SEND Information Report
2025 - 26

Potton Primary School

1. **What kinds of Special Educational Needs and Disabilities is provision made for at our school?**

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy is available on the school website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate Learning Difficulties; Specific Learning Difficulties – dyslexia, dyspraxia, dyscalculia, Global Development delay
- Sensory, Medical and Physical – hearing impairment, visual impairment, Sensory Processing Difficulties (SPD), epilepsy, lifelong heart condition, cystic fibrosis, hypermobility, Allergies, diabetes, neurological disorder.
- Communication and Interaction – Autistic Spectrum Disorder (ASD), speech and language difficulties, Tourette's Syndrome, selective mutism

- Social, Emotional and Mental Health – Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, anxiety disorder, Obsessive Compulsive Disorder (OCD), early life trauma, Oppositional Defiance Disorder, Pathological Demand Avoidance (PDA)

We have a team of twenty-five teaching assistants who have a great deal of experience in delivering intervention programmes across our school.

All of our staff are trained each year on the needs of new children joining the school – this can include training from specialist agencies, as well as from our SENDCo or other staff with relevant expertise. Staff meetings have included sessions on: Dyslexia, ASD, Precision Teaching, Sensory Processing Disorder, Lego Therapy, strategies for reducing anxiety, support for pupils with SEND in a mainstream classroom, appropriate medical needs training.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of our staff and children.

The school works with other local schools, sharing training opportunities including INSET days and outside experts.

The SENDCo meets with other SENDCos from the local area to share good practice.

Under Paragraph 3 of schedule 10 to the Equality Act 2010, our school's Accessibility Plan is available on the school's website and outlines adaptations that are needed to be made to the building to meet particular needs and to enhance learning of pupils with disabilities.

2. **What are the school's policies with regard to the identification and assessment of children with SEND?**

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which 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.

Progress in areas other than attainment is also considered e.g. where a child needs to have additional support with social needs in order to be fully integrated into school life or make a successful transition to middle school. If behaviour is causing concern, it is always considered whether there are any underlying learning difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day and during which lessons to analyse and consider any patterns of behaviour. Observations would be conducted in class and on the playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See the SEND policy for further information in relation to behaviour support.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Potton Primary School a range of methods are used to assist in the identification of an individual child's needs, some are mentioned above, in order to plan targeted programmes for them and to use them as a benchmark for measuring the impact of interventions.

Other specialised assessments which may be used in school, following input from the school nursing team, to identify barriers to learning, these may include:

- Social and emotional checklists – e.g. Strengths and Difficulties Questionnaire
- Observation schedules
- Assessment of Hand and Fine Motor Skills
- Speech and Language RAG rating assessment
- Speech, Language and Communication progression tool
- Wellcomm assessment tool
- COPS - Cognitive Profiling Systems
- LASS - Lucid Assessment System for Schools

- GL Dyscalculia screener
- Visual Memory testing
- British Picture Vocabulary Scale
- Visual stress testing
- Boxall profile

What is the name of the SENDCo and contact details?

Our SENDCo is Mrs Christine Ives (01767 260034) who does not have a teaching commitment in school and is available Monday to Thursday.

3. **What are the arrangements for consulting parents of children with SEND and involving such parents in the education of their child?**

How do we involve parents in their child's education and support?

- At Potton Primary School we encourage all parents/carers to be involved in their children's education.
- Coffee mornings are planned throughout the year; these may also be attended by external professionals such as Dyslexia specialists, Children's Centre and the Mental Health Support Team (MHST).
- We invite parents/carers of pupils with SEND to review the pupil's targets at regular update meetings. The Class Teacher will meet with parents/carers at least termly to discuss their child's needs, support and progress. These are in addition to parents evening which parents are encouraged to attend. The plans are reviewed with parents and recommendations are made for new short term outcomes alongside suggestions for supporting their child at home.
- Throughout the year there are two parents' evenings and there is an end of year annual report to parents.
- Our parents are aware that the school have an open door policy and know that they can get hold of the SENDCo via the school office, via email or telephone. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those who teach their child.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.

- The progress of children holding an Education Health and Care Plan (EHCP) is discussed at their annual review. Phased transfer meetings are completed at key transition points to discuss transitions and next steps, these are considered with discussion involving parents and the Local Authority.
- Parental review forms are used at annual reviews to obtain parents views about their child's SEND support in place to address needs and any modifications to this support which parents feel may be appropriate.

4. What are the arrangements for consulting young people and how important is pupil voice?

- Child centred approach
- Children collaborate with teachers and teaching assistants in producing their pupil passports as part of their SEND Support plan. Pupil views are included at review meetings, which happen at least three times a year.
- Children with an EHCP are encouraged to attend their Annual reviews yearly and take an active part of the meeting as appropriate. The school has an active school council and all pupils are encouraged to contribute to this.

5. How does the school manage transitions and what are the arrangements for children and young people moving between phases of Education?

- When a child with Special Educational Needs is given a place at Potton Primary School staff and SENDco will liaise with the SENDco at the relevant feeder setting and with the parents.
- When a pupil leaves Potton Primary School, the SENDco will communicate with the next setting with agreement from the parent/carer to ensure that relevant information is passed on.
- The SENDco at Potton Primary School will work with Feeder schools and Secondary schools to ensure that additional visits and transition opportunities are available as needed.
- Transitions between year groups and phases of education are carefully planned for, through discussions between relevant staff and parents. Children with SEND are likely that have additional transition support, planned according to their individual need.

6. **What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?**

- School employs four HTLAs and twenty-five TAs who are trained to deliver a range of interventions on a small group and 1:1 basis, interventions such as: Precision Teaching, daily reading sessions, speech and language interventions, social and emotional support.
- Members of staff are trained by the School Nursing Team with regards to anaphylaxis, asthma and epilepsy, as well as training for specific medical needs.
- Whole staff training for Dyslexia Awareness, Teaching and supporting Children with Dyslexia, Phonological Awareness training, Recognising and support pupils with ADHD, ASD, Precision Teaching, Sensory Processing Disorder, Lego Therapy, strategies for reducing anxiety, Dyslexia, support for pupils with SEND in a mainstream classroom, and Unlocking the potential of Pupils with SEND.

- Specialist information that is gathered through research/training is shared with staff through staff meetings and in house training sessions.
- As specific needs arise the SENDCo approaches specialists from a range of agencies (e.g. Occupational Therapy, Speech and Language Therapy, Physiotherapy, Educational Psychologists, Special School Outreach Team, Specific Dyslexia assessors and Jigsaw) to seek advice about raising awareness of specific types of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought directly through specialist agencies.
- General support and advice from SENDCo e.g. with regard to the implementation of specific programmes, creation and monitoring of SEND Support Plans, tracking of children with SEND.
- Our SENDCo attends Special Educational Needs Coordinator Cluster Meetings throughout the year to allow discussions with other colleagues in other schools to enable information regarding practices in schools to be shared. At the close of each school year teachers hold meetings with the next teacher to discuss SEND information in preparation for the following year. Our SENDCo organises training on a needs basis and also staff may request specific training.

7. **What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?**

a) How do we evaluate the effectiveness of provisions for children with SEND?

- Use of a provision map to measure progress and achievement
- Evaluation of individual SEND Support Plans at least 3 times a year
- Use of assessment information pre and post interventions
- Use of attainment and progress data for children with SEND across Potton Primary School as part of whole school tracking of children's progress in terms of National Curriculum levels of attainment – 3 times a year
- Use of pupil questionnaires
- Monitoring by SENDCo – employed with no class commitment

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school

- Evaluation of individual SEND Support Plans at least 3 times a year – Tracking of pupil progress in terms of National Curriculum levels – 3 times a year
- Progress of children with speech and language needs is assessed and reviewed throughout the year by the Speech and Language Service
- The assess-plan-do-review model cycle takes place throughout the year for any children who may be involved with the Educational Psychology Service.
- An Annual Review is held for children holding Education, Health and Care Plans; interim reviews can also be arranged throughout the year if deemed necessary
- When children are assessed by the SENDCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address needs and meet targets
- Initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

c) What is our approach to teaching pupils with SEND?

- Unlocking potential and removing barriers to learning is a commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, and use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of Key Stage 1 – information is obtainable on the website.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Headteacher, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.
- At Potton Primary School, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas; teacher assessment and use of assessments which will enable peer group comparisons to be made.
- We acknowledge that not all children with disabilities necessarily have special educational needs. In relation to paragraph 3 of schedule 10 to the Equality Act (2010) our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities. Also see the School Accessibility Plan.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

- Our schools always act upon advice received from external agencies (e.g. most advantageous positioning of children with Hearing Impairments within the classroom and use of aids as recommended; use of computers/tablets for children with recording needs; use of coloured overlays and exercise books for children with dyslexia; use of brain breaks and sensory breaks, use of additional aids such as desk slopes for children with dyspraxia)
- We endeavor to make all classrooms dyslexia friendly including the use of word mats, reading rulers, individual resources, 100 squares, phonic prompts, writing frames, modelled and shared writing opportunities and we follow the Dyslexia friendly classroom checklist provided by the British Dyslexia Association.
- We are working towards our Dyslexia friendly school award through the British Dyslexia Association.
- We aim to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables for those that need them, quiet work stations where needed.
- Small group working spaces are available in each Key Stage area of the school along with a separate cabin for more quiet social and emotional working.

e) What additional support for learning is available for children with SEND?

- As at September 2023, there are 417 children on roll at Potton Primary School. We have 25 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all children; most are trained to deliver a number of intervention programmes throughout the school. TAs are deployed in classes to support children on a 1:1 or small group basis.
- We follow the Code of Practice for SEN.
- We teach a differentiated curriculum to ensure that the needs of all children are met. We implement SEND Support Plans with long term and short term outcomes identified.
- Interventions are in place for children who require additional support, such as: Precision Teaching, Numicon, Socially speaking, dealing with feelings, social stories, circle of friends, DESTY island, Lego Therapy, Toe by Toe.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. education psychologists, speech and language therapists, occupational therapists, physiotherapist, hearing impairment advisory teacher, visual impairment advisory teacher, Special School Outreach team, Jigsaw, Early Years SEND Team, CAMHs, School nursing team, CHUMS). Meetings are often held in school involving specialists and parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home. Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, access of quiet spaces, personalised schedules and social stories.

f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all our children.
- Residential trips are available to all children.
- Inside play/ social room at lunch times to support those with social and communication difficulties.
- We will liaise with parents on an individual basis as appropriate.

g) What support is available for improving the emotional and social development of children with SEND?

- The SENDco along with school's Mental Health lead, teachers and support staff, regularly review the mental well – being of pupils, including those with SEN. As a team we decide what and when additional provision is required. The views of pupils and parents/ carer's are taken into account.
- Specialist support from our local Special School Outreach service for children with additional needs.
- Specialist advice from our Education Psychologist team.
- Specialist advice from CAMHS.
- Areas designated for calm time outside of the classroom.
- Inside play room at lunch times.
- Intervention programmes.
- Time to Talk, Socially Speaking, Dealing with Feelings.
- Specialist support from CHUMs.
- School Nursing Team.
- Early Help Assessment.
- Embrace.
- Home start.

8. What are the arrangements for the complaint procedure?

Parents are encouraged to discuss concerns initially with the class teacher, SENDco or Headteacher.

Parents with complaints about Special Educational Needs can go to the School complaints Procedure detailed on the school website.

9. Central Beds Local Offer

https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page