“Put your heart and soul into everything that you do.”

Purpose. Passion. Success.

SEND Information Report

About this report

This report explains Pattishall CE Primary School's provision for pupils with special educational needs and disabilities (SEND). It is published under section 69 of the Children and Families Act 2014 and covers the information required by Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It should be read alongside our Inclusion Policy, Accessibility Policy and Plan, Equality Policy, curriculum information and West Northamptonshire Council's Local Offer.

The report is updated at least annually and sooner if significant information changes. It is intended to be practical and parent-friendly: it explains what families and pupils can expect from us, how we identify and respond to need, and how we evaluate whether support is making a difference.

Our approach to inclusion and the curriculum

Our curriculum puts heart and soul into learning.

Through Purpose, Passion and Success, we give every child the knowledge, skills, vocabulary and confidence to thrive. Our DR MOSS golden threads ensure that we broaden horizons through Diversity, build Resilience, respond quickly to Mobility, develop powerful Oracy, nurture Spirituality and secure ambitious SEND provision so that every child can flourish and succeed.

For pupils with SEND, this means that we keep ambitious curriculum end points while adapting the route into learning. We identify barriers, strengthen pupils' prior knowledge, teach vocabulary explicitly, model and scaffold carefully, use flexible grouping and appropriate technology, and reduce support as independence grows. Targeted or specialist provision supplements rather than replaces high-quality teaching and access to the class curriculum.

SEND is one part of inclusion. English as an additional language, mobility, disadvantage, care experience, health needs, attendance or other life circumstances do not in themselves mean that a child has SEN. We identify the actual barrier and respond appropriately rather than applying unnecessary labels.

The kinds of SEN for which we make provision

We support pupils across the four broad areas of need described in the SEND Code of Practice:

- Communication and interaction - for example speech, language and communication needs and autism.
- Cognition and learning - for example specific learning difficulties such as dyslexia, or more general learning difficulties.
- Social, emotional and mental health - for example difficulties with regulation, attention, anxiety or other needs that create a barrier to learning.
- Sensory and/or physical needs - for example visual or hearing impairment, physical disability or sensory needs.

The four areas are a helpful starting point, not a label. A pupil may have needs across more than one area, and the provision required will be based on the individual child's strengths, barriers and response to support.

Identifying pupils with SEN and assessing their needs

We aim to identify needs early and accurately. Slower progress, low attainment, behaviour, poor attendance, EAL, mobility or disadvantage do not automatically mean a pupil has SEN.

We build a picture of need using information such as:

- the pupil's and parents'/carers' views;
- teacher assessment, classroom participation, work and progress over time;

- Reception/EYFS information and transition information from previous settings;
- reading, phonics, language, mathematics and wider curriculum assessment where relevant;
- communication, sensory, physical, social, emotional and mental health information;
- attendance, health, safeguarding and other contextual information where relevant;
- the impact of adaptations and support already tried;
- advice from external professionals where this is needed.

If concerns remain after appropriate high-quality teaching and adjustments, the class teacher and SENDCo will assess the pupil's needs more closely and agree the next step with the pupil and family. A diagnosis is not required before support or reasonable adjustments can be put in place.

The graduated approach: Assess, Plan, Do, Review

Where SEN Support is required, we use the statutory graduated approach:

- Assess - identify strengths, needs, barriers and starting points using the best available evidence.
- Plan - agree intended outcomes, teaching strategies, reasonable adjustments, targeted support, responsibilities and a review point with the pupil and parents/carers.
- Do - the class teacher remains responsible for the pupil's day-to-day teaching and progress. Staff delivering additional support are clear about what they are trying to achieve.
- Review - check both implementation and impact: has the agreed provision happened, is it consistent, is it helping, and what is the next step?

Where useful, a concise SEND Support/Learning Plan records the pupil's strengths, barriers, outcomes, adjustments and additional provision. Plans are reviewed at least termly, or sooner if needs change. Interventions are not continued simply because they are familiar; they must have a clear purpose and evidence of impact.

Consulting and involving pupils and parents/carers

We aim to work in genuine partnership and co-production with families and pupils. We will:

- listen to parents'/carers' concerns and knowledge of their child;
- focus on strengths and aspirations as well as difficulty;
- involve parents/carers when SEN Support is put in place and when provision is reviewed;
- seek the pupil's views in an age-appropriate and accessible way;
- agree meaningful outcomes and explain what school and home can do to support them;
- make information accessible, including translated or alternative formats where reasonably required;
- signpost families to independent advice and the WNC Local Offer.

Assessing and reviewing progress towards outcomes

Class teachers assess pupils as part of normal classroom practice and work with the SENDCo to evaluate progress from individual starting points. We consider academic learning, communication, independence, participation, wellbeing and other agreed outcomes as appropriate.

SEND Support/Learning Plans are normally reviewed at least termly. EHCP provision and outcomes are reviewed through statutory annual review arrangements, with earlier review where circumstances change significantly.

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Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist.

Our universal classroom approach includes, where appropriate:

- explicit instruction, modelling and guided practice;
- careful sequencing and revisiting of essential knowledge;
- explicit teaching and rehearsal of vocabulary;
- scaffolding that is gradually reduced as pupils become more secure;
- flexible grouping based on current learning need rather than fixed labels;
- visual support, manipulatives, assistive technology and alternative ways of recording where these improve access;
- appropriate processing time and checking for understanding;
- purposeful oracy so pupils can rehearse, explain and reason;
- predictable routines and clear transitions where these reduce barriers;
- planned opportunities to develop independence, resilience and self-advocacy.

In Reception, this approach is embedded through high-quality interaction, explicit teaching, purposeful play and indoor/outdoor continuous provision. Adults adapt the environment and interaction so children can participate, communicate, practise core skills and become increasingly independent.

Targeted and specialist support

Some pupils need targeted or specialist provision in addition to the universal classroom offer. Support is selected because it matches an assessed need and may include, for example:

- speech, language and communication work such as School Start, Colourful Semantics or Language for Thinking;
- targeted phonics, reading or spelling support such as RWI catch-up, Nessy, Toe by Toe or Stairway to Spelling where appropriate;
- targeted mathematics support such as Number Stacks and additional fluency practice;
- social communication, emotional literacy and regulation support, including ELSA, Zones of Regulation, Drawing and Talking or other approaches matched to need;
- specialist advice or programmes recommended by Speech and Language Therapy, Occupational Therapy, Educational Psychology, SEND specialist services or health professionals.

This list is illustrative and changes as pupil needs and evidence change. Additional provision is monitored for fidelity and impact and should not create a parallel, reduced curriculum.

Adaptations to the curriculum and learning environment

Reasonable and proportionate adjustments may include:

- changes to presentation, instructions, pace, grouping or the amount of information given at one time;
- pre-teaching or overlearning of essential vocabulary and concepts;
- visual timetables, word banks, writing frames, task boards, manipulatives or other scaffolds;
- laptops, assistive technology, larger print, adapted resources or specialist equipment;

- adjustments to seating, movement, sensory environment, breaks or transitions;
- alternative ways to demonstrate learning where appropriate, while maintaining ambitious curriculum goals;
- adjustments to PE, swimming, Forest School, play, visits, clubs and wider school experiences so pupils can participate meaningfully.

The Equality Act reasonable-adjustments duty may apply to disabled pupils whether or not they are on the SEND register or have an EHCP. Our Accessibility Policy and Plan sets out how we improve curriculum access, the physical environment and access to information over time.

Additional support for learning and deployment of teaching assistants

Pattishall has a team of teaching assistants and higher-level teaching assistants who support pupils in class and deliver agreed targeted provision. Teaching assistants supplement rather than replace teaching from the class teacher. Their role is to improve access, practise learning, provide carefully judged scaffolding and develop independence rather than create dependency.

The SENDCo supports teachers and support staff with planning, coaching and review, and specialist training is commissioned where a pupil's needs require it.

Expertise and training of staff

Our SENDCo is Mrs Hannah Bowden, a member of the Senior Leadership Team and the school's Inclusion Manager. She has protected leadership time to coordinate SEND provision and support staff.

Professional development is matched to current pupil and staff need. This includes whole-school development in adaptive teaching and inclusion as well as more specialist training relating to communication, autism, literacy difficulties, ADHD, sensory needs, medical conditions, regulation and other needs as required.

Since 1 September 2024, the SENCO NPQ is the mandatory qualification for newly appointed SENCOs, subject to the statutory exemptions and transitional arrangements. The school ensures the person carrying out the statutory SENCO role meets the relevant qualification requirements.

How specialist expertise, equipment and facilities are secured

Where specialist assessment, advice, equipment or facilities are required, the SENDCo works with parents/carers, WNC and relevant professionals. The school uses its delegated resources and current WNC funding processes to secure appropriate provision and does not delay reasonable classroom support simply because additional funding has not yet been agreed.

Equipment may be purchased, loaned or provided following professional advice. The school also considers accessibility of classrooms, outdoor areas, toilets, information and other facilities through its Accessibility Policy and Plan.

Working with other agencies

Depending on individual need, the school may work with services such as:

- West Northamptonshire Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy and Physiotherapy;
- community paediatrics and school nursing / 0-19 services;
- Mental Health Support Team (MHST) and CAMHS where appropriate;
- WNC specialist SEND support services and SEND Ranges / Inclusive Provision Toolkit teams;
- social care and Virtual School services where relevant;

- other commissioned or voluntary-sector specialists where they add appropriate expertise.

External advice strengthens, but does not replace, the responsibility of school staff to teach, include and support the pupil day to day.

Supporting emotional, mental and social development

We recognise that pupils learn best when they feel safe, understood and able to regulate. Support may include classroom adjustments, Zones of Regulation, ELSA, nurture approaches, pastoral support, Drawing and Talking, referrals to mental health or other specialist services, and carefully planned support at less structured times.

Pupils with SEND are encouraged to take part in pupil leadership and wider school life. Bullying, discriminatory behaviour and safeguarding concerns are addressed through the relevant school policies; SEND or disability is never accepted as a reason for a pupil to be unsafe or excluded socially.

Enabling pupils with SEND to participate in school life

We plan for pupils with SEND and disabilities to participate in lessons, playtimes, clubs, performances, educational visits, residential experiences, sports, swimming and Forest School alongside their peers wherever reasonably possible.

Risk assessment is used to identify how participation can be made safe; it is not used as an automatic reason to exclude a pupil. Reasonable adjustments are planned with pupils, parents/carers and relevant professionals where needed.

Supporting pupils moving between classes, schools and phases

We plan transitions early and proportionately. Relevant information about strengths, needs, successful strategies, SEND provision, reasonable adjustments, health and safeguarding is transferred securely and promptly.

Support may include additional visits, transition books or visual information, meetings with receiving staff, pupil/parent meetings and enhanced transition work. For pupils with EHCPs, statutory annual review and phase-transfer timescales are followed.

Because Mobility is one of our DR MOSS golden threads, pupils who join Pattishall after Reception receive prompt starting-point assessment and information gathering so that curriculum gaps, access needs and pastoral barriers can be identified quickly.

Admissions, disabled pupils and accessibility

Pupils with SEND are admitted through the school's normal admissions arrangements. A child will not be refused admission simply because they have SEN or a disability. Where Pattishall is named in a final EHCP, the statutory EHCP admissions framework applies.

We do not discriminate unlawfully against disabled pupils. We make reasonable adjustments and take steps to prevent disabled pupils being treated less favourably. Our Accessibility Policy and Plan explains the facilities and strategic actions used to improve access to the curriculum, physical environment and information.

Evaluating the effectiveness of SEND provision

We evaluate impact rather than simply counting provision. Evidence may include:

- pupil progress from starting points and retention of essential knowledge;
- quality and consistency of adaptive teaching and reasonable adjustments;
- whether agreed SEND Support/Learning Plan and EHCP provision is delivered;
- impact of targeted interventions and specialist recommendations;
- pupil and parent/carer voice;
- attendance, participation, behaviour and wellbeing;

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- independence and reduced reliance on adult support where appropriate;
- participation in trips, play, clubs, swimming, Forest School and wider school life;
- learning walks, planning/work scrutiny, assessment review and case sampling;
- termly leadership and governor monitoring.

Our core questions are: Has the agreed provision happened? Is it happening consistently? Is it making a difference? What is the next reasonable step?

Safeguarding

Children with SEND or disabilities may face additional safeguarding barriers. Staff are alert to the risk that communication difficulties, behaviour or changes in presentation could mask a safeguarding concern. Concerns are reported immediately in line with Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy.

SENDCo and school contact details

SENDCo / Inclusion Manager: Mrs Hannah Bowden

Headteacher: Mrs Emma McLean

School telephone: 01327 830301

Email: office@pattishallschool.co.uk

Parents/carers should normally speak to the class teacher first, then the SENDCo if they would like to discuss SEND provision or raise a concern.

Complaints about SEND provision

We encourage families to raise concerns early so that they can be resolved. Concerns should normally be discussed with the class teacher and/or SENDCo and, if required, the Headteacher. Formal complaints are considered under the school's Complaints Policy.

Parents of disabled pupils may also have statutory rights to bring certain disability-discrimination claims to the First-tier Tribunal (SEND), and parents/young people have separate statutory appeal rights in relation to specified EHC decisions.

West Northamptonshire Local Offer and independent advice

WNC Local Offer: www.westnorthants.gov.uk/local-offer

WNC Inclusive Provision Toolkit: www.westnorthants.gov.uk/inclusive-provision-toolkit

SEND Information, Advice and Support Service (SENDIASS): www.iassnorthants.co.uk | 0300 126 1039

Review

This SEND Information Report will be reviewed at least annually and updated as soon as possible if significant information changes during the year. The governing body receives assurance about the effectiveness of SEND provision through the school's inclusion monitoring arrangements.