

SEND Information Report 2024 - 2025

Duston Eldean Primary School



'TOGETHER WE GROW'

Frequency of review - annual

Reviewed - November 2024

Review date due - November 2025

SENCO - Miss Gemma Stephenson (g.stephenson@dustoneldean.northants.sch.uk)

Headteacher - Mrs Cathy Moore (c.moore@dustoneldean.northants.sch.uk)

SEN governor - Mrs Jane Other (01604 752283)

What are the kinds of SEN that are provided for at Duston Eldean?



At Duston Eldean, we endeavour to meet the needs of all children and hold diversity and inclusion at the core of our practice. We support a diverse range of pupils with a broad span of Special Educational Needs, including children with EHC plans and others who are placed on our SEN register. It is our mission to ensure that all students are enthused and motivated with a sense of empowerment to succeed in an ever-changing world. This is no different for children with a special educational need and / or a disability.

The school meets the needs of children who display a wide range and level of needs. Whilst the list below is not exhaustive, some of the pupil needs we have supported them with includes -

- Cognition and learning- Dyslexia, Developmental Coordination Disorder and varying degrees of learning difficulties, Global Developmental Delay
- Communication and Interaction - Speech, Language and Communication Needs, Autistic Spectrum Disorders
- Social, Emotional and Mental Health - Attachment disorders, ADHD, ADD including children with anxiety difficulties
- Sensory or physical difficulties - Hearing Impairments, Physical Disabilities, Cerebral Palsy

We currently have 13 children at Duston Eldean Primary school who have an Educational Health Care Plan which has been produced by West Northamptonshire County Council. The other 59 children have a Learning Plan to ensure their needs are met and one of these pupils has been allocated Targeted SEND funding as part of their provision.

We work closely with outside agencies such as occupational therapists, speech and language therapists and physiotherapists.



What are the policies for identifying children and young people with SEN and assessing their needs?

Duston Eldean Primary School



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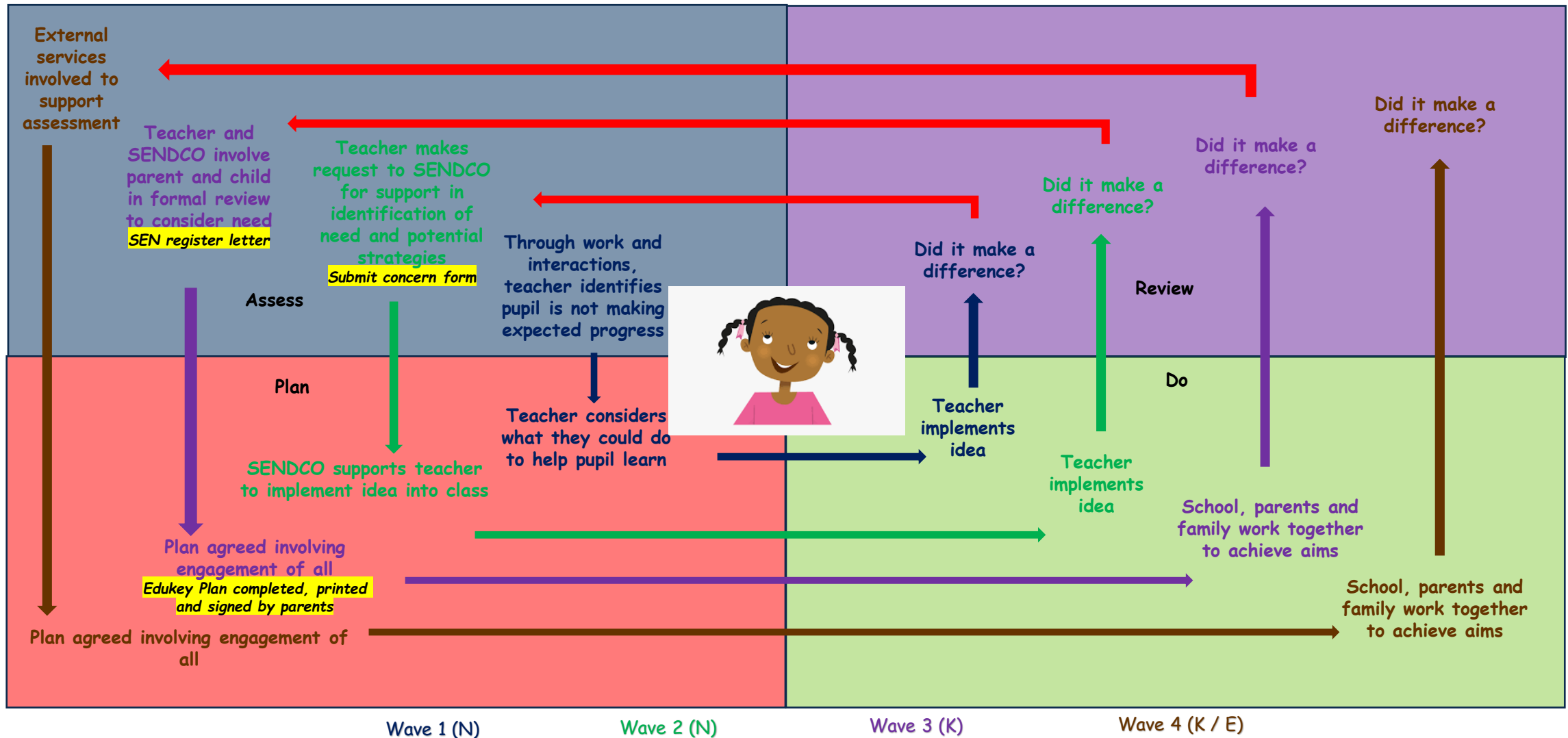
At Duston Eldean, we recognise the definition of Special Educational Needs as outlined in the SEN Code of Practice:

“A learning difficulty or disability that calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

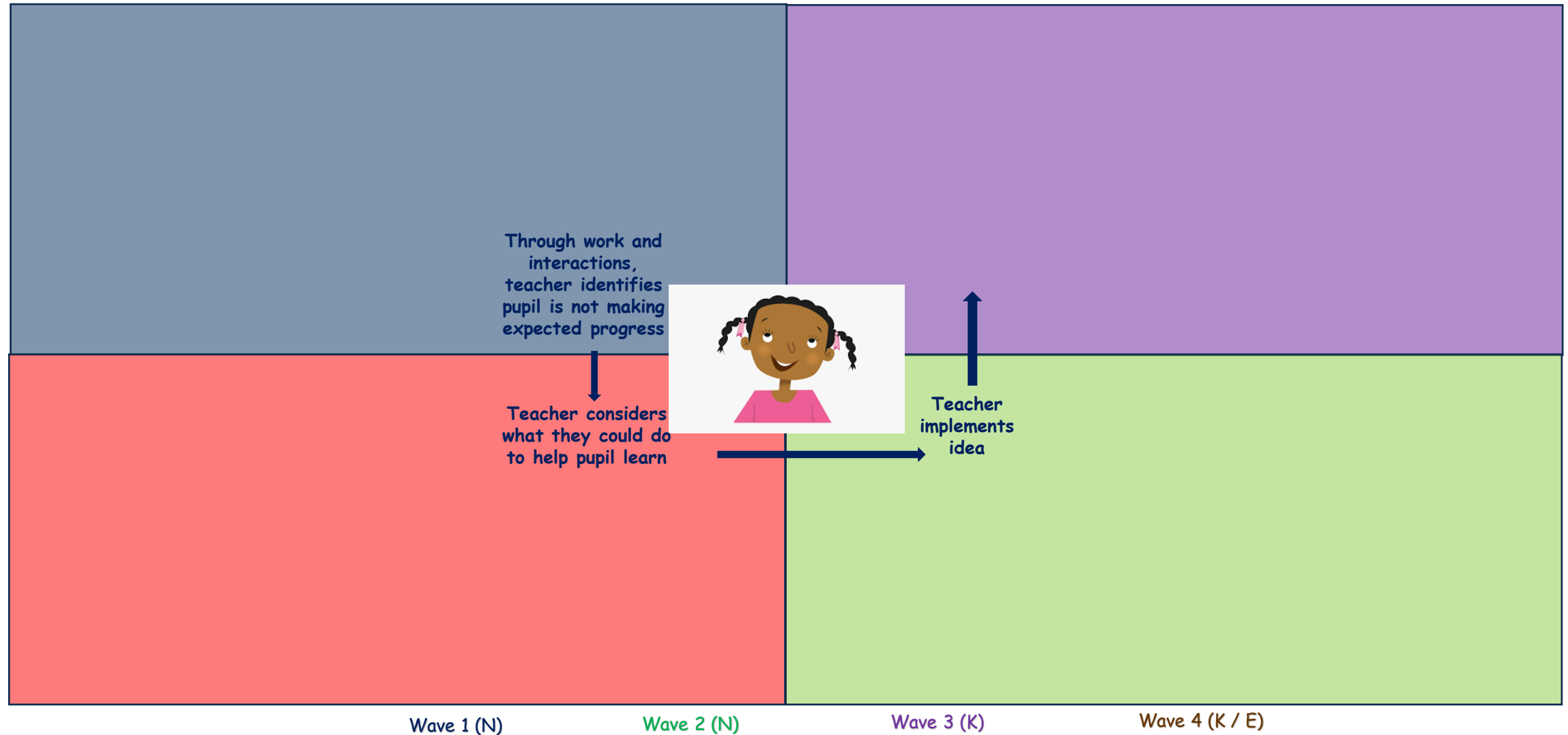
(CoP, 2015)

We use the assess, plan, do, review cycle as outlined in the graduated approach to ensure that children are closely supported and monitored at all levels of need; we view this graduated approach as four waves of provision. Pupils are added to the SEN register when their provision becomes additional to or different from peers of the same age (wave three). This decision is made in partnership between a child's family and the school staff who support them and is informed by a range of observations, assessments and other evidence.

The Graduated Approach



The Graduated Approach - Wave 1



The Graduated Approach – Wave 1



Pupils within Wave 1 at Duston Eldean are not considered to have a Special Educational Need; these are pupils who have been identified as not making expected progress in one of the areas of need and who would benefit from Quality First Teaching and / or support from our Universal Offer. As stated in the SEN Code of Practice, high quality teaching with appropriate differentiation should always be the first step in supporting a child who has or may have Special Educational Needs; additional interventions and support will not compensate for a lack of good quality teaching. (CoP, 2015)

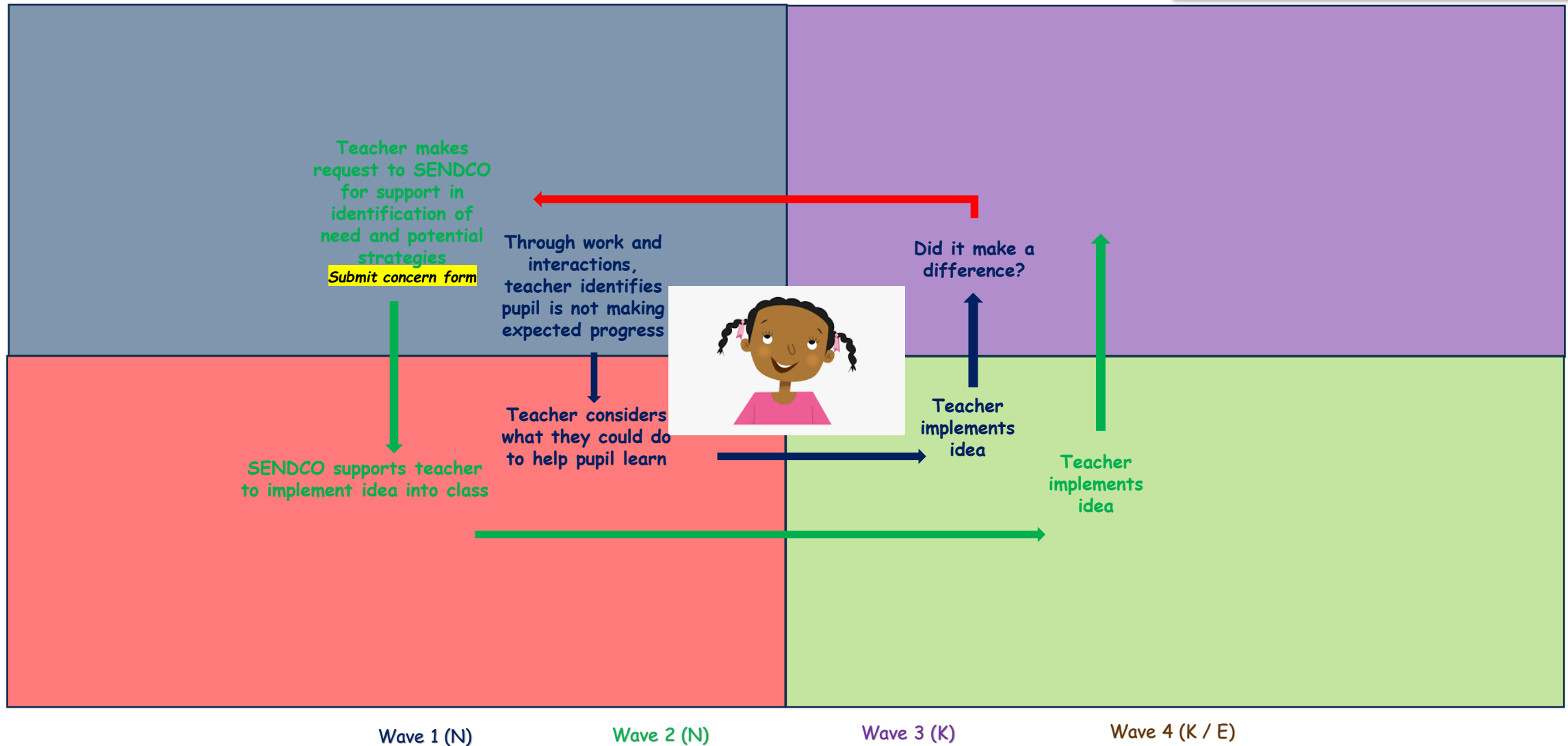
At Duston Eldean, we recognise that children who have been identified as needing to make accelerated progress do not necessarily have a Special Educational Need.

Early identification of this slower progress and barrier to development can be made through –

- the analysis of data including the Foundation Stage baseline, the Bell Foundation Assessment Framework or other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- talking to a child, where appropriate, to ascertain their views on the situation
- tracking individual children's progress over time
- liaison with feeder nurseries or other educational settings upon transfer
- liaison with parents prior to starting school
- information from previous schools
- information from other services
- undertaking, when necessary, a more in-depth individual assessment
- involving an external agency where it is suspected that a special educational need is significant

Once a need has been identified, class teachers will reflect on appropriate provision to support this child and implement this – many of the actions and provisions at Wave 1 are taken from our Universal Offer (see page 18). Class teachers will monitor the impact of these actions at the review stage and decide on appropriate next steps; this will either be continued support at the same level, ending support as the barrier has been overcome, or increasing supporting at a Wave 2 level.

The Graduated Approach - Wave 2



The Graduated Approach – Wave 2



Children at Wave 2 are also considered not to have a Special Educational Need as they are not receiving provision that is additional to or different from peers.

If, after reviewing the provision for a child at Wave 1, a child’s teacher or family feel that there has not been enough impact on supporting a child’s needs and accelerating their progress, teachers can request support from the SENCO.


To do this, staff complete a SEN concern form including all relevant information and history in order to build a holistic view of the child. Parental and pupil views (where possible) are also included on the form.

Upon receipt of the concern form, relevant next steps are implemented. These could include –

- advice given to class teacher by SENCO – either verbally or through the sharing of pedagogical resources (website or textbook)
- providing a physical tool or learning resource to support the child such as coloured overlays, wobble cushions, pencil grips or ear defenders
- observation of the child by SENCO during the part of their day in which they are experiencing difficulties
- further assessment of the pupil using school-based assessments, diagnostic checklists or commercially available assessments
- a session with the speech and language (S+L) teaching assistant to identify specific needs or complete relevant S+L assessments
- support from the ASD specialist in the form of an observation, advice or resources being made
- involving other relevant members of staff such as the family support worker, English / maths subject leads or safeguarding team
- looking at a child’s books and work
- analysing their historical data record and looking for changes in the typical development rate
- meeting between SENCO, class teacher and parents
- referring the child to an outside agency, where it is clear that a child’s needs are more significant

The SENCO will feedback these next steps and implement them alongside class teachers. After an agreed amount of time, these actions and further provisions will be reviewed to assess whether sufficient support has been implemented or whether the child should be added to the SEN register at a Wave 3 level.

Where it is clear at Wave 2 that a child needs a number of different provisions from the Universal Offer and at a level which is different from and additional to their peers, the child will be moved onto Wave 3 and added to the SEN register at a quicker rate if the SENCO, class teacher and parents are all in agreement.



SEN Concern Form

Form completed by: _____

Date: ____ / ____ / ____

Pupil details

| | | | | | |
|-----------------|----------|----------|------|---------------|--|
| Pupil name | | Class | | Date of Birth | |
| | | | | | |
| Academic levels | Reading: | Writing: | S+L: | Maths: | |
| | | | | | |

Area of concern - circle all that apply

(Read pages 97 and 98 of the CoP for information on the four areas of need)

| | |
|--------------------------------------------------|---------------------------------|
| Communication and interaction | Cognition and learning |
| Social, emotional and mental health difficulties | Sensory and / or physical needs |

Main concerns - please detail your main concerns about the pupil. What needs does the child have? How do these needs impact on the child's academic progress and wellbeing?

Family views - strengths / areas for support / worries / differences between home and school / strategies being tried at home

| | |
|----------------------|-------------|
| Parent / carer views | Pupil views |
| | |

stail the Wave 1 provisions and strategies used to support the pupil so
' How often and how long were they used? What impact did they have?

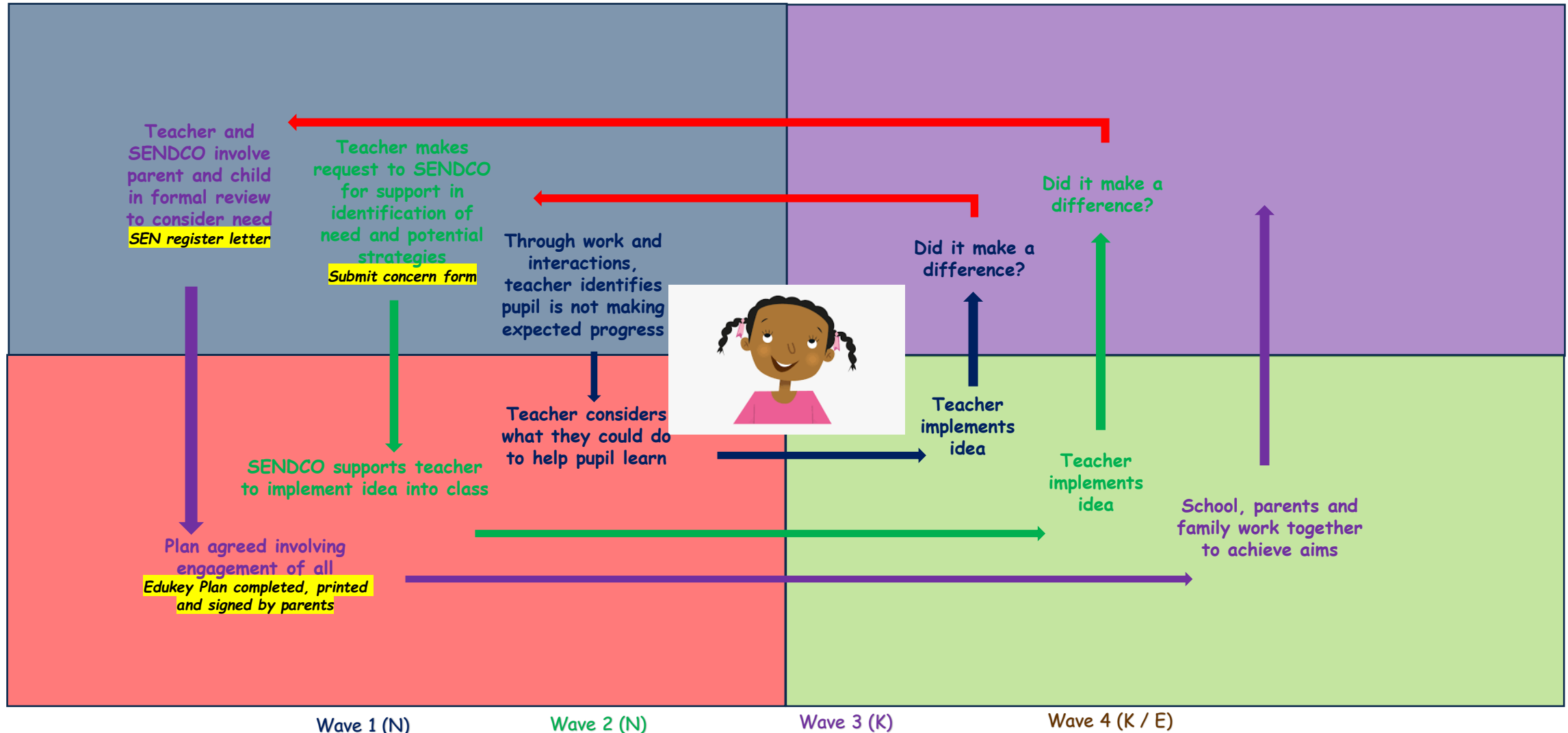
se include any other relevant information.

rm in the top white filing tray in the office. I will get back to you
ASAP for a follow up meeting.

Next steps - what was the outcome of discussions between staff member and SENCO?
What are the actions to take and who will take them?

Date follow up meeting completed: ____ / ____ / ____

The Graduated Approach - Wave 3



The Graduated Approach – Wave 3



All children from Wave 3 onwards are listed on the school SEN register; these are pupils requiring provision which is additional to or different from their peers. As previously explained, pupils needing to make accelerated progress or with English as an Additional Language will not be listed on the SEN register if no other needs are identified. These children are closely monitored by the Headteacher and leaders for areas including English, maths, pupil premium and EAL.

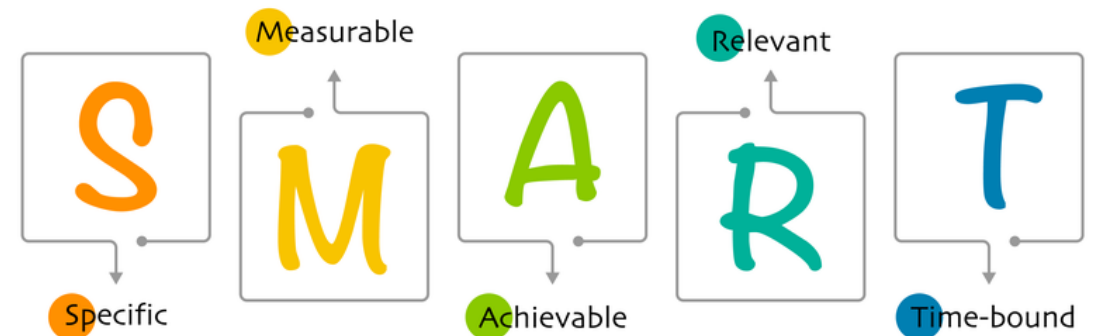
When children are added to the SEN register they will meet with the child's class teacher to discuss this and if in agreement will sign a consent letter.

All children on the SEN register have a Learning Plan. Whilst we recognise that Learning Plans are no longer a requirement in the SEN Code of Practice 2014, we also recognise that schools should keep an up to date and clear record of provisions in place along with the expected outcomes of that support. Learning Plans provide a useful record-keeping format that is accessible to all interested parties and which enables the focus to be placed on the unique development areas for each pupil.

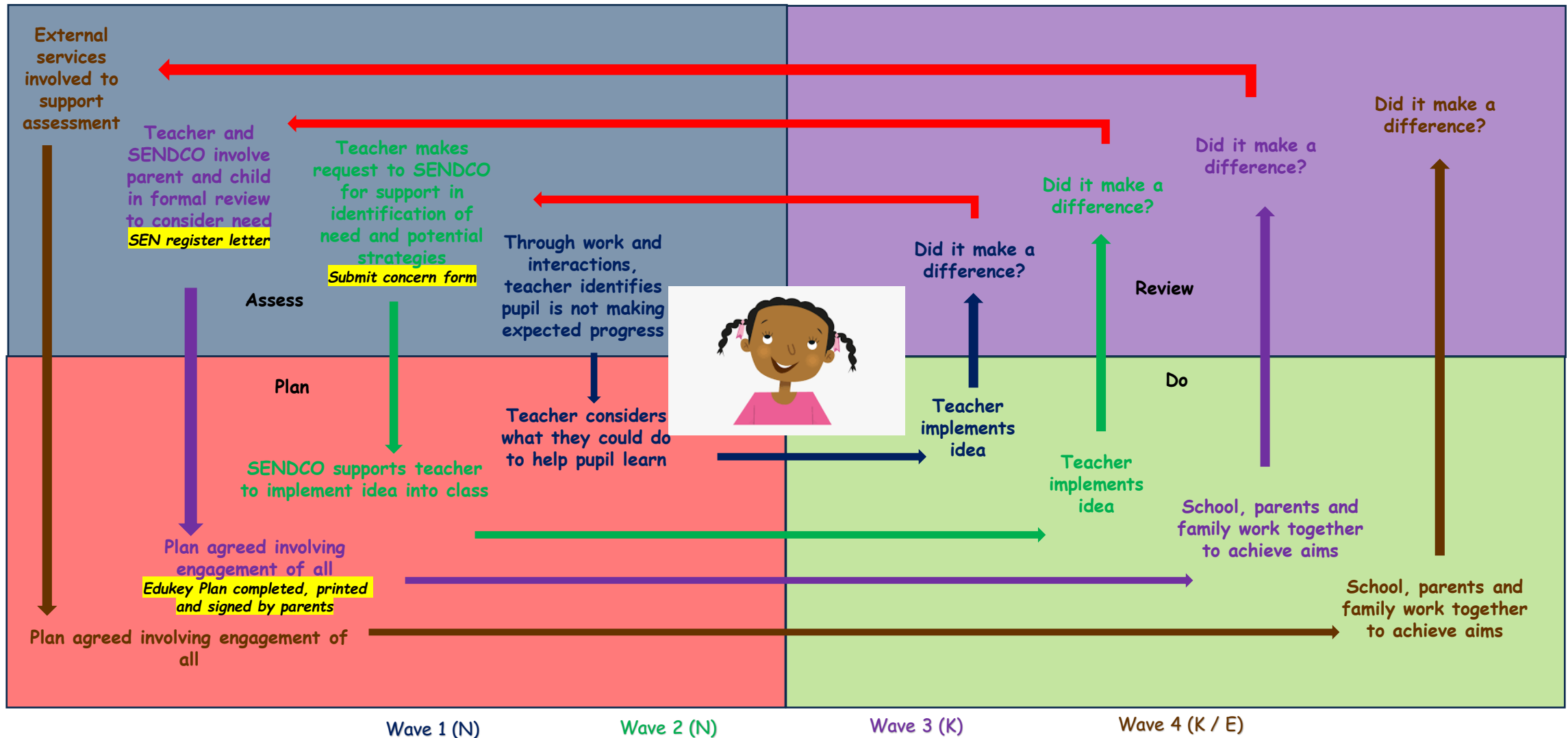
Our philosophy regarding the use of these Learning Plans is as follows –

- Learning Plans are working documents that can be refined and reviewed whenever needed; they are a tool to enable effective planning, teaching and reflection to support a child's development.
- Learning Plans should detail the provision that is additional to and different from peers.
- Pupils should have an increasing awareness and ownership of the Learning Plans as they get older, gradually increasing their contributions to these working documents.
- Targets and provisions listed on Learning Plans will reflect the advice from outside agencies as well as information gleaned from internal assessments, both summative and formative.
- To enable positive impact, Learning Plans will contain SMART targets – specific, measurable, achievable, relevant and time-bound. These targets will be agreed between class teachers and parents, and where needed with the SENCO also.
- A maximum of five targets per pupil will be set.
- Learning Plans are monitored by the SENCO for their effectiveness and impact.

Learning Plans are reviewed termly, with class teachers reflecting on the impact of each target at the end of each 12-week term and setting targets for the subsequent term. Where required, class teachers can add mini target reviews throughout the 12-week block in order to ensure the targets are as relevant to the pupil as possible throughout the term. If it is judged that a child no longer has a Special Education Need and the need has been fully addressed, school staff and parents can decide to remove a child from the SEN register. Again, this decision is taken in partnership and parents will be notified by formal letter. For children whose Special Education Need remains, further targets will be set on the next Learning Plan and the cycle will continue. However, if it is felt that a child's severe, complex needs required a significantly higher level of support, they can be moved to Wave 4 in which further outside agencies can be reached out to or a Request for Statutory Assessment made.



The Graduated Approach - Wave 4



The Graduated Approach – Wave 4

Duston Eldean Primary School



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Pupils at Wave 4 have severe and complex needs which need a significantly higher level of support. Most of these children will require support from outside agencies and a large proportion of them will have an Education, Health and Care Plan (EHCP).

Annual Reviews

Children with an EHCP will have access to all arrangements for pupils at Wave 3 and, in addition to this, will have an Annual Review of their plan and the child's progress towards their long-term outcomes. The Annual Review provides a wonderful opportunity to celebrate the achievements and strengths of the pupil whilst also allowing for purposeful reflection regarding next steps for a young person and any required enhancements to their provision.

Duston Eldean conducts these annual reviews on behalf of West Northamptonshire Council and shares the findings with them. Annual reviews lead one of three possible outcomes –

- cease the EHCP plan
- maintain the EHCP plan
- request amendments to section B (needs / strengths), F (provisions) or I (named school setting) of the EHCP

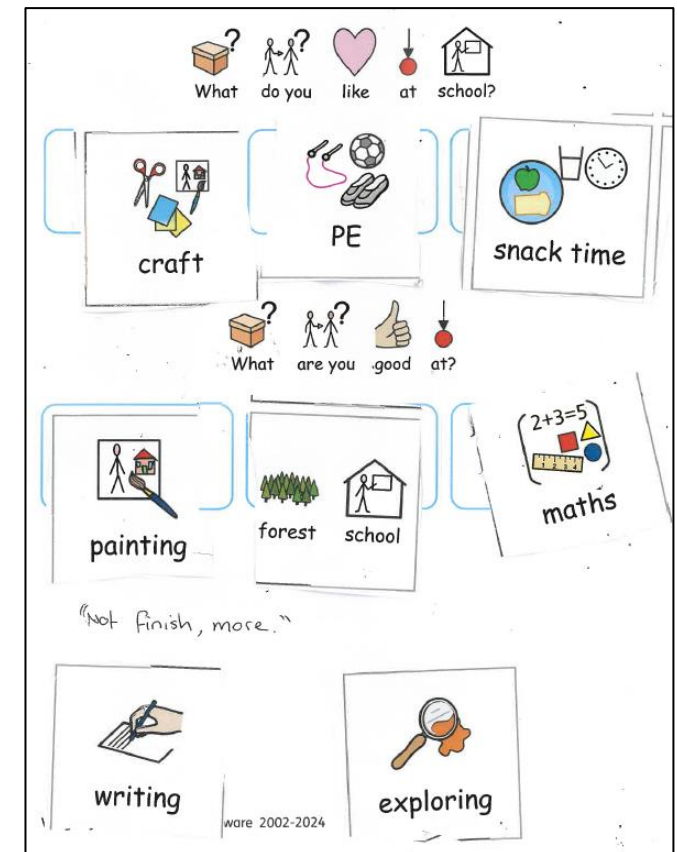
Where a family are considering a change of setting for their child, this request can be made at the Annual Review; the EHCP team will then consult with the relevant educational setting as to whether they would be able to meet a child's needs. If a family makes this decision at any other point in the year than at an Annual Review, an Interim Review can be called to notify the council of the decision. Interim Reviews can also be called mid-year where a child's needs have significantly changed and subsequently, their provision needs altering to reflect the views of both the education professionals and representatives of any other outside agencies.

Pupil and parent views are gathered to share in the Annual Review. We welcome communication of pupil views through any communication method which is relevant for that child and, where possible, we invite the child to attend at least some of their annual review meeting to share these views.

In addition, professionals from outside agencies are invited to contribute either by attending in person or by providing a written report.

Hummingbirds

A number of pupils at Duston Eldean, who are working at Wave 4, have needs that require specialist provision; their cognitive and social emotional needs are such that it is not possible for them to access the mainstream classrooms. Therefore, they work in our Hummingbirds Provision. Please see page 18 for further details.



How are parents / carers of children with SEN consulted with and how do staff involve families in their child's education?



Trust and cooperation are essential for the families of pupils with Special Educational Needs. We recognise that parents know their children best and it is important that we, as professionals, listen and understand when they express concerns about their child's development. (CoP, 2014)

We strive to develop effective working partnerships with families in which joint work and reflection, along with strategies that are shared between home and school, all help to ensure that the young people with additional needs at our school feel happy and safe and make good strides forward in their holistic development.

Learning plans take account of parental views and parents are offered the opportunity to respond to these during the Learning Plan review meetings. Targets set are individual to each child, developed in conjunction with parents and carefully monitor the progress they are making along with the levels of support that they require.

Teachers will agree actions for home with parents so that both school and home are working towards the targets set for their child. Where appropriate, teachers will send resource packs home to support families to work on these development areas.

Annual review meetings for children with an EHCP are held each year and parent views form a large part of this process.

Information is provided in an accessible way, including, where necessary, text translated for parents with English as an Additional Language or running joint meetings with the SENCO, EAL teaching assistant and parents / carers.

Day to day, teachers and teaching assistants provide updates to parents about their child's achievements or challenges as required; these updates may take the form of face-to-face conversations, a phone call or email home. In some cases, particularly for children with severe and complex needs, home-school communication books are used for more detailed updates and transfer of information to take place each day.

Staff, including the Headteacher, Deputy Headteacher and Family Support Worker, make themselves available to parents at drop off and pick up times each day. Additionally, the SENCO regularly meets with parents and carers throughout the week and at additional meetings held on the evening of Family Consultations.

For additional, independent support, parents are encouraged to reach out to IASS (Information Advice Support Service), available as part of the Local Offer.

"We couldn't be more grateful to Duston Eldean for the support that we have had for our family. Our concerns were always listened to and acted on in partnership with us to ensure the best outcomes for our child - which has meant she has thrived. The support in years 4, 5 and 6 as we pursued diagnosis for our daughter has been particularly appreciated, especially in supporting her self-esteem and in communicating with external agencies to give the fullest picture possible of her strengths and needs."

Parent of a Year 6 pupil

How are young people with SEN consulted and how do staff involve these children in decisions about their education?



As a school we truly value the views and opinions of all our pupils; we believe that pupil voice enables children to pursue their passions and interests, inspire others and influence change.

With regards to the young people with SEN at Duston Eldean, we recognise children's right to be involved in decisions made about their education and acknowledge how crucial the voice of the child is in developing empathy towards how each child perceives their school journey.

In appropriate forms of communication for each pupil, they are invited to share their views throughout the graduated approach.

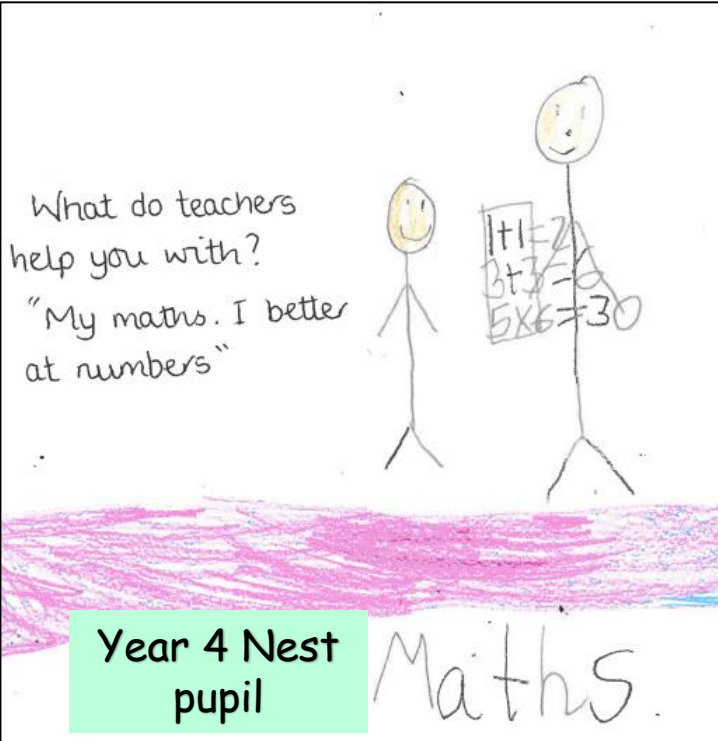
- When teachers first raise concerns to the SENCO using a SEN concern form, they ascertain pupil views about their strengths and things they find difficult.
- Learning Plan review meetings allow opportunities for pupils to voice their thoughts about progress towards targets.
- Children with an EHCP are invited to share their thoughts about their skills, likes, support systems and future aspirations for the annual review.

Pupils who do not use spoken words as their main form of communication, are invited to share their views by signing, with symbols, using drawing, gesture or other methods which reflects our total communication approach.

Positive relationships are a core element of the successful pedagogy at Eldean and this consistency and trust encourages pupils to have the confidence to share their thoughts and opinions, which are invaluable to shaping their future provision.

The family support worker is readily available and facilitates opportunities to talk and listen where this is needed; support from the family support worker particularly benefits our pupils with SEMH difficulties.

Pupil voice is further encouraged through our Skills for Life Curriculum; weekly reflection time provides an opportunity for children to reflect and focus on various aspects of learning and helps children to gain a greater awareness of how they can develop into stronger, more successful learners. This is further enhanced by our work on understanding the benefits of a growth mindset - the understanding that our beliefs, behaviours and personality can all be positively developed and improved through displaying key attributes.



What arrangements are in place for assessing a child's progress towards their outcomes? How are children and parents involved in this review?

Duston Eldean Primary School



'TOGETHER WE GROW'

As a true learning organisation, we strive to enable the continuous improvement of all pupils and to provide full access to an appropriate school curriculum. We are committed to providing an inclusive environment that will ensure the best possible outcomes for all pupils regardless of their needs or disabilities. We focus on individual progress as the main indicator of success with a conscious awareness that progress can look very different from pupil to pupil.

For all children at Duston Eldean Primary School, progress is reviewed via bi-annual Family Consultations and written reports at Christmas and at the end of the academic year. Children on our SEN register will additionally have progress reviewed through their termly learning plan updates.

Progress towards the outcomes on these Learning Plans is assessed through a mixture of school-based assessments, diagnostic checklists or commercially available assessments. This is further enhanced by outcomes of specialist assessments such as those conducted by educational psychologists, speech and language therapists or community paediatricians.

In addition to this, annual reviews are held once per year for all children with an EHCP.

All work with specialist professionals is agreed in advance with parents and where full assessments have taken place reports and next steps produced are discussed in formal meetings.

Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family and the child and applications are submitted by the school's SENCO.



How are children and young people supported with the transition between phases of education?



Admission arrangements

No child will be refused admission to school purely 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. We would do our very best to meet the needs of every pupil who attends Duston Eldean. However, if our setting proved to be unable to meet the needs of an individual, we would seek additional support from outside agencies and communicate with parents about these challenges. This may result in amendments to section I in a child's EHCP.

Transition into Foundation Stage

We will ensure a smooth transition into our school from the previous phase of education.

- The Foundation Stage Lead and SENCO visit all nursery and pre-school settings who are sending pupils to Duston Eldean with additional needs.
- Foundation Stage Lead and SENCO meet with parents and carers of new pupils with SEN.
- Where appropriate, transition meetings take place with key staff from Duston Eldean, nursery staff, parents and professionals from outside agencies.
- Additional transition visits into schools and homes for the pupil, both before and after the summer break.
- Any training needed for supporting specific needs is arranged for the Foundation Stage team before the child starts school in September.

Transition into Duston Eldean at mid-primary phase

For pupils with additional needs who are joining Duston Eldean outside of key transition points, the family will be invited to visit the school and meet key staff such as the Headteacher and SENCO. Meetings to discuss the child's needs with any relevant professionals and parents will be conducted. If required, transition visits, early start times or reduced timetables will be used to support a smooth transition.

Transition from primary to secondary phase

We liaise closely with local secondary schools to provide a smooth transition to the next phase of education; the Deputy Headteacher completes transition paperwork for each school and where needed, transition meetings are arranged with any relevant professionals and parents. Pupils will be included in all regular transition days to the next phase but may also be offered additional transition visits, as well as a 1:1 transition programme conducted over the summer term with personalised elements for their next setting.

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 information is comprehensive but easily accessible and understandable.

How are children and young people supported with the transition between phases of education?



Reduced timetables

Use of these is very rare. In exceptional circumstances, a reduced timetable may be used to support a child on a temporary basis and as a tool to reintroducing the child back to full-time education. If required, the SENCO and Headteacher would inform West Northamptonshire Local Authority and complete all paperwork as required in the Reduced Timetables guidance.

Other transition support strategies

To support internal, year to year transitions, a range of strategies are utilised, including -

- One Page Profiles – these are created by the current class teacher and the pupil with additional needs. This document highlights strengths, difficulties, adaptations, aspirations and key information about routines during unstructured times of the day.
- Relationship building – the child's new teacher will use the information on the One Page Profile to begin forming a positive relationship with this pupil.
- Transition visits – new class teachers and key staff from the next year group visit the pupils with additional needs in their current classroom. Children are also taken to visit the physical space of their new classrooms before transition day.
- Transition day – familiar staff to the child pop in and 'check' on them during their first day with new teachers before the summer.
- Training day visits – some children with additional needs are invited into school on the September training days to familiarise themselves with the new classroom and talk to their new teacher before entering the room with the other 30 pupils on day one of term.
- Helping Hands – throughout the year, children update their Helping Hand as part of their protective behaviours work. Children know that these trusted adults are people who they can ask for help when worried or upset.

How are children and young people supported with the preparation for adulthood?



Young people are at the centre of all that we do at Duston Eldean and our high expectations for all pupils, including those with additional needs, along with appropriate support ensure that children have a successful start to their journey towards successful outcomes as an adult.

Although preparation for adulthood is only required to be supported explicitly once children enter secondary school, we recognise the enormous benefits of helping children become independent, active members of the school community. This is achieved in a range of ways, including -

- High aspirations – our vision is for all members of the school community to be happy, enthused and motivated with a love for learning. We encourage all pupils to strive to be their best; what may look like a small step of progress for one pupil could well be a huge developmental milestone step and we celebrate these achievements as much as the larger steps of progression made by some other pupils.
- Preparing to be a well-rounded member of society – we support children and families to develop the skills and understanding needed to function successfully in the world by first embedding these skills in the school community. Our school HUGG encourages children to use good manners, greet people and show kindness to all others. Families are supported with safety in the wider community such as safe walking to school and additional transition arrangements into and out of the setting. All of our pupils with additional needs participate in and contribute to the school community.
- Early independence – children are encouraged to be as independent as possible right from their first day into our school. We support children with a range of key life skills including dressing, self-feeding and toileting. Furthermore, we give children opportunities to make purposeful choices about their learning and day to day life in school.
- Aspirations for later life – as children grow older at Eldean, we encourage them to think about future aspirations through our PSHE and Skills for Life curriculum. Children with an EHCP are invited to share their future aspirations in the pupil view sections of annual reviews and some children may include reference to this in their One Page Profiles also.
- Multi agency working – we actively engage with a range of professionals including those from the health sector, education and social work, in order to ensure that children can live healthy, successful and happy lives.

Year 6
pupil



What is the approach to teaching children and young people with SEN at Duston Eldean Primary School?



At Duston Eldean Primary School, we understand high quality first teaching is crucial to the development of all of our children. For children with SEN it is important that they feel part of our whole school community, in addition to the community they are part of their classroom. Access to teaching opportunities led by a qualified teacher are important and we work to ensure that where possible time spent out of the classroom environment is minimal. To enable our children to fully access learning opportunities, a combination of key adaptations and interventions from our Universal Offer are applied.

Whilst not an exhaustive list, these can include –

- teachers differentiating and scaffolding learning as part of quality first teaching
- small group work
- individual class support with the teacher or teaching assistant
- bilingual support or access to materials in translation
- extension groups
- adapted homework
- nurture provision
- achievement teams
- pre-teach & post-teach
- specialist speech and language teaching assistant support
- English as an additional language teaching assistant support
- 'Team around the child approach' to ensure consistency in the type of support with a solution driven approach
- Mentoring programme - key adults who check in regularly with identified individuals and reflect together on small step targets
- communication systems for sharing worries or concerns such as worry books or worry boxes
- home school communication books
- sensory boxes within classrooms.
- flexible seating options to support regulation
- sensory circuits – some children attend this as a daily group whereas others are given access to sensory circuits throughout the day in response to a regulation need
- specialist equipment including the use of technology where children have communication difficulties
- safe zones decided upon by adults and pupils together
- focused, targeted interventions designed to support a range of needs such as emotional understanding, speech and language needs, decoding skills or developing an understanding of self
- personalised reward systems to support motivation
- access to pastoral support
- the use of visual timetables and resources
- lunch club for children who find accessing the playground difficult at lunchtime

Hummingbirds and the Nest

For over two years, we have worked hard to develop our Hummingbird provision for a group of pupils with severe and complex social, emotional and communication needs as well as severe cognition and learning needs which make it challenging for the children to access a mainstream classroom successfully.

The provision delivers an appropriate skill-based curriculum with individualised support. Play based learning, sensory experiences, outdoor learning, experiences from the arts and individual targeted support all support children's social, emotional and academic development.

There are currently 11 pupils in the provision; these are split into two groups of five and six pupils respectively. The five Hummingbird pupils require a more sensory, individualised approach which is underpinned by total communication methods. The six Nest pupils are ready for a slightly more formal academic approach with teaching inputs and whole class work, whilst also being supported through ASD strategies and a communication centred approach.



How is the curriculum adapted to support the development of children and young people with SEN?



Our curriculum is bespoke: designed by our staff to meet the requirements of the National Curriculum and the specific needs of our children in our local context. As such, the curriculum will be under constant review to ensure we reflect and adapt to meet the changing needs of our school community and to provide the best possible education for our pupils.

We believe all children should have access to a broad and balanced curriculum and one in which high expectations are set for every pupil, whatever their prior attainment.

Curriculum adaptations are made at all levels of the graduated approach to support the development of young people with SEN.

- At Wave 1 and 2, teachers make use of one or a combination of strategies and provisions from the Universal Offer to ensure that pupils with additional needs can successfully engage with the curriculum.
- Pupils at Wave 3 and 4 will have more personalised support, relevant to the target areas identified on their Learning Plan or EHCP. This support covers needs in a range of areas, for example –
 - Cognition and learning: some pupils follow a modified curriculum such as those in Hummingbirds, precision teaching used to help children learn specific knowledge such as key word spelling number facts, additional 1:1 reading sessions
 - Physical / sensory needs: adapted activities within PE sessions, familiar school adult attending in school therapy sessions with physiotherapists or occupational therapists
 - Communication and interaction: 1:1 sessions with the Speech and Language teaching assistant, use of widgeo symbols to support communication and understanding.
 - Social, emotional and mental health: time with our Family Support Worker, cartoon conversations and social behaviour maps to develop children's understanding of social situations.

Access Arrangements

Tests and assessments are part of the school curriculum and a way in which teachers can measure the understanding and progress of their students. Students with SEND are supported in class and in tests by being allowed access arrangements. These arrangements have to be the student's normal way of working.

Hummingbirds and the Nest - curriculum

Pupils working within the Hummingbird and Nest provisions require an extensively adapted and altered curriculum as they are working at a level which is significantly below age-related expectations. From this year, staff in the provision have adopted use of the assessment framework, "Assessment for All", which has been shared by Fairfield's Special School. The framework is a tool that helps to build a holistic view of a child's strengths and development areas, and in turn allows for individualised, personalised learning journeys. Skills within the framework are de-contextualised, meaning staff can make use of motivating stimuli as the context for children's learning experiences whilst working towards developmentally appropriate next steps. Themes include overarching elements to create cohesion and provide children with tangible experiences to hook their learning onto, e.g. seasons, world events, religious / cultural celebrations. This year, a focus on stories is also being woven into the curriculum including traditional tales and books which explore rhyme and rhythm.



How is the learning environment adapted to support the development of children and young people with SEN?

Duston Eldean Primary School



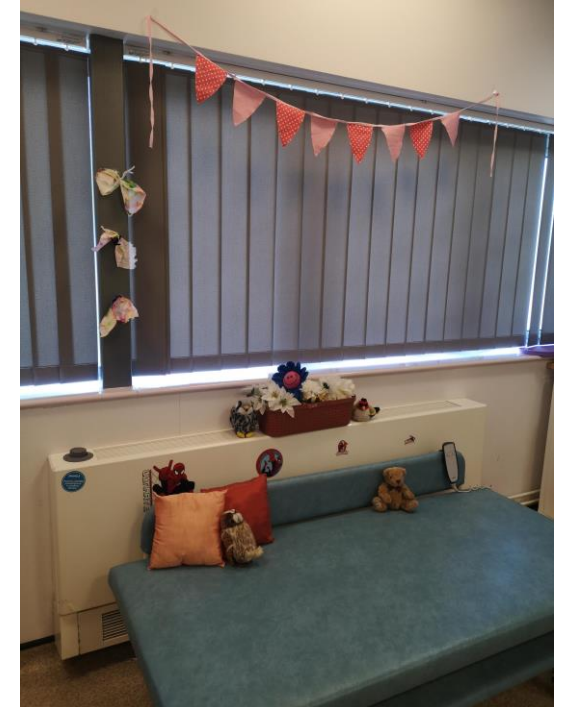
'TOGETHER WE GROW'

For some of our pupils with SEN, they will require specialist equipment or adaptations to the learning environment to support their development. These adaptations can include the following –

- specialist seating as suggested by physiotherapists or occupational therapists
- use of hearing devices, transmitters or speakers for those children who need them
- disability parking and use of the main car park to support students safely getting on the school site
- access to disabled toilets when required
- access to the hygiene room and use of the hoist / medical bed as required
- use of a laptop where pieces of writing are needed
- writing slopes and posture packs for children that need postural support

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN 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 Targeted SEND funding.

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



How is the expertise and training of staff delivered to support children and young people with SEN?



As a true learning organisation, we invest in the continuing professional development of all of our staff.

During the last two years, staff have attended the following training –

- Whole staff training day giving an overview of SEN pedagogy, policy and the national picture.
- Training for TAs on effective communication with all pupils.
- Training for teachers about SEN finances and collaboratively working to update the school provision map and SEN register.
- Various speech and language coaching sessions for teachers and TAs alongside the child's parents.
- Coaching and training from physiotherapists and occupational therapists on how to support children with a range of physical needs.
- Training from the Teacher of the Deaf with regards to specific pupils with Hearing Impairments.
- Manual handling training for HT, DHT, SENCO and 1 TA.
- SENCO attended "Talking for Success" course, which focused on effective support for pupils with speech and language needs.
- Staff who are new to the school have had a "SEN at Eldean" induction.
- SENCO attended training with the continence team on healthy bowel and bladder habits
- SENCO attended training at Fairfield's Special School on new assessment framework for children working within the Hummingbird and Nest provision

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment. The SENCo will regularly attend local network meetings to further add to their knowledge and understanding of local policy and procedures.

How does the school evaluate the effectiveness of provision for young people with SEN?



The monitoring and evaluation of the effectiveness of our SEN provision is carried out as follows:

- pupil voice is collected for One Page Profiles, Learning Plan reviews and Annual Reviews as part of the evaluation of progress.
- parent voice is gathered at all review meetings and other interim meetings with families.
- end of year progress reports written by class teachers
- discussion with parents and carers, at Family Consultations and via appointments made with staff members or the SENCO
- observations and learning walks carried out by the head teacher, subject leaders or senior leaders.
- book looks completed by senior leaders
- pupil progress meetings between class teachers and members of the senior leadership team
- SENCO meetings twice a year to review progress of pupils with additional needs and discuss any current challenges
- tracking and monitoring of pupil progress using OTrack
- annual review meetings
- monitoring learning plans and targets, evaluating the impact of these on pupils' progress
- EHA meetings - where an Early Help Plan is relevant to the family
- through the use of intervention trackers
- governor learning walks
- creation and regular reviewing of the SEN action plan - led by the SENCO
- headteacher's report to parents and governors

How are children and young people with SEN enabled to engage in activities with other young people in the school who do not have SEN?



As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom and specifically within reflection time. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Pupils who work within our Nest provision are enabled to access their mainstream classroom and the life of the school with the appropriate support. The provision is viewed flexibly so that children can flow between the two settings where relevant. For example, most of the Nest pupils access PE with their mainstream peers and some of the children attend educational experiences / trips with their main class too. Where this flexible approach could lead to feelings of overwhelm or dysregulation, in particular those pupils in Hummingbirds, they are not forced to participate in mainstream events. Instead, staff work hard to incorporate a range of experiences that are equivalent to the child's stage of development are woven into the provision offer.

All students are encouraged to take part in extracurricular activities and trips. If a child with SEND wants to take part in an activity, the correct provision is put in place to allow this to happen, this may be a risk assessment or it may be an additional adult on the trip to allow the student to go.



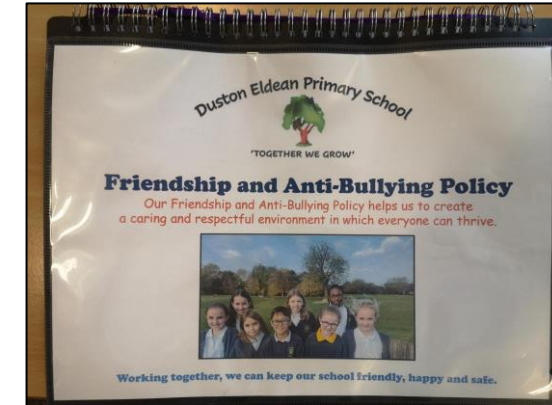
How is the social and emotional development of pupils with SEN supported?

Duston Eldean Primary School



'TOGETHER WE GROW'

- The school's FISH philosophy encourages positive behaviours and social and emotional development.
- Our school HUGG (Huge Unbelievable Great Goal) to be more kind and thoughtful promotes a positive and caring attitude to oneself and others.
- Our Jigsaw PSHE curriculum and protective behaviour work support the social and emotional and mental health needs of our children. This is a universal entitlement.
- Our 'Skills for life' curriculum is also a universal entitlement and includes the following:
 - Reflection Time
 - Core Learning Skills
 - Growth Mindset work
 - Forest School (FS, KS1 & Hummingbirds/Nest)
 - Online safety curriculum
- Additional group or one-to-one work on social skills or positive behaviour.
- One-to-one support given as required for children experiencing situations such as serious illness, bereavement etc.
- Family support for adults experiencing difficult circumstances or mental health problems.
- The Friendship & Anti-bullying Team ensure that children understand anti-bullying strategies and what to do if they have concerns. The FAB policy is actively used with all pupils to facilitate conversations around this area.
- Where children have communication difficulties, alternative communication methods are supported so that children can share their worries or concerns, such as core boards and symbol-based communication methods. For children who are pre-verbal, staff in the Hummingbirds / Nest team and senior leaders get to know these children really well and use observation as their method of spotting changes to behaviour which could indicate a problem.



Fun and friendly



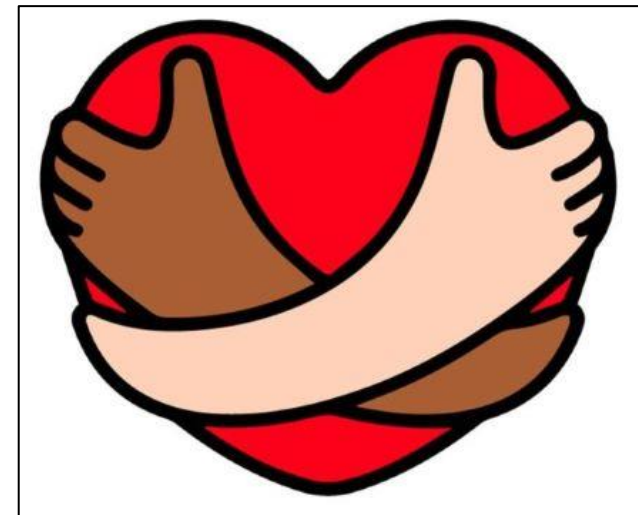
Involved



Show the right attitude



Help others



How does the school involve other bodies in meeting children and young people's SEN and supporting their families?



We seek to respond quickly to emerging need and work closely with other agencies, including –

- EHA team
- CAMHS
- Educational Psychology Service
- Northamptonshire Information, Advice and Support Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Service
- School Attendance Support Service
- Specialist Support Service
- Multi-agency safeguarding hub

In accordance with the SEN Code of Practice 2014, we invite all relevant agencies to annual review meetings and transition meetings.

We cooperate fully with staff from agencies and recognise the positive benefits that multi-agency working can bring to a child.

The SENCO is the consistent point of contact at Duston Eldean for these outside agencies.

West Northampton Local
Offer

<https://www.westnorthants.gov.uk/local-offer>

How does the school handle complaints from parents of children with SEN about the provision made at the school?



Concerns and Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the headteacher. 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).

Contact details

SENCO

Name: Gemma Stephenson

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Headteacher

Name: Catherine Moore

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SEN governor / governing board

Name: Jane Other

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