Ecton Brook Primary School

SEND Report 2026-2027

1. **Introduction**

   This is our school's information report detailing how we work with and support children who may have additional needs. Our school is aware of and supports the West Northamptonshire Local Offer. This can be accessed by parents and carers at: Local Offer | West Northamptonshire Council (westnorthants.gov.uk)

   - Our Governor for Inclusion is Craig Hoare.
   - Our Inclusion Lead is Louise Hyslop.
   - Our SENCo is Sue Townsend.

   As an inclusive school, at Ecton Brook Primary School we strive to do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate we endeavour to provide adapted ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. We are committed to promoting independence for all learners in every area of school life.

2. **How we ensure that children who may need additional support are identified early.**

- Analysis of data
- Concerns raised by class teacher following classroom-based assessment, adaptive teaching and monitoring cycle – Assess, Plan, Do, Review.
- Concerns raised by parent/carer.
- Liaison with previous school or early years setting.
- Consultation between class teachers and members of SLT following Pupil Assessment Meetings (PAMs).
- Informal classroom and playground observations.
- Book looks and pupil voice.
- Liaison with external agencies e.g. Paediatrician, Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

3. What should a parent/carer do if they think their child may have additional needs?

- Talk to us –we are always happy to listen. We pride ourselves on building positive open and honest relationships with parents/carers. You can arrange to speak to us at any mutually convenient time.
- In the first instance you may wish to contact your child's class teacher to discuss your thoughts and concerns.
- The class teacher may then discuss your concerns with the SENCo or SEN Teacher who could offer advice and strategies.
- Following this the SENCo or SEN teacher may contact you directly to discuss your concerns further.

- Alternatively, you are able request a meeting directly with the SENCo or SEN teacher who can be contacted via the school offices or email.

4. What steps will Ecton Brook Primary School take to support children with additional needs?

- The class teacher will monitor, plan and adapt learning opportunities and teaching approaches to ensure that each child makes progress from their own starting point.
- The class teacher will follow the Assess, Plan, Do, Review cycle. If it is felt that further support is needed, an internal referral to the SEN team (SENCo and SEN teacher) will be submitted detailing current support, adaptive teaching strategies in place and the impact of these, current levels, successes, and challenges.
- Following this, the SENCo or SEN teacher may conduct further assessments and observations. These could include reading, spelling, maths or phonic assessments, classroom and/or playground observations, book looks and gaining pupil voice. Information may also be gathered from parents/carers and the staff who work closely with the child to gain a full picture.
- Depending on the findings, the SENCo and SEN teacher will work closely together with the class teacher to plan appropriate provisions for the child. This could include:
  - Small group or 1:1 focussed provision to explicitly support a need.
    - Allocation of resources e.g. wobble cushions, Theraband, writing slopes, laptop, reading pen etc.
    - Assistive technology – laptop, speech to text, reading pen, I-pad recording etc.

- Some children may benefit from social and emotional support. Initial assessments for this and any programmes would be carried out by the Family Support Workers/Pastoral team in consultation with the SENCo, SEN teacher and class teacher.
- Different children will require different levels of support and adaptation in order to help them make progress and achieve their potential. Therefore, some children may have needs that are ongoing, significant and sustained. In this case, in addition to provisions, an IEP (Individual Education Plan) detailing more enhanced support, may be written. This working document is written in conjunction with class teachers and the SENCo or SEN teacher. IEPs are reviewed, at least termly, by class teachers in consultation with the SENCo or SEN teacher as appropriate. IEPs are shared with parents, at least termly usually at Termly Learning Conferences. Parents are also welcome to discuss these with us at any point during the school year.
- For a small number of pupils with severe, sustained and significant needs, it may be appropriate to make a request for a Statutory Assessment of a child's Education, Health and Care needs (EHCP). This would be completed in collaboration with parents/carers, the Local Authority and any external professionals supporting the family.

  Consultation with outside agencies and professionals, with consent from parents/carers, may be used to support these decisions.

5. **<u>Who will explain the child/s needs, progress and next steps to the child's parent/carer?</u>**

- The class teacher will report to parents/carers at least on a termly basis (this could be as part of a Termly Learning Conference appointment) to discuss your child's needs, support, progress and next steps.
- Appointments can be made to speak to the SENCo or SEN teacher at any point during the school year.
- Parents/carers of children with an EHCP will be invited to attend an annual review of progress towards outcomes and next steps. Where appropriate we encourage the child to attend for part of this meeting to share their views of their own successes and challenges over the year.

6. **<u>How are the Governors involved and what are their responsibilities?</u>**
- The Headteachers, in consultation with the Inclusion Lead reports to the Governors every term to inform them about the progress of all children in

school, including those with additional needs. This does not refer to individual children and confidentiality is maintained at all times.
- Zoe Tobin is the Governor responsible for Inclusion and meets regularly with the Inclusion Lead and SENCo.

7. **How are the school's resources allocated and matched to children's additional needs?**

- We ensure that all children with additional needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants who may be deployed to deliver programmes and support designed to meet individual or groups of children's needs.
- Specific resources for individual needs, in consultation with appropriate professionals, will be provided for children, when necessary.
- The SENCo may make an application to the Local Authority for 'Targeted SEND Funding' to support children with higher levels of need. This may then lead to a request for Statutory Assessment of a child's Education, Health and Care needs.

8. **How does the school judge the impact of support?**

- The school reviews children's targets termly on IEPs and Provisions in consultation with class teacher and support staff.
- When appropriate, progress will be measured against baseline and interim assessments.
- Pupil voice
- Book looks
- Discussions with parents
- Monitoring of progress against national age expected levels from the child's individual starting point.

9. **What outside agencies and professionals are accessed by the school?**

We seek to respond quickly to emerging need and work closely with other agencies including, but not limited to:

- Mosiac Educational Psychology Service
- NHS Occupational Therapy
- NHS Physiotherapy

- NHS Paediatricians
- NHS Speech and Language Therapy
- NHS School Nursing Team
- NHS Child and Adolescent Mental Health Service (CAMHS)
- West Northants SEND Information, Advice and Support Service (IASS)
- West Northamptonshire SEND Support Service (SSS)
- Adverse Childhood Experiences Team (ACE)
- West Northamptonshire Sensory Impairment Service (SIS)
- School Attendance Support Service (SASS) - West Northants
- Multi Agency Safeguarding Hub (MASH)
- Target Autism

10. How will a child with additional needs be included?

- All children are included in all aspects of school life, including trips and residentials if it is safe to do so.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative arrangements will be made.
- The school environment is fully accessible for all children. The Accessibility Policy demonstrates ways in which we support and overcome any barriers.

11. How will the school prepare and support a child with additional need when joining the school or transferring to a new school?

- We encourage all new children, and their parents to visit the school prior to starting with us.
- Children transferring to Ecton Brook Primary School from a nursery or pre-school setting will be visited by the SENCo and /or SEN teacher during the preceding summer term. Information will be shared regarding the child's needs and current levels of support in place. Stay and Play sessions are available for children joining Reception classes. Both the SENCo and SEN teacher facilitate these.
- All new starters who join the school during a school term are offered a home visit by a member of the Family Support Worker team and/or the SENCo. Where possible, the SENCo also endeavours to arrange to visit the child in their current setting prior to starting with us.

- We liaise closely with staff when receiving new starters and transferring children to different schools, ensuring all relevant paperwork is passed on and needs are discussed and understood.
- If a child has an EHCP and is transferring to a new school, we will arrange a review meeting with relevant staff from the new school, parents/carers and the SENCo from Ecton Brook Primary School.
- In some cases, we may facilitate a phased transition, to help the children to transfer to us, or from us, to a new school.
- When children are preparing to leave Ecton Brook Primary School for secondary school, additional visits will be arranged and relevant staff from the receiving school will be invited to visit the child in the preceding summer term.

At Ecton Brook Primary school we will use our best endeavours to make sure that a child with SEND/additional needs gets the support they require. This means we will do everything we can to meet the child's needs.

We will ensure that any child with SEND/additional needs engages in the activities of the school alongside children who do not have SEND/additional needs.

We follow the:

Department for Education Special Educational Needs and Disability (SEND) Code of Practice :0-25 years. (January 2015)