SEND Provision at Hooton Pagnell All Saints C of E Junior and Infant School



Preparing Pupils to Flourish in Their Future

'Show me your ways, Lord, teach me your paths.'

Psalm 25:4







School Staff Training

Recent training:

- Team Teach
- Boxall Profiles

Upcoming training:

- Clicker
- Communicate in Print

School Staff Expertise

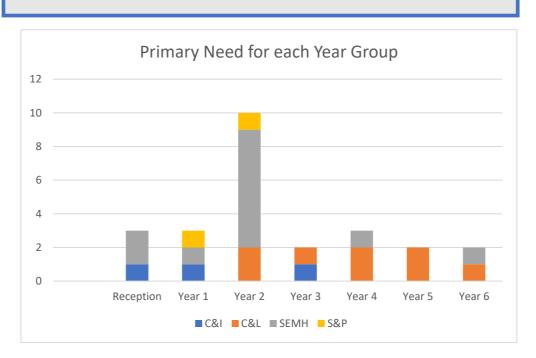
- Relationship and behaviour policy build on regulation and restorative practice.
- Strong working relationships with external professionals.
- Emotional wellbeing at the heart of all provision.
- Team Teach trained staff.

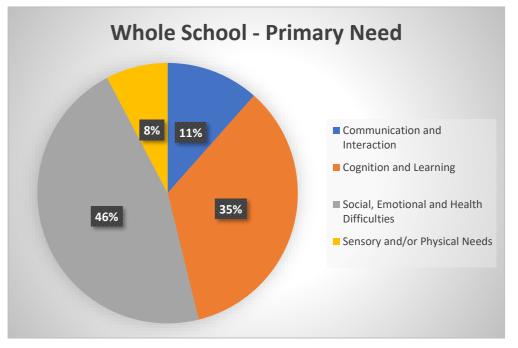


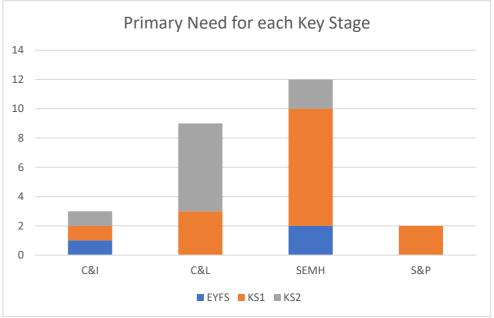
Pupils with special educational needs and/or disabilities (SEND) are well supported by adults. Leaders work with external partners to get the best support for pupils. Adults are trained to understand how pupils with SEND learn well. Teachers make careful adaptions of resources and routines in the school. This enables pupils to access their learning effectively.

SIAMS said:

Parents praise the school for the personalised care offered by staff, who go 'above and beyond' to meet the needs of each individual. Working positively together, leaders, staff and parents create a nurturing ethos which positively impacts the achievement of pupils.

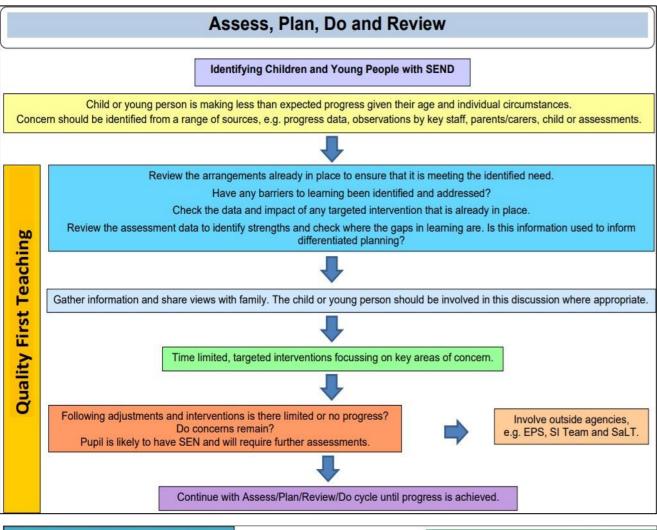






Hooton Pagnell All Saints C of E Junior and Infant school has 30% level of SEND compared to 17% nationally. We have 5 children with EHCPs in school, which is slightly above the national average and our attendance is 95%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with identified needs around communication & interaction and SEMH, which has led to us seeking more regular external specialist support. This helps us to manage provision for these needs well.

Intent: We are an inclusive school committed to the equal inclusion of all pupils in all areas of school life. We recognise the diversity of our children's needs and experience and are committed to ensuring that all children including those with SEND have access to the same high-quality teaching and learning experiences and make good progress from their different starting points. We work hard to make sure that all our pupils have the opportunity to achieve their potential and flourish. We understand the importance of positive mental health and the need for children to feel happy, safe and secure if they are to grow into confident individuals. As a result of this we work closely with the children, families and outside agencies in order to support in this area.



Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to

All planning must be pupil centred and outcomes ocused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

Implementation: At Hooton Pagnell, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

School Steps to Success

Provision	Communication and	Cognition and Learning	Social, Emotional and Mental	Sensory and Physical
	Interaction		Health	
Universal	Quality First Teaching	Quality First Teaching	Quality First Teaching	Quality First Teaching
	Meeting with parents	Meeting with parents	Meeting with parents	Meeting with parents
	Communication in	Communication in Print	Communication in Print	Communication in Print
	Print	Clicker	Clicker	Clicker
	Clicker	Same-day intervention	Same-day intervention	Same-day intervention
	Same-day			
	intervention.			
Targeted	As above and also:	As above and also:	As above and also:	As above and also:
	Regular meetings	Regular meetings with	Regular meetings with	Regular meetings with
	with parents	parents	parents	parents
	SALT programmes	Teacher-devised specific	Teacher-devised specific	Teacher-devised specific
	Teacher-devised	interventions.	interventions	interventions
	specific interventions.	Early Help if applicable.	Early Help if applicable.	OT devised programmes
	Specific support for			Early Help if applicable.
	language and			
	communication			
	difficulties.			
	Early Help if			
	applicable.			
Specialist	As above and also:	As above and also	As above and also:	As above and also:
	Fusion	Fusion	Local Authority Behaviour	Occupational Therapy
	Local Authority	Local Authority Support	Support	Hearing and Visual
	Support	EPS	EPS	Impairment Team
	Autism SALT support		Bereavement support	
	EPS			

Impact: As a result:

- Children at Hooton Pagnell feel happy, safe and respected.
- Behaviour at Hooton Pagnell is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- We have supportive and trained staff who make appropriate for the child's individual needs.
- Children with SEND make good progress at Hooton Pagnell from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meets the needs of the pupils
- On leaving Hooton Pagnell, children with SEND have developed good independence and life skills.
- Pupils will make secure transitions between classes and educational providers for example High School