SEND Information Report

2026-2027

Provision for pupils with Special Educational Needs and Disabilities (SEND) at our school

September 2026

Your school contact

Mrs Sarah Powell - Special Educational Needs Coordinator (SENCo)
Contact via the school office
office@greensnorton.pdet.org.uk | 01327 350648

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Understanding SEND

How will the school know if my child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

All teachers closely monitor the progress of children in their class and ask the SENCo for advice as soon as they have any concerns. The SENCo may then suggest a small intervention group or additional resources to try. If, after intervention, there are still concerns the SENCo will suggest further assessment and/or additional support. The child may be placed on the SEND register at this point.

What types of special educational needs does the school provide for?

Children at Greens Norton CE Primary School may have additional needs in the following four areas:

Area of need	Examples
Cognition and Learning	Dyslexia, dyspraxia
Communication and Interaction	ASD, Speech and Language difficulties
Social, Emotional and Mental Health	ADHD, Attachment, Anxiety
Sensory and/or physical needs	Visual or hearing impairment, physical difficulties

Talking to school

How can I let the school know if I have concerns about my child's progress or possible SEND?

1. Talk to the class teacher

First talk to your child's class teacher about your concerns.

2. Meet with the SENCo

A meeting may then be arranged with the Special Educational Needs Coordinator (SENCo) to discuss your child's needs and possible provision. This is **Mrs Sarah Powell** in our school.

3. Further support

If concerns continue then a referral may be made to an outside agency for further support.

Who are the best people to talk to in school about my child's Special Educational Needs?

Mrs Sarah Powell, our SENCo, will be happy to talk to you about any concerns you have regarding your child and their special educational need or disability.

Contact the SENCo via the school office

Email: office@greensnorton.pdet.org.uk
Phone: **01327 350648**

Support in school

What are the different types of support available for children with SEND at Greens Norton?

All children at Greens Norton CE Primary School are entitled to access the high quality teaching delivered by teachers in the classroom.

If a child is identified as having SEND, the teacher and SENCo will create a plan of support in order to help them access the teaching. This support may include:

- some additional adult support in the classroom;
- accessing a small group or 1:1 intervention;
- using additional practical resources in the classroom;
- altering or simplifying the language that is used;
- working at a personalised workstation.

This additional support is tracked on a class provision map. Where additional support is significant then an Individual Education Plan (IEP) may be drawn up, which identifies specific targets and associated provision for a child.

What interventions and resources does the school have experience of?

Resources currently used	Interventions used in school
• Pencil grips • Writing slopes • Sensory objects • Gym ball • Ear defenders • Numicon and other practical maths resources • Coloured overlays • Word banks • Recordable whiteboards and other devices	• Barrier Games • Time to Talk • Comic Strip Conversations • Socially Speaking • Social Detective • Zones of Regulation • Fine motor skills • Handwriting intervention • Sensory exercises • Phonics support • Toe by Toe • Power of 2 Maths • Drawing and Talking

Additional and specialist support

How is extra support allocated to children and how do they move between the different types of support?

Lots of children can have access to additional support at various times during their time in school. The school's budget includes some money to help us support children with SEND. Each term teachers review the additional support required by the children in their class and discuss this with the SENCo. A plan is drawn up of how best to ensure that the right children get the provision that they need within the constraints of the school budget.

Some children have complex needs requiring more significant adult support. The school may apply to the local authority for some additional funding to help support the child; this is called **Targeted SEND Funding**. It is reviewed every 12 months.

If a child is considered to have very complex needs that require a more detailed plan and are likely to require longer term support, the school or parent may request a statutory assessment by the local authority for their child. This may proceed and if successful result in an **Education, Health and Care Plan (EHCP)** being created for the child in consultation with parents and all agencies involved in working with the child.

Who are the other people providing services to children with SEN in the school?

We work closely with a wide range of outside agencies supporting pupils with SEND.

Services and professionals	Services and professionals
• Jogo Behaviour Support • Community Paediatrics • Educational Psychologist • School Nurses • Play therapist • Specialist SEND Support Services	• CAMHS • Thrive • Occupational Therapists • Clinical Psychiatrist • Speech & Language Therapists

Teaching and staff expertise

How are the teachers supported to work with children who have SEN and what training do they have?

SENCo Advice

The SENCo will observe in class and offer suggestions to the class teachers to help them meet the needs of a child in their class. The SENCo will also work with children to identify where they are experiencing difficulty.

Training

The whole school receives training on various SEND needs throughout the year. Staff may attend courses led by outside specialist agencies which are relevant to the needs of a child they are supporting, or receive direct advice from a professional regarding an individual child.

Outside Agency Advice

Staff are able to seek advice from specialist outside agencies about how to support a child in their class. This can be through discussions, direct work with a child, observations and resources.

How is the teaching adapted for children with learning needs?

High quality teaching involves constant adaptation for all children as teachers review children's understanding of what is being taught. However, for some children adaptations to teaching may be required to meet a child's particular needs. Below are some of the adaptations we sometimes make.

- Task lists with instructions broken down into small steps
- Pre-teaching of vocabulary
- Use of visual timetables and Now/Next boards
- Use of recording devices to aid recall of ideas for writing
- Greater use of practical resources to model and practice new concepts
- Greater use of visual clues and examples
- Use of laptops or tablets to word process when handwriting is a barrier

Emotional and social development

How are pupils supported to improve their emotional and social development?

Feeling safe and happy

We believe that every child needs to feel safe and happy at school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

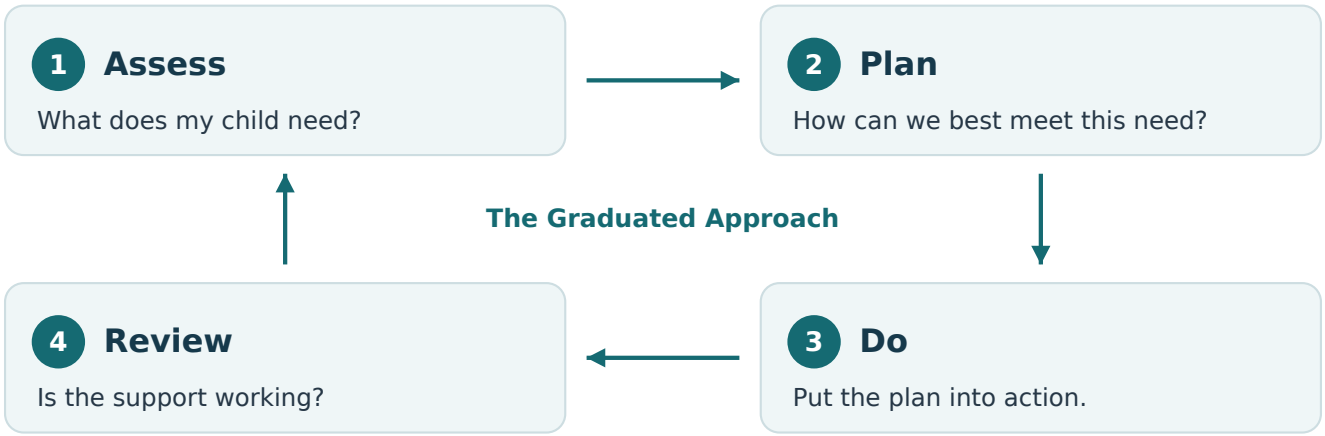
All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. In addition, for those children who find aspects of this difficult we offer:

- A clear Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.
- Lunch time and playtime support with key staff available to support identified pupils with emotional and social difficulties
- Staff trained in the use of Social Stories and Comic Strip Conversations to assist pupils in reflected on thoughts, behaviours and feelings
- Worry boxes or Worry Monsters for children to self-refer for help and support.
- A pastoral lead who can support identified pupils with emotional and social support and is trained to deliver an intervention called Drawing and Talking
- Sensory breaks during the day.
- A 'toolbox' of strategies to help children to recognise how they are feeling and self-regulate their behaviour (known as Zones of Regulation)
- A positive culture to prevent bullying and to tackle it when it occurs. All forms of bullying and harassment are dealt with promptly, firmly and consistently.

Progress and review

How is progress for children with SEN measured?

The school uses the **Assess, Plan, Do, Review** model, known as the Graduated Approach, to ensure the support in place is suitable.



The school tracks each child's progress of children with SEND and this is discussed at pupil progress meetings between the class teacher and the Headteacher/SENCo. For children with SEND, progress against personalised targets will be assessed, and classroom observations will be recorded to support next steps.

Informing Parents

Each term parents are invited in to meet with their child's class teacher to discuss progress. These meetings are used to share the progress, attainment and areas of development to ensure each child meets their individual targets. A summary report is given to parents each term, with a more detailed report at the end of the year.

How is the effectiveness of the provision made for pupils with SEND evaluated?

Our provision for pupils with SEND is monitored termly by the SENCo and also by a nominated SEND governor.

In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer.

Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly and the SENCO meets with teachers to discuss progress for pupils on a termly basis.

The setting of **SMART** (Specific, Measurable, Achievable, Relevant, Time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENCo in making meaningful evaluations of the provision.

An important aspect of the evaluation is the collection of pupil and parent voice, this helps us to develop our SEN provision, by asking the people this directly supports.

Accessibility and transitions

How have you made the school accessible to children with SEND and how do you involve them?

As a school we use a variety of resources to support children with SEND in accessing both academic and social activities. All children have the opportunity to take part in trips and activities in school. Where additional resources are required to make these trips/activities successful, a discussion will be held with parents to plan appropriate support. Information is readily accessible and where needed will be adapted so that it meets individual needs.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2010. The school's plan can be accessed from our website - School policies and Accessibility Plan.

Teachers support pupils to create a one-page profile. This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.

How will you support my child when they are leaving this school or moving to another class?

- We create one page profiles with children that share important information about their needs and what helps.
- Teachers have transition meetings to share important information about children moving into their class.
- Where a child is moving to a new school, visits are arranged for the child prior to moving. The SENCo will also meet with the new SENCo to handover information.
- Social stories with photos are created for children anxious about moving class. These are taken home to read over the Summer.
- Before starting school in September children new to Reception come to school for a stay and play session.

Parents, advice and concerns

What support do you have for parents of a child with SEND?

We want you to feel as involved as possible in the education of your child. We have an open door policy at Greens Norton meaning that you are welcome to come into school and speak with your child's class teacher or **Mrs Sarah Powell**, the school's SENCo, at any time.

Where can I get further information about SEND services?

Northampton's Local Offer lists all support available for children with SEND in the local area.
https://www.westnorthants.gov.uk/local-offer

Northampton's Information and Advice Service (IASS) can signpost you to available support.
https://iassnorthants.co.uk/

SNIX is a magazine listing extra curricular activities for children with SEND.
Special Needs Index (SNIX)

What do I do if I'm not happy with my child's support?

1. Speak to school

Please talk to us if you have a concern about the support your child is receiving. Speak to your child's class teacher or **Mrs Sarah Powell**, SENCo.

2. Independent advice

If after this, you are still not happy then Northampton's Information and Advice Service (IASS) are able to support you in ensuring your child's provision matches their need.

3. Complaints procedure

If your concerns are unresolved then the complaints policy is on our website which details the procedure you should follow.

Glossary

What do all the acronyms mean?

Acronym	Meaning
ADHD	Attention Deficit Hyperactive Disorder
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
IASS	Information Advice Support Service
IEP	Individual Education Plan
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SSS	Specialist Support Services