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.'

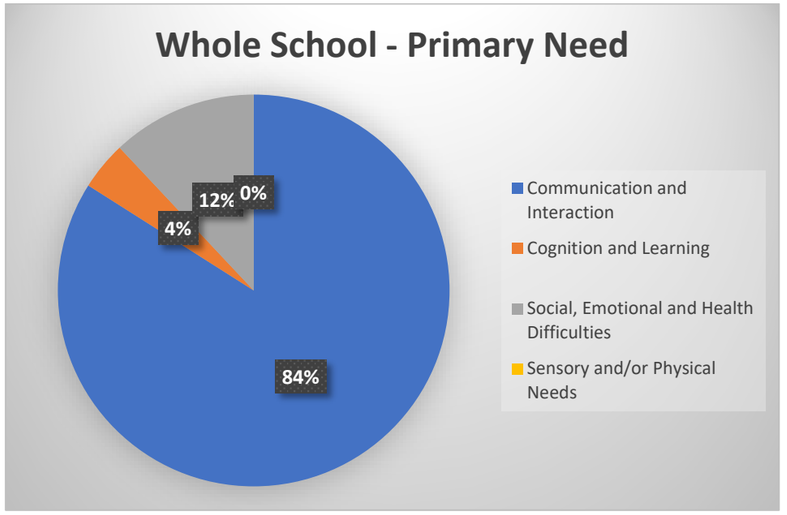
Psalm 25:4

OFSTED said:

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.



School Staff Training

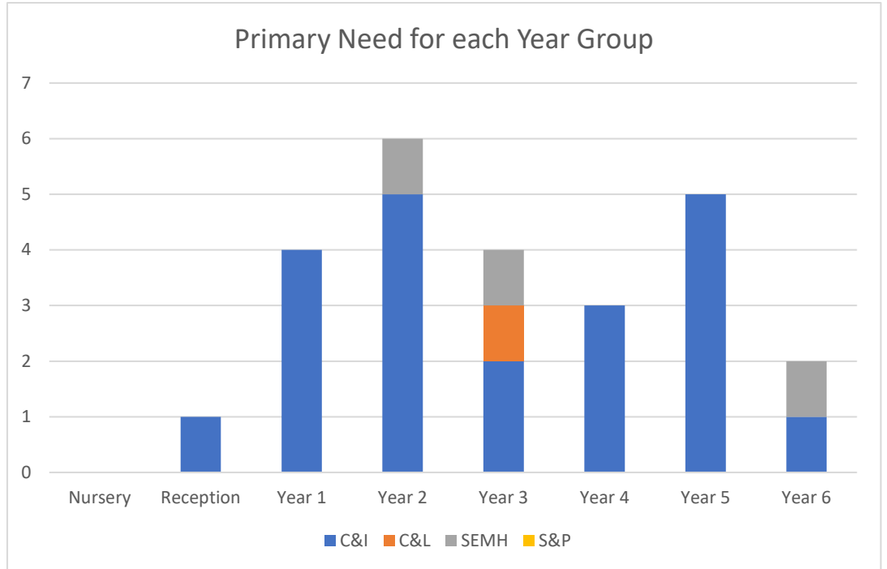
Recent training:

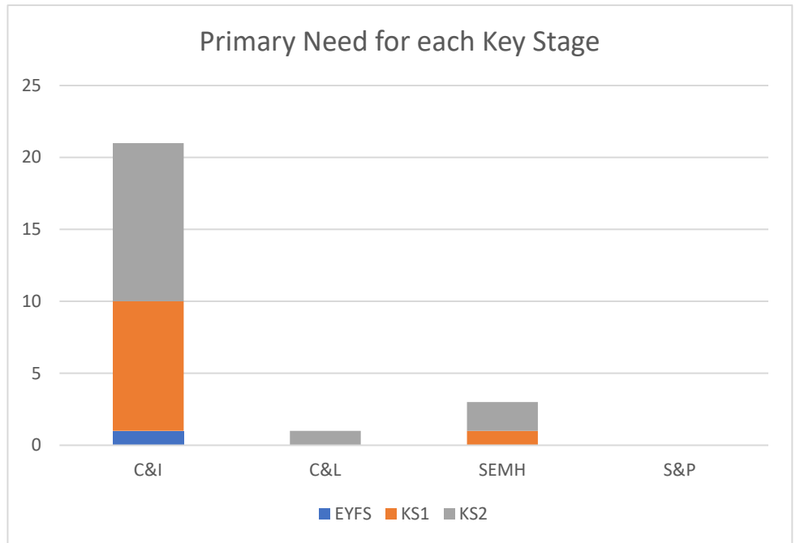
- ***Positive Handling***
- ***Zone of Regulation***
- ***Trauma Informed School***
- ***Clicker***
- ***Communicate in Print***
- ***Makaton***

- ***Upcoming training:***
- ***Trauma informed school refresher***

School Staff Expertise

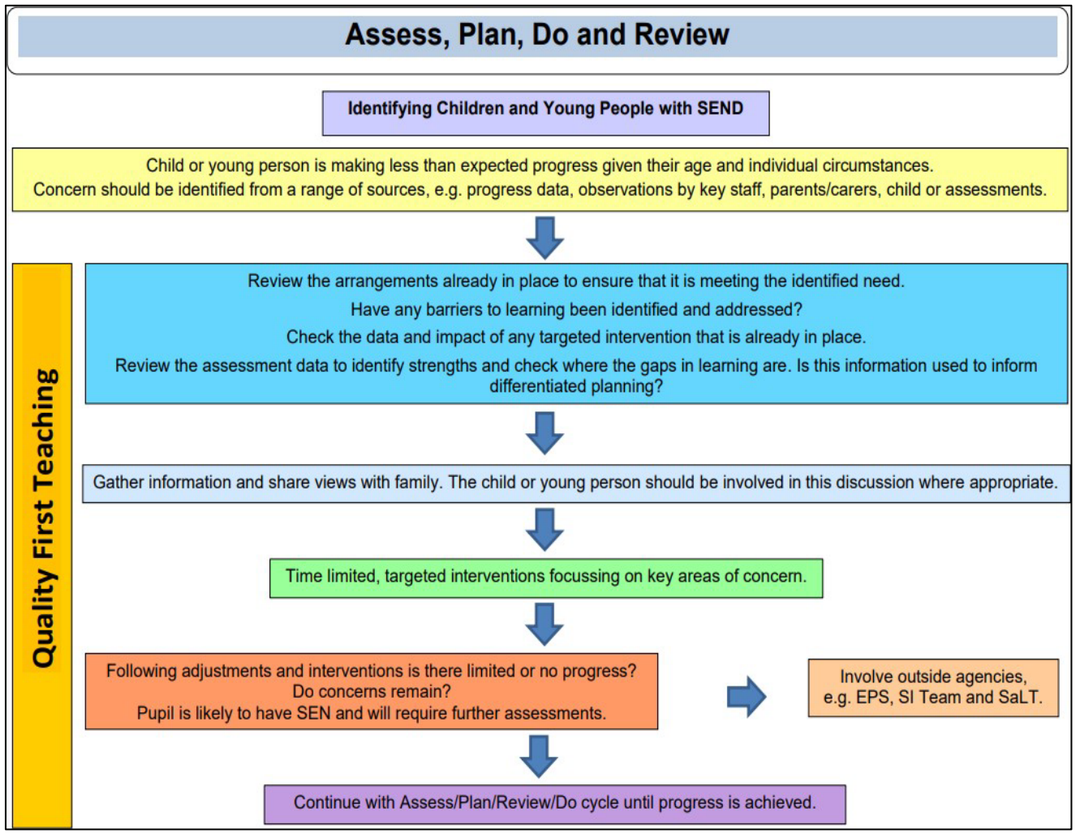
- *Relationship and behaviour policy build on regulation and restorative practice.*
- *Strong working relationships with external professionals.*
- *Emotional wellbeing at the heart of all provision.*
- *Positive handling trained staff.*
- *SENDCo*
- *A trained ELSA.*

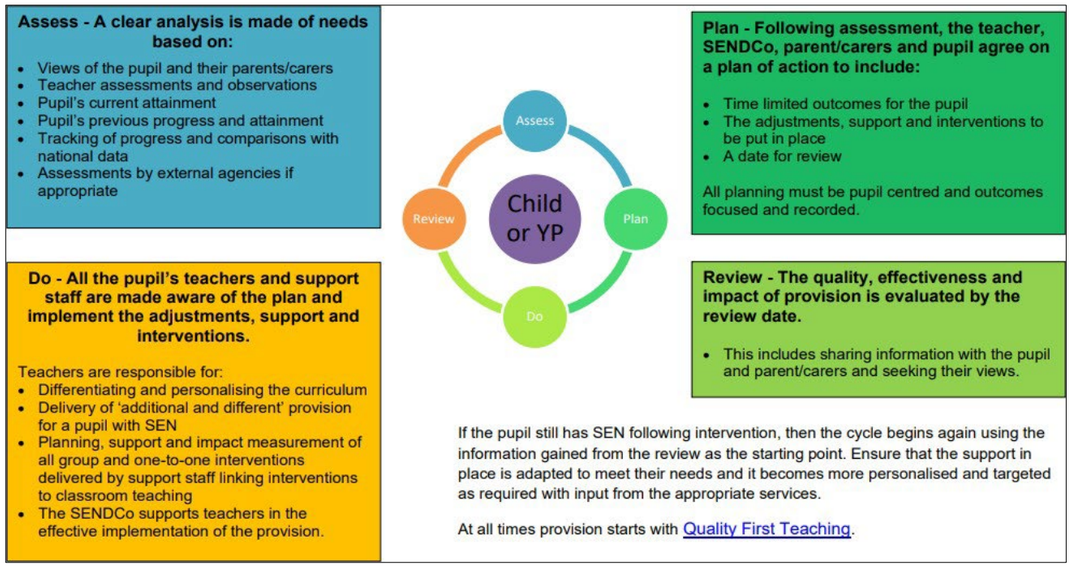




Hooton Pagnell All Saints C of E Junior and Infant school has 12.6% level of SEND compared to 19.4% nationally. We have 10 children with EHCPs in school, which is nearly double the national average and our attendance is 98.82%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with identified needs around communication & interaction, 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.





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

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