

# SEND Information Report

September 2026



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

What do all the acronyms mean?

What do I do if I am not happy with the support my child receives?

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

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

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

How will the school know if my child has SEND?

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

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

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

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

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

A central illustration featuring a collage of diverse children's faces. The children have various hair colors (brown, blonde, red), styles (pigtails, braids, short cuts), and accessories (glasses, a red cap). They are all smiling and looking towards the viewer. The illustration is positioned behind the central title text.

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

How have you made the school accessible to children with SEND?

How is progress for children with SEN measured?

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

How is the teaching adapted for children with learning needs?

# 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?



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



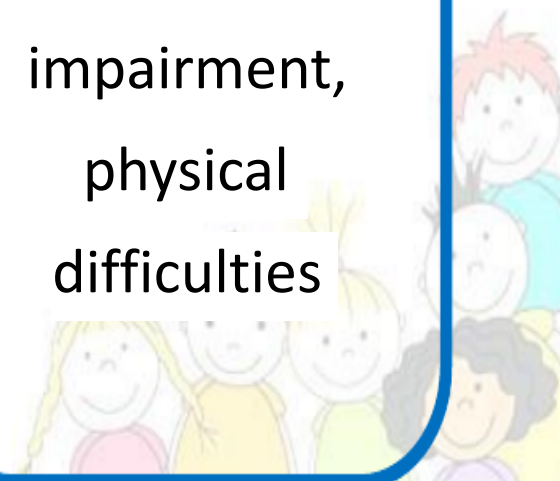
Children at Greens Norton CE Primary School may have additional needs in the following four areas:

Cognition and  
Learning  
e.g. dyslexia,  
dyspraxia

Communication  
and Interaction  
e.g. ASD,  
Speech and  
Language  
difficulties

Social,  
Emotional and  
Mental Health  
e.g. ADHD,  
Attachment,  
Anxiety

Sensory and/or  
physical needs  
e.g. visual or  
hearing  
impairment,  
physical  
difficulties



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



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

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 Emily Whitwood-Bott in our school.

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 Emily Whitwood-Bott, our SENCo, will be happy to talk to you about any concerns you have regarding your child and their special educational need or disability. She can be contacted via the school office by email:

[office@greensnorton.pdet.org.uk](mailto:office@greensnorton.pdet.org.uk)

or by phone: 01327 350648

# 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?



# What interventions and resources does the school have experience of?



Some of the resources currently 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

Some of the interventions used in school:

- 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





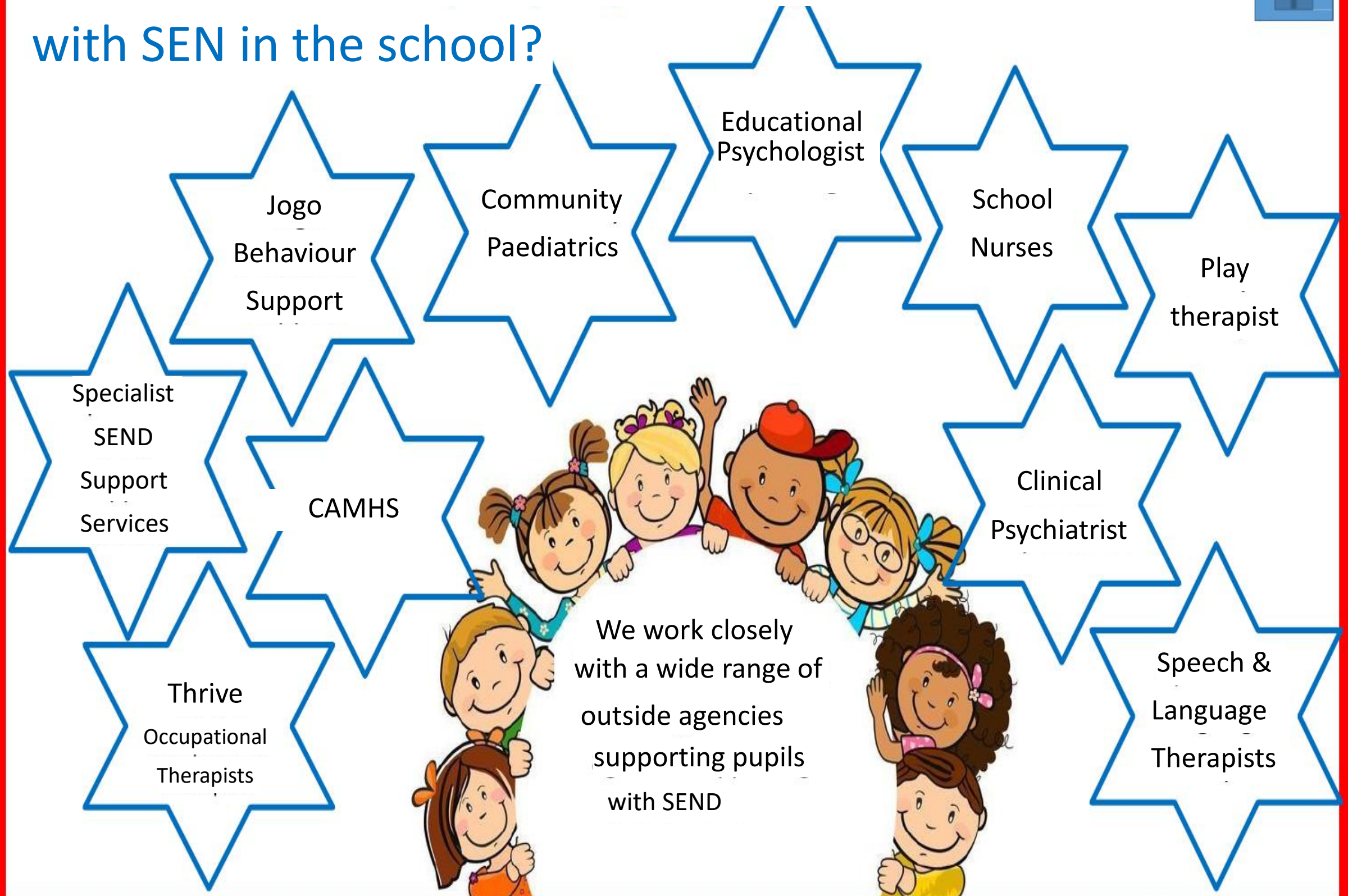
# How is extra support allocated to children and how do they move between the different types of support?

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?



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



## **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.

## **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.



## **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

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



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.

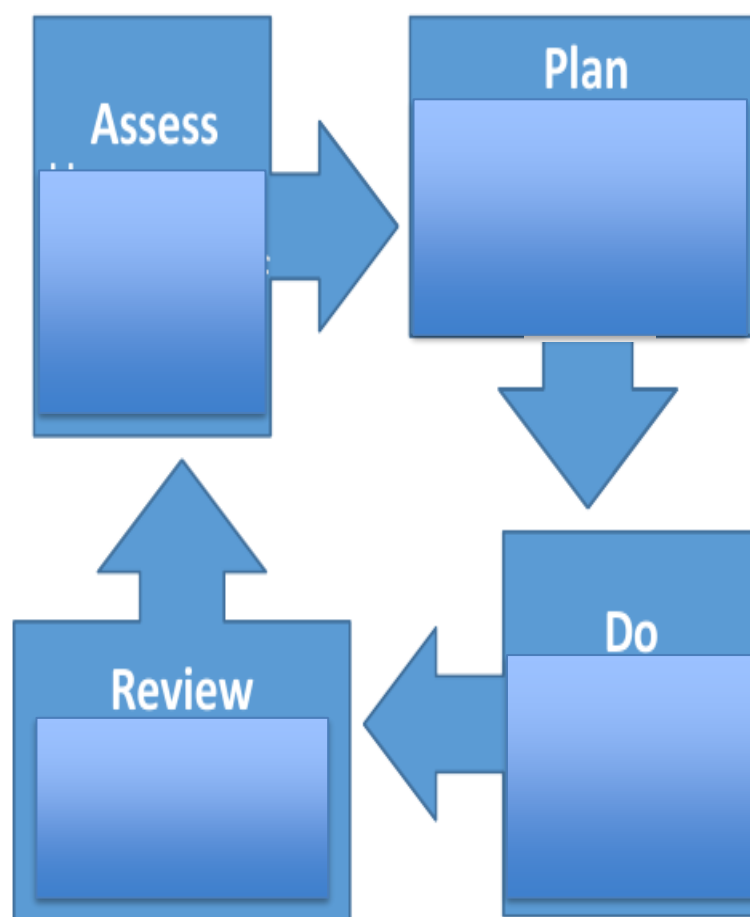


# How is progress for children with SEN measured?

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.

A summary report is given to parents each term, with a more detailed report at the end of the year.

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



## 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 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 - <http://www.greensnortonschool.co.uk/key-information/policies>

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.



# 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 Emily Whitwood-Bott, 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.

<https://asknormen.co.uk/news/2016/special-needs-index-snix/>

# 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.



Social stories with photos are created for children anxious about moving class. These are taken home to read over the Summer.

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.



Before starting school in September children new to Reception come to school for a stay and play session.





# 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.



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

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 Emily Whitwood-Bott, SENCo.

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.

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





# What do all the acronyms mean?

**SEND** = Special Educational  
Needs and Disabilities

**SSS** = Specialist Support Services

**EP** = Educational Psychologist

**IASS** = Information Advice  
Support Service

**OT** = Occupational Therapy

**IEP** = Individual Education Plan

**EHCP** = Education, Health and  
Care Plan

**CAMHS** = Child and Adolescent  
Mental Health Service

**EHA** = Early Help Assessment

**ADHD** = Attention Deficit  
Hyperactive Disorder

**ASD** = Autism Spectrum  
Disorder

**SALT** = Speech and Language  
Therapy