



Earl Spencer Primary School

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

**HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES.**

Welcome to Earl Spencer Primary School's SEN Information report.

- ▶ This report can be looked at page by page.
- ▶ Alternatively, you can use the 'Quick Links' to find answers to a specific question.



Areas of Special Educational Need

At Earl Spencer Primary School, we embrace the fact that every child is individual, therefore the needs of every pupil are different. This is reflected in the provision that we offer our pupils with SEN.

The four identified areas of need are:

- ▶ Communication and Interaction
- ▶ Cognition and Learning
- ▶ Social, Emotional and Mental Health
- ▶ Sensory and Physical needs

The support given to pupils will depend on what their specific needs are within these areas.

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The kinds of special educational needs for which provision is made at the school includes:

- ▶ Autism
- ▶ Speech and language
- ▶ Social emotional and mental health
- ▶ Sensory impairment
- ▶ Physical difficulties
- ▶ Specific learning difficulties
- ▶ Moderate learning difficulties



What should I do if I think my child has special educational needs?

- ▶ Firstly, do not panic or worry – we are here to listen, help and support with any concerns that you may have.
- ▶ If you have any concerns with any area of your child's learning or development, in the first instance, speak with their class teacher. They will be able to talk through your concerns and then seek the appropriate support if necessary.
- ▶ You can also speak with Mrs P May (SENCo/Inclusion lead/EMA Co-ordinator).
- ▶ You may also wish to speak with a medical professional such as your child's G.P.



How does the school know if a child needs extra help?

Much information would be gathered and used to identify if a child needs some extra help. This may include:

- ▶ Information from parents, children and staff working within school.
- ▶ Information from external agencies, including medical information when shared.
- ▶ Classroom observation by the SENCo, EMA co-ordinator and senior leaders.
- ▶ Ongoing assessment of progress made by the intervention groups.
- ▶ Judgements against the National Curriculum.
- ▶ Teacher assessments of progress and observations within class.
- ▶ Formal tests e.g. SATs
- ▶ In-school tracking, moderation and progress meetings.
- ▶ Pupil interviews when setting new IEP/Provision map targets or renewing existing targets.
- ▶ Pupil progress tracking using assessment data (whole school processes)
- ▶ Attendance records and liaison with SASO.
- ▶ Regular meetings about pupils' progress between the SENCO/EMA co-ordinator and the head teacher.
- ▶ Head teacher's report to parents and governors.

For further information, please see the school's SEND policy.

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How will both the school and I know how my child is doing?

We believe that working in partnership is the best way to support children. It is important that you are kept fully informed about your child's progress.

This may be done through:

- ▶ Parent consultations and SEN meetings
- ▶ Parent/teacher discussions, phone calls etc.
- ▶ Informal conversations and feedback from all staff.
- ▶ Formal/informal assessment information
- ▶ Annual head teacher's school report to parents and governors.
- ▶ Discussions with your child
- ▶ Regular formal and informal review meetings with children with SEN Support needs.
- ▶ Annual review meetings for pupils with Education, Health and Care Plans.
- ▶ Monitoring within school.

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How will school help with me with my child's learning?

Your child's class teacher can offer practical ways that you can support your child at home. If your child is receiving SEN support they will have an Individual Education Plan (IEP)/Provision maps with targets. These will be discussed with you and your child and their class teacher, on a termly basis. School offers a variety of other ways to help you support your child which may include:

- ▶ Homework
- ▶ Parent workshops
- ▶ Accelerated Reading books for the child to take home.
- ▶ Specific target work/resources may be sent if appropriate.
- ▶ Links and information via the school website/TEAMS.
- ▶ Informal discussions with school staff.
- ▶ Sharing of targets, enabling home and school to take a shared approach.
- ▶ Access to TT Rock Stars, Spelling Shed, LEXIA and a whole host of other online resources.



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

The school provides Quality First Teaching for all pupils as the most important part of its provision. This would include, though is not limited to:

- ▶ Wave 1,2,3 interventions
- ▶ Other small group interventions
- ▶ Bi-lingual support/access to materials in translation.
- ▶ Study buddies
- ▶ Homework/learning support club
- ▶ Curriculum adjustment and adaptation will take place to match the needs and interests of pupils.
- ▶ Support allocated within the classroom.
- ▶ Carefully chosen resources to support learning.
- ▶ The broad curriculum incorporates outdoor learning, physical activity, Art as well as ICT.
- ▶ The National Curriculum is delivered alongside the school curriculum.
- ▶ Appropriate 'next steps' are identified for each child.
- ▶ The children's voices influence the curriculum through class group discussions and School Council meetings.
- ▶ The curriculum takes into account the interests of the children.
- ▶ There are a variety of learning opportunities outside of the classroom.
- ▶ Advice from outside agencies, where appropriate.

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How are SEN resources allocated?

- ▶ We aim to ensure that all children with Special Educational Needs are provided for, to the best of the school's ability, with the available funds.
- ▶ We have a team of Teaching Assistants and part of their role is to deliver support programmes designed to meet the needs of groups or individuals, planned for by teaching staff and closely monitored by the Inclusion Team.
- ▶ External professionals are commissioned to come in to school to support with creating targets and programmes for pupils with a significant need.

How does the school measure impact?



- ▶ The school evaluates and reviews its provision map on a termly basis, to ensure its effectiveness.
- ▶ Children receiving SEN support will have their targets continually reviewed and formally reviewed on a termly basis. Targets and reviews will be shared with parents/carers and pupils.
- ▶ Ongoing assessment of progress made by intervention groups.
- ▶ Informal feedback from all staff.

How will the school decide the type of support my child will receive?

- ▶ The class teacher and Inclusion Team will discuss your child's needs with you and decide what support would be appropriate. This may include small group work or 1:1 support.
- ▶ Assessment, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils.
- ▶ Children require varying amounts and types of support in order for them to reach their full potential.
- ▶ Reviews of targets and provision outcomes will help to identify the next steps for each pupil.
- ▶ The Inclusion team and class teacher will also work closely with a range of external professionals, to ensure that the support your child receives is tailored to their specific needs.

How will the school ensure my child is included in school activities?

- ▶ All children are encouraged to play a full and active part in school life at Earl Spencer Primary School.
- ▶ Arrangements are made, wherever possible, to allow active participation in after-school clubs, leisure and cultural activities and school visits.
- ▶ Additional staff may accompany pupils during school hour trips and visits, in order for an individual's specific needs to be met, enabling them to access the activity.
- ▶ Risk assessments are carried out for all visits and trips or ad-hoc activities taking place within school – individual pupils needs will form part of the risk assessment.

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What support will there be for my child's overall wellbeing?

- ▶ We are a diverse and inclusive school and have a caring and nurturing ethos.
- ▶ Our staff believe in the positive impact of building strong relationships with pupils and endeavour to build these quickly by getting to know the pupils as individuals.
- ▶ We have a strong Safeguarding Team, this includes: Liz Brear (Co-Head teacher) – Lead DSL, Nicky Sutton (Co-Head teacher) – DSL, Phillipa May (SENCo/Inclusion Manager) – DSL and Leanne Russell (Family Support Worker) – DSL
- ▶ Our PSHE programme, which includes mindfulness, protective behaviours, resilience and coping strategies are all embedded within the PSHE curriculum.
- ▶ Keeping Safe booklets ensure continuity throughout the school from EYFS to Year 6 and the booklets are adapted for each key stage with a balance between important safety messages and key aspects of social and emotional development. It also addresses digital resilience and age appropriate e-safety sessions.
- ▶ Assemblies focus on school values and link with children making positive choices regarding their own physical and mental wellbeing, we also have a separate assembly on British values.
- ▶ Therapeutic group work.
- ▶ Pastoral staff have been extensively trained in a number of therapeutic interventions including Sand play, Lego based therapy and Drawing and Talking, and many more. These are offered to children where there has been an identified need.
- ▶ Further information can be found in the school policy document: 'Safeguarding, E-Safety, Behaviour and Health & Safety.'



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What training do staff receive?

- ▶ Staff delivering SEN support programmes are supported by the school's Inclusion Team and class teachers and a range of external professionals.
- ▶ SEN training for all staff is planned into the calendar and delivered at various times throughout the academic year.
- ▶ Staff have received a variety of specific training including, but not limited to: PREVENT, ASD, Behaviour management with consistency (and with a whole school approach), Challenging behaviour strategies, Epilepsy, Phonics, FGM, Online Safety and specific training to deliver targeted interventions.

How accessible is the school?



- ▶ EYFS and KS1 is all on one level, and includes a large accessible toilet.
- ▶ KS2 building is on two levels, however there is a lift in this building to ensure access for all.
- ▶ The school has provided physical aids to support children where necessary. If a child enters school with particular health needs, then the school will endeavour to ensure that these needs are met, where possible.
- ▶ All entrances to school have accessible doors.

How can parents get involved and support their child?

- ▶ Communication with school through phone, meetings, emails, TEAMs, comments in pupil's Reading Record books
- ▶ Attend progress meetings
- ▶ Attending regular meetings to review current and agree on new targets
- ▶ Parental questionnaires
- ▶ Events for the child to share their learning with you



- ▶ Parent workshops
- ▶ Attending merit assemblies
- ▶ Attending celebration assemblies
- ▶ Attend Parents' evening
- ▶ Read books with your child and hear your child read
- ▶ Access school online resources with your child from home

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How will the school support my child during any transitions?

We understand that any transition can be difficult for a child and we therefore have transition arrangements that apply for all children.

We will ensure early and timely planning for transfer to a pupil's next phase of education and in the year prior to them leaving, we will offer transition meetings to all pupils in receipt of additional SEN support. Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at planned review meetings convened by the plan co-ordinator.

- ▶ A transition timeline will be produced, with specific responsibilities identified.
- ▶ Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all 'class transition days' to the next phase, but may also be offered additional transition visits.
- ▶ Transition meetings are held between current and future teachers, year groups and schools.
- ▶ Children visit their new classes (usually for two days) during the Summer term transition days.
- ▶ Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure the information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- ▶ Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

What specialist service support does the school access?

Effective working links are maintained with:

The Specialist Support Service (SSS) for children with Autism and/or SEND

<https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service>

Educational Psychology Support:

<https://www.westnorthants.gov.uk/educational-psychology-service>

<https://www.mosaicpsychology.co.uk/>

Educational Inclusion & Partnership Team (EIPT): Contact number- 0300 126 7000

EIPTriage.NCC@westnorthants.gov.uk

IASS information advice support service: Contact number: 0300 126 1039

<https://www.iassnorthants.co.uk/Pages/contact-us.aspx>

Virtual School for Looked After Children: Contact number 01604 365912

<https://www.westnorthants.gov.uk/virtual-school>

Social, emotional and mental health (SEMH) panel via school referral



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School contact details:

Write to: Earl Spencer Primary School
Streatfield Road
Northampton
NN5 7DE

Telephone: 01604 751130

Email: pmay@earlspencer.northants.sch.uk



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Who can I contact for further information or to complain about any SEN concerns?

The first point of contact would be with your child's class teacher, who should be able to assist you with the information that you require. Alternatively, we are always happy to arrange a meeting with the SENCo/Inclusion Lead.

If there are any complaints relating to the provision for children with SEN or EAL, these will be dealt with in the first instance by the class teacher and SENCo/EMA Co-ordinator, then if the issue remains 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 (see separate Complaints Policy).

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