



**Little Harrowden Primary School  
SEND Information Report  
2022-2023**



**The name and contact details of the SEN co-ordinator.**

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All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

**The kinds of Special Educational Needs which are provided for in our school**

At Little Harrowden Primary School, we provide an inclusive education for children with a variety of needs. We ensure that all pupils are provided with the support required for them to achieve their personal goals. Throughout the school, we have members of staff that are skilled in supporting children with many different educational needs and everyone works together to ensure there is a nurturing, caring environment where children can feel safe. Children may receive varying degrees of support from outside agencies depending on their need. Agencies that we may seek advice and support from include the NHS speech and language team, occupational therapy, educational psychologist, school nurse and specialist SEND support service (SSS). Recently, we have been building a working partnership with the Mental Health Support Team (MHST), who come into school to work with children that are having difficulties with their mental health including those that have anxiety following the pandemic and school

	<p>closures.</p> <p>Historically, we have support children with a range of needs. Some of these needs are listed below:</p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• ASD</li> <li>• Dyspraxia</li> <li>• ADHD</li> <li>• Visual Impairment</li> <li>• Hearing Impairment</li> <li>• Downs Syndrome</li> <li>• Medical Needs impacting on learning</li> <li>• Significant speech delay</li> </ul> <p>We continue to support children that have a variety of special educational needs. We ensure that all children's needs are met and that they have the tools to reach their full potential within our school.</p>
<p><b>Our school's policies for identifying children and young people with SEN and assessing their needs</b></p>	<p>Identification of children with SEN is a result of collaboration between members of staff and parents/carers of the child. Teachers and teaching assistants get to know the children within their classes well and form relationships with the children quickly. If teachers notice that a child in their class is having difficulties, progress with their learning has declined or there is a change in behaviour, they are expected to have discussions with parents/carers and put in place support for the child. Teachers may seek support from the SENCO at this stage through discussions about the interventions that could be put in place. Children will receive a 6-week block of intervention relating to their difficulties at that time. During the intervention time, there will be careful monitoring and record keeping of the child's progress and if little or no progress is being made, teachers must complete an initial concern form which is sent to the SENCO. This includes information about the difficulties that have been identified, details of the support that has been put in place and the outcome of that support. Upon receipt of an initial concerns form, the SENCO will complete observations of the pupil, analyse pupil data if relevant and have further discussions with the class teacher, the child and parents/carers. The outcome of these discussions and observations can vary. It is likely that a child that has not responded to the initial 6-week block of intervention will require an Individual Education Plan (IEP) which sets out small step targets to support the child. This may be a short-term method of supporting a child or may be required for a longer period of time. During discussions with parents, it may be suggested that observations by an educational psychologist would be useful to gain an understanding of</p>

	<p>additional support that could be put in place. If in agreement, the educational psychologist collects information from the parents/carers as well as the school to include within their report. Pupils that require ongoing support and those that have a diagnosed special educational need are placed onto the SEN register to ensure regular monitoring and support is in place.</p> <p>If parents/carers have concerns that their child may have a special educational need, they are encouraged to discuss concerns with the class teacher or to contact the SENCO either by phoning the school to organise a meeting or by sending an e-mail to the e-mail address provided on the Wellbeing and SENCO newsletter each month. Where parents raise concerns, a six-week period of observations and interventions as detailed above will be carried out with monitoring and review of impact.</p>
<p><b>Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.</b></p>	<p>Throughout the year, all children are assessed on their academic progress within reading, writing and maths at least three times a year through Pixl assessments. This information, alongside teacher assessment and information about pupil's achievements in other areas of the curriculum are shared at three key points in the year in the form of two parents' evenings and an end of year report. Within school, discussions are held about the progress of all children within each class in the form of pupil progress meetings. These meetings have in attendance the head teacher, members of the senior leadership team and the SENCO. Children that are not making the expected rate of progress are discussed, teachers are given suggestions for support that could be put in place and children's progress is monitored.</p> <p>Children that have an IEP in place or are on the SEN register have additional meetings with the class teacher and SENCO three times within the year. This is in the form of IEP reviews where targets are reviewed and adjusted accordingly depending on the pupil's progress in the areas specified. This is to ensure that small steps of progress are being made in between assessment points and that support that is in place is appropriate and having an impact. If children are unable to achieve their IEP targets, the type of support may be changed or referrals to other professionals may be required. Where children have an IEP in place, their class teacher and teaching assistants regularly support them using the assess, plan, do, review cycle where they consider progress towards targets and adapt where necessary.</p>

**How our school evaluates the effectiveness of its provision for children and young people with SEN**

Each class teacher is required to create a provision map each term. This details the support that all children are receiving in addition to the generic support within the classroom. Class teachers highlight children with SEN on their provision maps and these are sent electronically to the SENCO. Provision maps are reviewed regularly by the SENCO and also at the end of each term by the class teacher prior to planning provision for the following term. Interventions that are carried out with children as a result of having an IEP are reviewed regularly by class teachers and the SENCO. This is completed both within IEP review meetings but also through the class teacher's judgement of the effectiveness of intervention. Teachers may change IEPs regularly where they feel an intervention is not having the desired impact. This must be recorded onto the IEP in the review section for discussion at the IEP review meeting. Throughout the year, the SENCO and subject leaders will complete a variety of learning walks where the support for children with SEN within the classroom will be observed and feedback of the effectiveness of this provision will be provided to the class teacher. During pupil progress meetings, the provision for children with SEN is discussed, reviewed and alternative ways that a child could be supported are suggested where needed.

**Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.**

At Little Harrowden Primary School, we are an inclusive school and children are taught alongside their peers where possible. Children are supported within the classroom through scaffolding and adult support with interventions where necessary. When interventions are required, we aim for these to be completed within short periods of time to ensure that other areas of the curriculum are not impacted. At times, children may require further support away from their peers for longer periods of time to reach their full potential however, the impact of removing the child from their peers must be carefully considered.

Some children require a safe space within school to regulate their emotions or to complete interventions that may require a quiet space. Our family room is available at various points throughout the day and has multiple resources readily available to support children's needs. At all times, there is a mat on the floor that can support any physical interventions that may need to take place. There are a range of fidget toys and sensory items available for the children as well as resources to support discussions about emotions.

At times, children may require specialist equipment such as pencils that support grip, kick bands for chairs, coloured overlays and fidget toys. We are able to provide children with a range of resources that they can use within school to support their learning and the impact of any such equipment is reviewed regularly and replaced or changed where needed.

<p><b>Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</b></p>	<p>This year, we have started working closely with the Mental Health Support Team (MHST) to improve emotional development for children that are having difficulties. When discussing emotions with the children, we use Zones of Regulation as a whole school alongside our behaviour policy. This includes discussions about what the Zones of Regulation are and how it might look to be within each zone. Children are made aware that the ideal is that they are within the green zone and these discussions take place within assemblies and some PSHE lessons within classrooms. Each class has the zones of regulation on display as well as a regulation toolkit with a range of strategies that children can do to support their return to the green zone. At times, children with anxiety may be supported through a worry book. This allows children to write down the things that worry them and these are reviewed regularly with support of the family support worker.</p>
<p><b>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</b></p> <p><b>And</b></p> <p><b>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families</b></p>	<p>Throughout the school, there are a number of staff that have received training within a variety of aspects of supporting children. We currently have three members of staff that have had formal speech and language training which enables them to identify and support children with speech and language difficulties. Many of our teaching assistants have received training to support them in the delivery of interventions including the precision teach method and Read, Write, Inc. phonics. This year, we have started working closely with the Mental Health Support Team and have referred a number of children to be supported by this agency. If a child has been identified as requiring some support with their mental health, our Family Support Worker leads discussions with parents/carers and members of the Mental Health Support Team prior to making a referral. If a referral is accepted, specialists from the Mental Health Support Team visit the pupils in school weekly to provide support. The Headteacher, SENCO and Family Support Worker have completed team around the child training which provides a number of children with support from multiple adults within school. As children encounter difficulties within their lives, the type of support from a range of other bodies are sought. We currently have children receiving support from Service Six for bereavement counselling however, we are aware of a and able to make referrals for children that may require other support in the future. Our school nurse team provide support for multiple areas that children may require support with including protective behaviours. The SENCO has completed a variety of training to support children with special educational needs including the NASENCO award, understanding dyslexia and epilepsy training.</p>

<p><b>Arrangements for consulting young people with SEN and involving them in their education</b></p>	<p>Children that are identified as having a special educational need alongside other children that may require additional support within the classroom have a one-page profile. This is an A4 page that shares the child's perception of their strengths, the things that are important to them and the ways they can be supported within school. Children are involved in writing their one-page profiles through age appropriate discussions and supporting them with their own ideas about how they can be supported within the classroom. Children that require and EHC plan are involved in annual reviews and have the opportunity to talk about their feelings towards school, what they think they are doing well at and things that they feel need to change. During the meeting, parents and professionals also contribute their opinions about these areas of school and there may be a discussion about changes to provision and information is sent to the county council to review. Each term, children with special educational needs have the opportunity to speak to the SENCO about how they feel about school, the support they receive in the classroom and what they think would support them further.</p>
<p><b>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</b></p>	<p>At Little Harrowden Primary School, if we have a concern about a child's progress or potential special educational need, we feel that it is vital to discuss this with parents/carers promptly. One of the first stages of identifying a child with SEN as stated earlier in this document is for the class teacher to discuss their concerns with parents/carers as this will allow us to gain an idea of any further or similar difficulties at home. If a child is identified as having a special educational need and on our SEN register or is identified as requiring additional support after the 6-week monitoring period, they are provided with an individual education plan (IEP). Before this happens, there is a discussion with the SENCO, class teacher and parents/carers to explain the difficulties that have been observed and discuss the support that could be put in place for their child. During this meeting, 2-4 targets will be created as a starting point for the IEP alongside a plan for the support that will be put in place to achieve these targets. Parents/carers are involved in this target setting to enable them to contribute any areas they feel their child requires additional support with and to ensure they are fully aware of the additional provision that is being put in place for the pupil.</p>
<p><b>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective</b></p>	<p>As children transition through the school at Little Harrowden Primary School, we ensure that all pupil information is passed to the next class teacher through transition meetings. These discussions include information about academic achievements, medical conditions, behaviour within school alongside any other information that the teacher feels is necessary to pass onto the new teacher. During this time, children with special educational needs and children that require support are discussed alongside handing over a recent one-page profile, IEP and any documentation from professionals where necessary. The SENCO is also responsible in ensuring that children with</p>

<p><b>transition)</b></p>	<p>special educational needs are discussed with the new class teacher prior to them moving into their new class. This enables effective transition between each year group within the school which also ensures the transition between EYFS and KS1 as well as KS1 to KS2 is effective.</p> <p>As children move from the Primary phase of their education into Secondary school, we ensure an effective transition through the relationships we have built with local secondary schools. Children from Little Harrowden Primary School often leave to attend various secondary schools however, we ensure that there is contact with each school where we provide relevant information in a timely manner. During the Summer Term within school, the Year 6 teacher, SENCO and Family Support Worker begin discussions with the secondary schools that children are transitioning to and making suggestions for children that would benefit from additional transition days where offered. Following KS2 SATs, Year 6 children begin additional PSHE sessions with a focus on transition to support all children with any worries that they may have.</p>
<p><b>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</b></p>	<p>Any concerns that are raised are taken seriously and dealt with promptly, openly, fairly and without prejudice. Where there is a complaint, all members of staff and governors follow the complaints policy and procedures document found on the school website.</p>

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

***(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)***

Links with Other Services

**Effective working links will also be maintained with:**

**Educational Psychology Service : Contact Number : 01604 630082**

**<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>**

**Education Entitlement Team : Contact number : 0300 126 1000**

**<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>**

**Parent Partnership Service : Contact Number : 01604 636111**

**<http://www.npps.info/>**

**Virtual School for Looked After Children : Contact number : 0300 126 1000**

**<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>**

**(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)**

**Information on where the local authority's local offer is published.**

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