

'Let all that you do be done in love'.  
1 Corinthians 16:14

# Special Educational Needs and Disabilities at Naseby Church of England Primary Academy

## **SEN INFORMATION REPORT –2024**

Your questions answered.

Named SENDCo: Charlotte Williams  
Governor with SEND Responsibility: Kate Helm



# What are the different areas of need at Naseby Church of England Primary Academy?

We support learners across the four areas of need:

Communication  
and Interaction

Cognition and  
Learning

Social,  
Emotional and  
Mental Health

Sensory/Physical



# What do we provide at Naseby for SEND learners?

An understanding of SEND.

Inclusion for ALL pupils.

Full access to a broad and balanced curriculum.

Maximum opportunities to achieve at the national standard.

Precise, evidence based and planned interventions.

Evidence based teaching strategies which promote inclusion for all.

An understanding of SEND and underachievement.

Individual targets to support progress with termly reviews.

Appropriate support materials, and equipment, to meet individual needs.

Honest and open communication between home and school.

Support to narrow attainment gaps and maximise progress of learners.

A one page profile for all learners.



# What SEND needs do we have at Naseby?

Where a medical need is present, unless the medical need impact on the child's learning, they will have their needs met under the 'Children with Medical Needs' Policy. Medical needs do not automatically result in a child being added to the SEND register.

Autism Spectrum  
(ASD)

Attention Deficit  
Hyperactivity  
Disorder (ADHD)

Dyslexia and  
specific literacy  
difficulties

Specific medical  
conditions  
impacting  
education

Epilepsy

Sensory  
processing  
difficulties

Social, emotional  
and mental  
health needs  
(SEMH)

Speech and  
language needs



# How do you decide whether a child has SEND?

We use the graduated approach to make decision about whether a child has SEND.

## Stage 1

- Concerns are raised
- Class teacher begins to gather evidence and puts strategies in place in the classroom. Apply the assess, plan, do, review cycle.
- Class teacher meets with parents
- If less than expected progress is made, move to stage 2

## Stage 2 Referral to SENDCo

- SENDCo completes an observation and feeds back to parents and teacher
- Suggestions made and the assess, plan, do, review cycle is followed.
- If expected progress is not made, move to stage 3
- Child added to SEND register (follow SEND stages of support/SEND Flowchart)

## Stage 3 External support

- Referral to outside agency/specialists.
- Add to SEN register (follow SEND stages of support/SEND Flowchart)
- Individual targets created and monitored.
- Evidence gather for statutory assessment/funding application



# What are your waves of support?

Wave One – All Children

## High quality teaching for all

All children receive high quality teaching in all lessons. Reasonable adjustments are made within the classroom to benefit all learners.

Teachers assess and plan for gaps in learning and to challenge all children.

Wave Two - Some Children

## Some children receive SEND Support

Some children have needs which require support that is addition to or different from the high quality teaching offered in wave 1.

These children are classed as having a SEN need and follow the assess, plan, do, review cycle, have a 1 page profile and some will have additional targets.

Some children also receive specialist support or a referred to external agencies.

Wave Three – Few Children

## Few children will have an Education, Health and Care Plan (EHCP) and/or additional funding

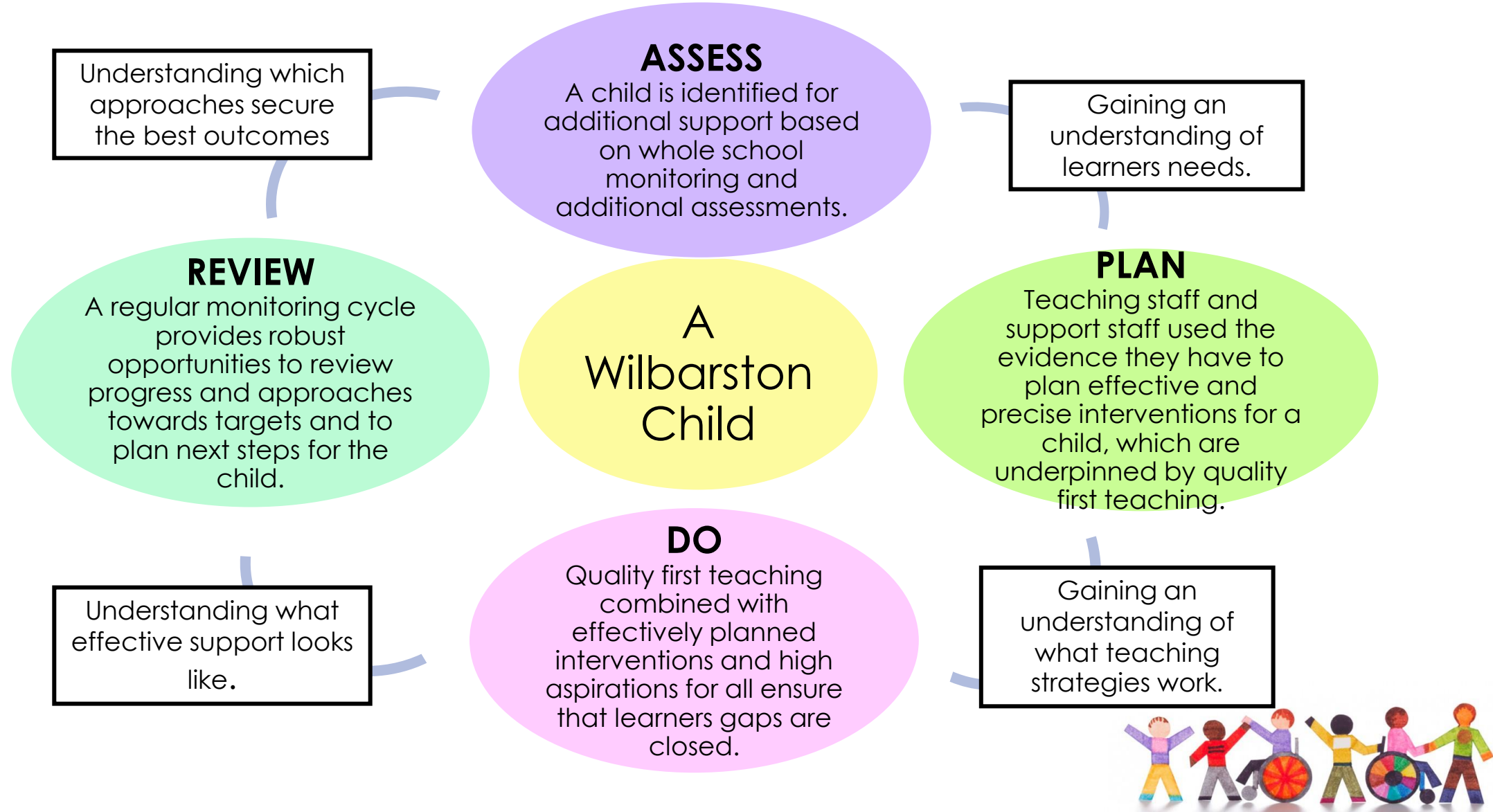
Some children will need more specific support which come in the form of an EHC Plan or additional funding. If this is necessary, the school will make an application to North Northants Council and follow the statutory process for an EHC assessment or an application for funding.

Assess, plan,  
do, review

Assess, plan,  
do, review



# How do we plan for SEND learners at Naseby?



# How do we communicate with parents? How do we support parents to help their child?

Termly targets and reviews shared with parents. Parental voice gathered 3 times a year.

One page profile shared with parents and parents invited to contribute

Assessment information shared 3 times a year.

Annual review held for children with EHC Plans.

Additional meetings/conversations with parents of children with emerging/complex needs. Open door policy.

Early Help co-ordinated by school professionals.





# What additional adjustments do we make for children at Wilbarston?

These are the reasonable adjustments that you may see within our school. These are organised under the headings according to the SEND Code of Practice, however, it is recognised that some of these strategies fit more than one category. They are applied on a case by case basis following discussions between the SENDCo and teachers.

## Cognition and Learning

- Differentiated curriculum and delivery
- Accessible reading materials (fonts, size, colour)
- Use of visual aids (word banks, number lines, manipulatives)
- Frequent repetition of learning and retrieval exercises
- Multisensory approaches to learning
- Visually calm learning environments
- Visual timetable for class
- Key vocabulary explained
- Clear learning objectives and success criteria
- Use of models and WAGOLLS to communicate expectations
- Opportunities for group and paired work
- Talk time and take up time
- Questioning that is varied by ability
- Teacher modelling
- Scaffolded independent work
- TA and teacher supported tasks
- Working walls with learning prompts

## Communication and Interaction

- Organised learning environments
- Clear and direct instructions
- Individual timetables and checklists
- Own workstation
- Additional processing time
- Use of models and WAGOLLS to communicate expectations
- Key vocabulary explained
- Clear learning objectives and success criteria
- Talk time
- Chunked learning
- Group work and individual work
- Social stories

## Sensory and Physical

- Calm classrooms to avoid overstimulation
- Easy access to equipment
- Carefully planned seating positions
- Use of writing slopes, pencil grips and wobble cushions
- Brain breaks
- Coloured overlays and books
- Sensory fidget toys/sensory objects
- Use of ear defenders

## Social, emotional & mental health

- Sensory fidget toys/sensory objects
- Clear classroom rules
- Clear rewards and sanctions
- Time out and time away from the classroom
- Safe spaces
- Regular communication with parents
- Timers
- Structured routines
- Consistent use of positive language
- Emotion coaching approach
- Keeping the child 'in mind' – regular check ins
- Use of interventions:
  - Anxiety
  - Anger
  - Managing and labelling emotions
  - Self-esteem
  - Social skills
  - 1:1 and drop in time with Family Support Worker

# Who supports children in the classroom at Naseby?

- All children are supported by their class teacher and at least teaching assistant. Some classes have additional support from teaching assistants depending on the needs in the class. Our aim is always to support children whilst promoting independence.
- Specific members of school staff have received training in the following areas:
  - Team Teach
  - Colourful Semantics
  - Maths/reading/writing ongoing CPD
- All teaching assistants are part of our comprehensive, rolling programme of CPD. Training includes:
  - Hearing children read and strategies to use
  - Supporting children in maths lessons
  - Read, Write Inc Phonics Training
  - Precision Teaching Training



# Which professionals will support my child?

When required, we will involve the following professionals following consultation with parents and obtaining family history:

- Speech and language therapists
- Specialist Support Service for SEND
- ASD/ADHD team
- Community Paediatrics
- The School Nursing Team
- CAMHS
- Physiotherapists/Occupational Therapists
- Educational Psychologists



# How do we assess our learners at Naseby?

## Children who need additional SEND support

- Schools termly tracking data and pupil progress discussions.
- Use of data from standardised assessments.
- Evaluation of the effectiveness of interventions using the provision map and changes made if/when required. Example of provision map on following slides.
- Termly reviews of IEPs Targets by class teachers and shared with parents. These include pupil voice and parent voice Example on following slides.
- One page profile created annually for transition to next class teacher
- Termly pupil voice and book looks by the SLT.

## Children with an EHCP

- All of previous steps
- Annual EHCP review with Inclusion Leader, teacher and parents in line with SEN Code of Practice. Additional services are also invited.



# What is the role of the SENDCo at Naseby?

- Oversees the day-to-day operation of the SEND Policy.
- Coordinates the provision for SEND children.
- Liaises with parents of children with SEND.
- Liaises with external agencies and professionals, early years providers and providers of a child's next step in education.
- Keeps records and paperwork up to date.
- Makes applications as required to request additional support.
- Attends Early Help Assessment (EHA) meetings for families with SEND.



# What else do I need to know?

We would signpost you to the following policies which will give you further information.

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Children with Medical Needs Policy
- Safeguarding Policy



# What additional support is available for parents?

## The Local Offer

[Local Offer | West Northamptonshire Council](#)

## West Northants SEND IAS

Telephone number 0300 126 1039

Email address SENDIASS@westnorthants.gov.uk

Internet: <https://www.iassnorthants.co.uk/Pages/home.aspx>



# How do we support children at Naseby when they move to the next phase of their education?

- Pupils and parents are 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. Accompanied visits to other providers may be arranged as appropriate. The school encourages parents of children with SEND to begin this process in year 5.
- Support for the pupil in coming to terms with moving on is carefully planned and will include familiarisation visits. Pupils are included in all “class transition days” to the next phase but may also be offered additional transition visits.
- We work hard to facilitate a smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- When a pupil with SEND is due to transfer to the next phase of education e.g. KS2 to KS3, the SENDCo will arrange for all pupils with SEND to have additional visits where their questions can be answered in a small group situation.
- All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo . Extra support is also available leading up to the transfer of the school the child may transfer to.
- Timescale - the information is passed to the SENDCo of the Secondary School in April/May who will then work collaboratively with staff to organise a transition package for the pupil. The additional visits usually take place in June and July. Parents are given a named contact at the next phase provider with whom the SENDCo will liaise.





What if I'm not happy with the support my child is receiving at Naseby?

