



Finedon Infant School
Orchard Road,
Finedon, Northamptonshire,
NN9 5JG
Telephone 01933 680467

Finedon Mulso CE Junior School
Wellingborough Road,
Finedon, Northamptonshire,
NN9 5JT
Telephone 01933 680433



Head Teacher - Mrs Joanne Lloyd-Williams

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SPECIAL EDUCATIONAL NEEDS and Disabilities (SEND) INFORMATION REPORT 2018 – 19(updated November 18)

Government legislation requires all schools to publish a report called the Special Educational Needs (SEN) Information Report (clause 65(3) (a) of the Children and Families Act 2014)

Our Approach

Finedon Infant and Finedon Mulso CE Junior School are mainstream schools. We are committed to inclusion and ensuring that all our pupils can achieve their best possible outcomes. We take a person-centred planning approach and consider the holistic needs of pupils when making decisions regarding provision. High quality first teaching and our wide range of evidence-based and bespoke interventions are delivered across the school and organised through our pupil progress reviews and provision mapping processes. Staff meet regularly to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes.

Underpinning ALL our provision in school is the graduated approach cycle of:



ASSESS:- In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Inclusion Manager agree in

consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We write one-page profiles for our pupils with Special Educational Needs and Disabilities which we call Pupil Passports and we review these as often as required but at least three times per year. The provision set out in these passports is arranged through our termly whole school provision maps.

DO: - The School's SENCo, Miss Pettitt, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the Inclusion Manager's role. Our meetings are child-centred reviews which involve key adults supporting the pupil in school, family members and the child themselves. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the Inclusion Manager attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

How would Finedon Schools identify and assess my child's special educational needs and / or disabilities?

All pupils have access to quality class teaching and the curriculum. Class teachers make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected academic progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Teachers also assess progress in areas other than academic subjects – for instance they will check whether a pupil needs to make appropriate progress in social skills or physical development.

Class teachers speak to parents regularly about the progress of the pupils in their class. Initially, teachers work together with parents to support the pupil to make good progress. If problems persist and a pupil continues to fall behind, then class teachers discuss their assessments with the SENCo.

Together, the SENCo and the class teacher may be able to identify barriers to learning with reference to **Northamptonshire SEN Descriptors** and therefore suggest strategies to try to help accelerate progress. With the agreement of the parents, the pupil may be placed onto a Personal Provision Plan. The Personal Provision Plan is created by teachers, pupils and parents with the support of the SENCo. The Personal Provision Plan identifies specific targets the pupil should aim to meet and outlines the provision and strategies that will be used to support the pupils to do this. A record will be kept on the way a pupil responds to particular strategies, as this can further help identify their particular need. Personal Provision Plans are reviewed termly with parents and pupils.

Where pupils are receiving additional support that is different to other pupils, they may be placed on the Special Educational Needs register. This decision will always be taken with the parent and their consent gained.

Once further evidence has been collected the SENCo may make a referral for further assessment to either a Local Authority provider e.g. Community Paediatrician, Speech and Language Therapist or commission an outside agency e.g. Educational Psychologist to undertake further assessment.

What are the SEND broad areas of Need?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Starting in our foundation stage there is a strong emphasis on communication and interaction. Our staff are trained to deliver the Talk Boost and Early Talk Boost programmes which can assess speech and language ability and provide intensive programmes of intervention which boost skills significantly. We also work alongside speech and language therapists to deliver personalised programmes of support within the setting and have members of staff who are trained to support children with speech, language and communication difficulties. Children in this category may have difficulties on the Autistic Spectrum and our highly experienced inclusion manager provides specialist support to pupils and their parents/carers. Our staff are trained to deliver LEGO therapy and to use strategies including social stories and comic strip conversations with children with social communication difficulties. Over the last academic year we also introduced a Social Thinking approach throughout school and support staff are trained to run Social Thinking intervention programmes to target learners with specific difficulties in social interaction.

2. Cognition and learning

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. We are committed to the Reading Recovery Programme and employ a Reading Recovery trained teacher to deliver this intensive and high quality intervention to identified reception and year 1 pupils. For pupils with specific needs in maths we also deliver the intensive intervention Numbers Count in key stage 1 and First Class Number for older pupils. Our Inclusion Manager is a qualified level 7 AMBDA dyslexia teacher and is able to diagnose dyslexia and design individual teaching programmes for pupils with the highest levels of need in this category across both key stages. For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching approaches to ensure that progress can be made at a pace that suits the pupil. We advocate the use of multi-sensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles. We also use specific computer based programs to enable further access to learning opportunities. Teaching staff and support staff work closely with the Inclusion Manager to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

3. Social, emotional and mental health

Finedon Schools recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs.

At Finedon Mulso CE Junior School and Finedon Infant School we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Identification of a key adult to deliver pastoral support;
- Offering various pastoral intervention programmes such as Emotional Literacy Support, Drawing and Talking and Time to Talk.
- At the highest level of need, we can refer pupils to CAMHS for highly specialist intervention and support;
- Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week;
- Maintaining robust anti-bullying practices and ethos throughout school;
- Maintaining a consistent and positive behaviour management approach throughout school;
- Maintaining the 'Place of Sanctuary' award in recognition of support for our EAL pupils;
- Supporting parents and carers via Mrs Jewell, the school's parent support advisor;
- Conducting celebration assemblies twice weekly to recognise and reward the achievements of all pupils;
- Providing a stimulating, nurturing and inspirational learning environment throughout school;
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises;
- Promoting our school community through social networking and sharing in our pupils' successes;

4. Sensory and/or physical needs

Finedon Schools support children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. Our Supporting Children with Medical Needs policy outlines how we arrange provision for pupils with medical needs. The Inclusion Manager works closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. The key stage one and foundation stage environments have been recently redesigned to support pupils with sensory processing difficulties. We also offer an extensive outdoors provision that provides a wide range of sensory experiences. The Inclusion Manager can make referrals to Alder Hey for a range of services following discussions with parents/carers and the allocated school nurse. Over the next academic year we plan to increase our knowledge of Sensory Processing Disorder across all staff members and implement further intervention for pupils who require individualised sensory input during the day.

Who is Finedon Schools Special Educational Needs Coordinator (SENCo)?

Miss Pettitt is the SENCo at both Finedon Mulso Junior School 01933 680433 or Finedon Infant School on 01933 680467.

Alternatively, Miss Pettitt can be contacted by email: felicity.pettitt@iflt.org.uk

How are parents/carers with children with special educational needs and disabilities included in the education of their child / children?

As with all children we hope to meet new parents/carers at the stage when they are deciding which school is their preferred choice for their child. We hold a new parents/carers evening prior to a child starting either school and also organise additional visits to school both in and out of school time for those that require it.

Learning Review sessions are held throughout the academic and parents are encouraged to come along and share their child's learning. In addition, Personal Provision Plan reviews are held termly.

Parents are welcome to contact the school offices at any time during the school year to make an appointment to meet with the class teacher, SENCo or Parent Support Advisor (PSA).

How are young people with SEND involved in discussing their education?

In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We try 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
- monitor their success at achieving their targets on their Personal Provision Plan, if they have one

The children can be involved in the running of the school through the school council.

How do I know how well my child is doing at school?

If an area of need is highlighted, we will let parents/carers the targets that their child is working on and the progress they are making towards meeting them with the offer to discuss their progress at a meeting with the SENCo. If a child has a Health Care Plan, we will additionally facilitate annual reviews.

Will my child be admitted to your school?

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

How do you prepare my child for joining your schools or transferring to another school?

We work closely with your child's previous setting, including ensuring the transfer of their records. Visits / information sessions are arranged for both parents and pupils pre-transfer, including home visits by Reception staff. Activities are also arranged to allow pupils to become familiar with either school or staff e.g. visiting assemblies, story time, sport activities and school transfer day. Additional accompanied visits are also arranged for those pupils that will benefit from them.

When a child moves to another setting we actively liaise with the receiving school to enable the transfer to be as smooth as possible. Additional activities and visits are also arranged if necessary.

Those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

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

All planning, both medium term and short term is differentiated within the class. The staff at school are provided with suggestions by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and any other specialist advisors where and when appropriate.

How do you adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

How is the decision made about the level of support my child receives?

We constantly review needs of pupils using our systems of monitoring, evaluating and reviewing, our experience and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed.

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo Coordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

What training have staff had to support children and families with special educational needs and disabilities and how is specialist expertise secured?

All of our teachers are qualified and some have undertaken specialist further development. For example, Autism, Attention Deficit Hyperactivity Disorder training and Team Teach. Our teaching assistants have also accessed a range of training including – Team Teach, Autism, Speech and Language, Switch On Reading etc. Professional development is on-going and staff may access this individually, as a whole school or as part of the Learning for Life Education Trust.

We work closely with the following services to support a child's needs:

- Children and Young People's Specialist Community Health Services & Emotional Wellbeing and Mental Health Services (Northamptonshire Healthcare NHS Foundation) – referrals are made to these services via the Northamptonshire and Young People's Referral Management Centre Referral Form
- Northamptonshire County Council Educational Psychologists - the Learning for Life Education Trust commission this service via a service level agreement to provide an allocated block of support for pupils, parents and staff within their schools

- Finedon Schools also have an additional budget allocation to use for commissioning other specialist expertise e.g. specialist behaviour professionals, specific learning difficulties assessor etc.
- Finedon Schools encourage parents to engage with the Northamptonshire County Council Early Help process

www3.northamptonshire.gov.uk/.../help.../contact-early-help-support-MASH.aspx

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs and disabilities?

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCo and / or senior leaders
- ongoing assessment of progress made by all intervention groups
- work sampling on a regular basis
- scrutiny of planning
- teacher discussions with the SENCo and other leaders
- informal feedback from all staff
- pupil and staff discussions when setting SEN Support Plans targets or reviewing existing targets
- pupil progress tracking using assessment data on a termly basis
- provision mapping
- attendance records and liaison with the Parent Support Advisor (PSA) and Northamptonshire County Council Education Inclusion Partnerships (EIP)
- regular meetings about pupil progress between the SENCo/other senior leaders and the Head Teacher
- Head Teacher's report to parents and governors

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

Every child has the opportunity to access trips including, residential if parents wish. Risk assessments are completed for all trips; specific risk assessments may be completed for individual children.

All children are also invited to join in with the variety of after school clubs that are available.

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

We have an appropriate safeguarding policy and systems in place. Pupil's health and well-being is important to us. Our Parent Support Advisor (PSA) and SENCo liaise with both members of staff, parents and other agencies to support your child. Members of staff refer pupils to our Parent Support Advisor who then offers individual and / or group support as necessary and will refer to an outside agency if deemed necessary and with permission of the parent / carers.

How does the school get specialist equipment?

When specialist equipment or a high level is required to support a pupil with special educational needs, our schools will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the schools from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Which support services can I contact?

- **Educational Psychology Service**

Educpsychology@northamptonshire.gov.uk

- **Educational Inclusion and Partnership (EIP) team**

Contact via completion of an online contact form on the Northamptonshire County Council website

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/pages/default.aspx>

- **Information Advice Support Service for SEND in Northamptonshire**

Telephone: 01604 636111

Website: www.iassnorthants.co.uk

Email: contact@iassnorthants.co.uk

Post: Information Advice and Support Service for SEND in Northamptonshire
Springfield
Cliftonville
Northampton
NN1 5BE

- **Virtual School for Looked After Children**

www3.northamptonshire.gov.uk/.../children.../schools.../virtual-school/.../default.aspx

- **School Nurse**

Contact number: 01933 414934

- **Northamptonshire County Council Local Offer**

<http://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/send/local-offer/Pages/default.aspx>

Who can I contact within Finedon Schools when I have concerns?

Mrs Joanne Lloyd-Williams, Head Teacher

01933 680467 or 01933 680433

head@finedonmulso.northants-ecl.gov.uk

head@finedon-inf.northants-ecl.gov.uk

Mrs Caroline Jewell, Parent Support Advisor

01933 680467

caroline.jewell@iflt.org.uk

Miss Pettitt, Special Educational Needs Coordinator

felicity.pettitt@iflt.org.uk

- Please click here to see our [Inclusion Policy](#) for further details about Inclusion and Special Educational Needs. You may also find this brief guide to SEND useful [Parents-SEN-Leaflet](#).
- To view our Public Sector Equality Duty assessment and action plan, please click here [THE PUBLIC SECTOR EQUALITY DUTY](#)
- Please click here to view [Finedon Infant Junior Schools Access Audits](#)
- To view the Accessibility Plans, please click here [Finedon Infant School Accessibility Plan](#) and click here for [Finedon Junior School Accessibility Plan](#)
- Please click here to view the IFLT [Complaints Procedure](#)