapt methods of teaching and the pace of learning for these children to take account of their needs.

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

Little Houghton CEVA Primary School is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress within a main stream setting.

As an inclusive school we aim to provide for a wide range of needs when budget, resources and availability of expertise allows. Initially provision for a pupil with Special Educational Needs (SEN) is funded through the school's notional SEN budget.

Thereafter, we are aware of the process of applying for High Needs Funding (HNF) if a pupil's Special Educational Needs and/or disability make it a necessity.

If a pupil's needs are significant, severe, complex or profound to the extent that specialist provision would be more appropriate we would find this type of provision difficult. However, we do not rule this out and would make careful assessment of the needs of each pupil in consultation with additional external professionals and the Local Authority.



## Northamptonshire's Local Offer

### What is the school SEN information report?

This utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

### What is the LA local offer?

The Children and Families Act (March 2014) requires Local Authorities to, "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area.

Follow the link below to access information about the local offer in our area. Here you will find a comprehensive list of support services that are available locally, what services and support they provide and how you can access them.

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](http://westnorthants.gov.uk)

[Local Offer - Local Offer - North Northamptonshire](http://www.northamptonshire.gov.uk)



## What the Local Offer provides

The Local Offer will:

- provide information for families with children who have a special educational need or disability
- improve choice and transparency for these families
- help professionals to understand the range of services and provision available locally
- improve joint commissioning arrangements for services by setting out (in a single place) what is available locally

You can find information on the search directory and the webpages about:

- special educational provision
- health provision
- social care provision
- other educational provision
- training provision
- arrangements for children and young people to travel to schools, colleges and early years education
- leisure and sports opportunities
- preparing for adulthood information
- policies, YouTube links, easy read documents, guides, fact sheets and leaflets

Use our website to find detailed information about individual providers and educational settings and use the document library for links to leaflets and articles about SEND - [SEND - Little Houghton CE Primary School \(lhcep.co.uk\)](http://lhcep.co.uk)  
Information is also available from the school's reception area.

## How does our school identify that children have special educational needs and disability (SEND)?

At different times in their schooling, a child may be faced with a barrier to their learning. Parents/carers, class teachers, learning support assistants and the children themselves will recognise that they have difficulties with their learning. They may be recognised as having a special educational need.

Some children may find learning more challenging or may not yet be working at the same level as their peers and this *does not* have to be because they have a special educational need. For example, they may have:

- a disability that can be provided for through reasonable adjustments which the school can make.
- not have attended school regularly.
- English as an additional language.

## What are the first steps our school will take if special educational needs are identified?

Our identification process will begin in various ways:

- when a teacher has raised concerns about a child's progress.
- when a parent has raised concerns about a child's progress.
- through termly Pupil Progress Meetings held between every class teacher, the Head Teacher and SENCO to ensure all children are making good progress. Within these meetings, your child may be identified as not making as much progress as they could be.

When highly differentiated, targeted teaching has not had the desired impact, the teacher speaks with the SENCO to discuss what the next steps may be. Through close monitoring, the specific needs of your child will be established.

From here targeted teaching or interventions may be used, whereby your child may receive additional support in small groups either in or outside of the classroom. These are run by teachers or Teaching Assistants (TAs) under the direction of the class teacher and in liaison with the SENCO. If your teacher still feels that your child is not making progress, the school will set up a meeting to discuss this with you in more detail.

The new SEND Code of Practice (2014) describes support of this nature as SEN Support and the cycle of Assess, Plan, Do and Review is called a 'graduated approach'. Little Houghton CE Primary adopt this way of working in order to ensure that any difficulties are identified early and the appropriate support is put into place.



## What should parents/carers do if they think that their child has SEND? How can they raise concerns?

If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance. The SENCO will also support you and will liaise regularly with you and your child's class teacher. In addition, parents are also able to contact the following members of staff directly to obtain support:

Special Educational Needs and Disability Co-Ordinator:

SENDCO: Mrs Susan Gray

**Email:** [sue.gray@littleshoughton.org.uk](mailto:sue.gray@littleshoughton.org.uk)

Designated Teacher for Looked After Children:

Headteacher: Mrs Carolyn Fairbrother

**Email:** [head@lt-houghton.northants-ecl.gov.uk](mailto:head@lt-houghton.northants-ecl.gov.uk)

SEND Governor: Mrs Ruth Walker

**Email:** [ruth.walker1@sky.com](mailto:ruth.walker1@sky.com)

## How will our school include parents and pupils in planning support?

As their parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level of support. We timetable termly IEP reviews with parents, staff and, where appropriate and possible, the child/ren involved.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you, sometimes in a report, and sometimes in a meeting organised with them directly.

## How will our school teach and support children with SEND? (continued ...)

### **Class teacher**

Through targeted classroom teaching also known as Inclusive Quality First Teaching, the class teacher will ensure that:

- all staff have the highest possible expectations for your child and all pupils in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different approaches to teaching are delivered so that your child is fully involved in their learning in class (this may include using more practical learning or providing different resources adapted for your child)
- specific strategies (which may be suggested by the SENCO) to support your child to learn.

**Specific group work within a smaller group of children also known as intervention group support.** This group may be in or outside of the classroom and led by a Teaching Assistant under the direction of the class teacher who will:

- carefully monitor your child's progress.
- identify that your child has gaps in their understanding/learning which requires some extra support to help them make the best possible progress.
- plan group sessions, with targets, to help your child to make more progress.
- liaise with the Teaching Assistants who will deliver the sessions and work on the targets set for your child.

### **External Agencies:**

If your child has been identified as needing more specialist input instead of or in addition to inclusive quality first teaching and intervention groups, referrals will be made to external agencies to advise and support the school in enabling your child to make progress. Before referrals are made, you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward. You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- support to set targets which will include their specific expertise
- a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuits.
- a group or individual work with outside professional.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

## How will our school teach and support children with SEND?

### **Specified Individual support - Education, Health and Care Plan (EHCP)**

The school or parents can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process.

After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

After the reports have all been submitted, the appropriate LA will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current support in place in school to ensure your child makes as much progress as possible.

The EHC Plan will:

- outline the provision your child will receive.
- outline what strategies must be put in place.
- have short and long term goals for your child.
- recommend that the additional adult may be used to support your child with whole class learning, run individual interventions or programmes
- run small groups to support your child's needs.
- For Further information about the EHCP process, please speak with the SENCO in the first instance or contact SENDIASS (Information and Advice Services).
- West Northants: Telephone:0300 126 1039 Email: [sendiass@westnorthants.gov.uk](mailto:sendiass@westnorthants.gov.uk)
- North Northants: Telephone: 0300 373 2532 Email: [sendiass@northnorthants.gov.uk](mailto:sendiass@northnorthants.gov.uk)



## Who are the people involved in supporting children with SEN at Little Houghton CE Primary?

Every class teacher is a teacher of Special Educational Needs, employing Quality First Teaching strategies. Class teachers work closely with the children, learning support assistants and the SENCO to support children to be the best that they can be and reach their full potential.

All staff have regular training in special educational needs.

Our School Governor for SEND, Ruth Walker, also plays an important role in ensuring that children with Special Educational Needs are being provided for in the best way possible. Part of this is to regularly evaluate the support that is provided and the progress that is being made by our children.

Where necessary, the school will work with agencies from outside school to support a specific child or group of children. We have developed positive working relationships with the following specialists (although not an exhaustive list):

- Specialist Support Services
- Educational Psychologists
- Educational Psychologist Assistants
- School Nursing Team
- Occupational Therapists
- Physiotherapists
- Speech and Language Service
- JOGO Behaviour Support
- Target Autism
- Child and Adolescent Mental Health Services (CAMHS)
- Visual Impairment Team
- Hospital and Outreach Education
- Post Adoption Team
- Service 6
- Bereavement Service
- Strengthening Families

## How does our school provide support to improve the emotional and social developments of our SEND pupils?

Our school considers that the emotional and social development of children is of great importance and invests a significant amount of resources to pastoral care.

All staff in school support children's emotional and social development, but more direct work is carried out by our Family Support Worker, who works with:

- children to build confidence and self esteem, develop resilience, discuss worries, work on strategies to manage feelings, emotions and behaviour and social difficulties that arise.
- families who need additional emotional and social support.

Our school has a policy of zero tolerance towards bullying and all relevant policies are available on the school's website.

## How have we ensured that your child is fully included in our school community?

As part of our inclusive curriculum, we offer a range of additional clubs and activities as well as having regular class trips. We believe that everyone should be able to take part and are committed to make reasonable adjustments. Please contact the school to discuss specific requirements should your child need them.

The school is accessible to children with physical disability via wide open corridors, a disabled toilet and disabled parking spaces.

We ensure that equipment used is accessible to all children, irrespective of their needs.

All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements. We have a breakfast and after school club, The Drop Off, that is available to all.

## How do we arrange and support transfer to another school/educational establishment?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. The children in school are used to moving between different classes, teachers and Key Stages. Planning for your child to move to a different school is embedded as a part of our provision for all learners with SEN.

If your child is moving to another school:

- we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

information will be passed on to the new class teacher in advance of transition during a planning meeting which will take place with the new teacher and new targets will be set.

- some children benefit from having a transition book to support them understand moving on, this will be made available for them.

In Year 6

- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
- When necessary and appropriate, staff may visit from or to the receiving school.
- During visits to secondary schools, as part of their transition, children take part in 'fact finder' sessions. This helps them to become more confident in finding their way around the new environment, and in finding out more about the school, avoiding as much anxiety as possible about the step up to secondary. Work is also carried out in class to support transition.

## How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Our provision is assessed regularly through:

- termly pupil progress/IEP meetings are held with the class teachers, SENCO and the Headteacher.
- The Provision Map and school's Insight programme is used to monitor provision across all year groups, with outcomes recorded.
- inclusion meetings and Annual Review Meetings are held for some SEND pupils.
- information is shared with parents at Parent's Evenings and through your child's annual report.
- Individual Education Plans (IEPs)

## Where can you find our SEND policy(ies) and what is the role of the Governors?

All state maintained primary, secondary and special schools, are accountable to their governing bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the Governing Body and the LA appoint Governors to the Governing Body. In addition, they can appoint their own Community Governors and it is traditionally these posts which the Governing Body uses to cover skills gaps, hence these posts are often being offered to Governors from the business community.

The Governing Body is responsible for the conduct of its school and must promote high standards of educational achievement at the school.

The SEND Governor must liaise with the SENDCO to try to ensure that the school makes the necessary provision for every pupil with SEND. A SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing Body meetings and give up to-date information on SEND provision.

## What to do if you are not happy?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can contact the SENCO or Head Teacher:

SENCO: Mrs Susan Gray

**Email:** [sue.gray@littlehoughton.org.uk](mailto:sue.gray@littlehoughton.org.uk)

Headteacher: Mrs Carolyn Fairbrother

**Email:** [head@lt-houghton.northants-ecl.gov.uk](mailto:head@lt-houghton.northants-ecl.gov.uk)

## Who can you contact for more information?

If you are still not happy, you can request a meeting with our SEND Governor:

Mrs Ruth Walker

**Email:** [ruth.walker1@sky.com](mailto:ruth.walker1@sky.com)

## What other support is available to me?

Additional Support Services that are available to you:

Information and Advice Services are support for parents of children and young people with SEND

- West Northants: Telephone: 0300 126 1039 Email: [sendiass@westnorthants.gov.uk](mailto:sendiass@westnorthants.gov.uk)
- North Northants: Telephone: 0300 373 2532 Email: [sendiass@northnorthants.gov.uk](mailto:sendiass@northnorthants.gov.uk)

Northamptonshire Mental Health Gateway

[Ask Normen](#)

Northants Parent Forum

<http://www.npfg.co.uk/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>

### **West Northants SEND support Service**

**Email** [sss.ncc@westnorthants.gov.uk](mailto:sss.ncc@westnorthants.gov.uk)

**Website:** [SEND Support Service | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

### **North Northants SEND Support Service**

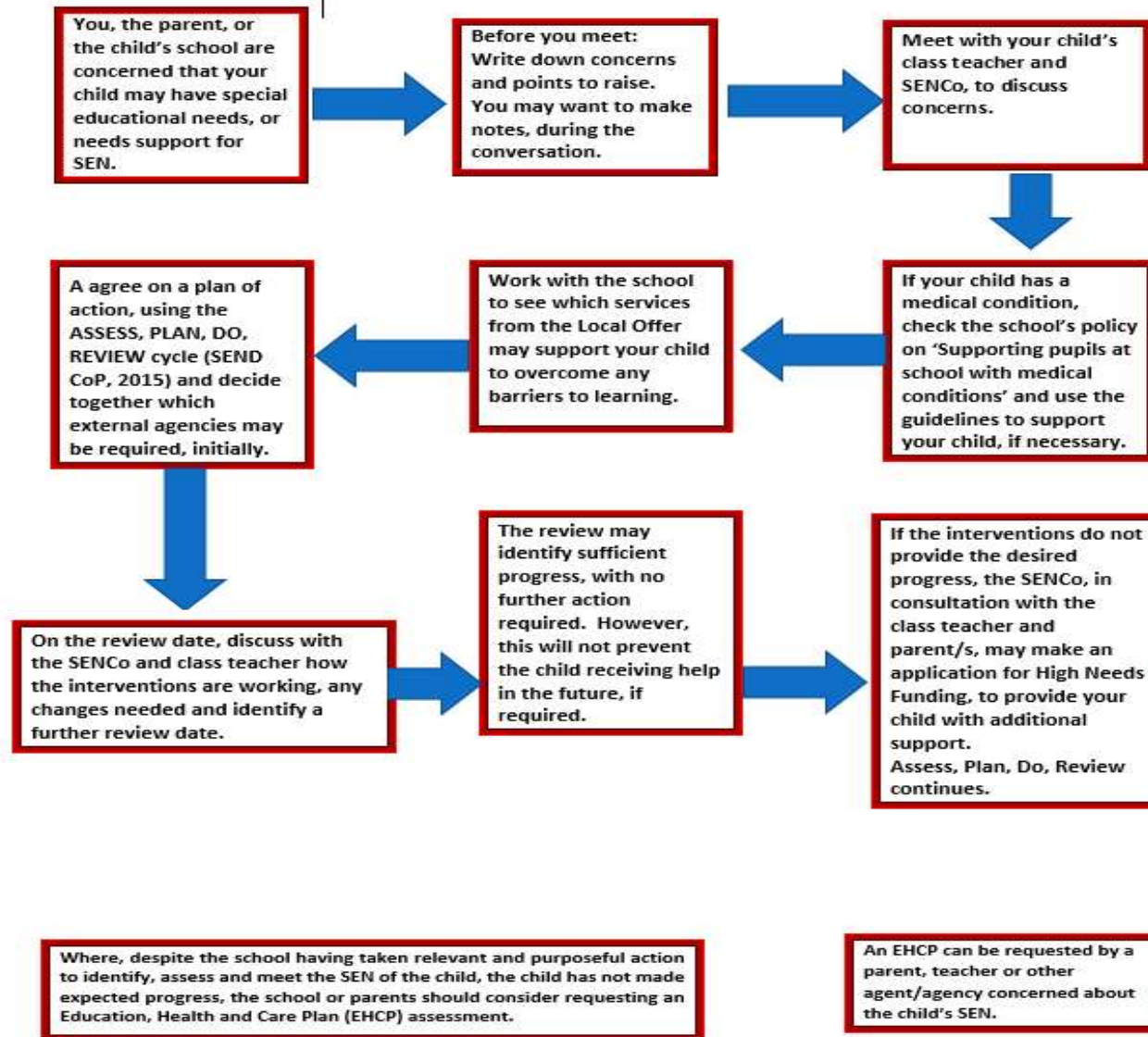
**Email address:** [SSS.NCC@northnorthants.gov.uk](mailto:SSS.NCC@northnorthants.gov.uk)

**Website:** <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/SEND-support-service.aspx>



## Little Houghton CEVA Primary School

### SEN Support Sequence



# Little Houghton CE Primary School Website

These supporting documents can be found on the school's website - [SEND - Little Houghton CE Primary School \(lhcep.co.uk\)](http://lhcep.co.uk)

- Inclusion Policy
- Accessibility Plan Policy
- Equality Objectives
- Equality Policy