



Choppington Primary School
- a happy place to be -

Choppington Primary School

SEND Information Report 2023-24

Our school's approach to supporting pupils with SEND

Choppington Primary School is committed to providing a whole-school approach towards supporting pupils with Special Educational Needs and Disabilities (SEND). Our SEND policy reflects our inclusive ethos, which ensures that every pupil can achieve their full potential, irrespective of their individual needs.

We implement high-quality teaching, which is our first and foremost approach to supporting pupils with SEND. We have a graduated approach, consisting of the four stages of review, assess, plan, and do, which underpins our provision. This approach enables us to identify and meet the needs of all learners in a timely and responsive manner.

Our staff constantly evaluate their practice to meet the needs of all types of learner, including pupils with SEND. We provide continuous professional development (CPD) for all our staff to ensure they are up to date with recent research and developments in the field of SEND. This ensures that they have the necessary skills and knowledge to support pupils with SEND effectively.

Our planning approach ensures that every pupil with SEND has an individualised plan, which sets out clear and achievable targets. This plan is reviewed regularly, and adjustments are made according to the pupil's progress. Our aim is to support our pupils with SEND to become independent learners who are confident in their abilities and can achieve their full potential.

At Choppington Primary School, we believe that every child is unique and has their own talents and abilities. We are committed to ensuring that all our pupils, including those with SEND, receive the support they need to achieve their full potential and become successful learners.

Catering for different kinds of SEND

Cognition and learning

Cognition and learning needs may encompass most of the curriculum, such as for pupils with MLD or SLD. However, cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

Quality first teaching is at the heart of our approach, ensuring that all children receive high-quality teaching that is differentiated and personalised to their needs. We also work closely with external agencies, such as speech and language therapists and educational psychologists, to ensure that children with SEND receive the additional support they require.

We believe in involving families and learners in all aspects of planning to ensure that their needs and preferences are at the centre of our provision. We work in partnership with families to identify the strengths and needs of each child and develop individualised education plans to support their progress.

We use a range of resources to support learning, including ICT, which can be a valuable tool for children with SEND in cognition and learning. We have a range of assistive technology and software available to support children with specific needs.

Some examples of these resources include:

- Online learning platforms such as Seesaw which enable children to dictate and/or record ideas verbally.
- Chromebooks to enable access to relevant and age/level appropriate information/resources.
- Support from adults in class and across school

Communication and interaction

Children with communication and interaction difficulties may experience a range of challenges in primary school. These difficulties can include language delays, difficulties with social communication and interaction, and difficulty in understanding and responding appropriately to social cues. According to the Department of Education, approximately 14.9% of children in the UK are identified as having Special Educational Needs, with communication and interaction difficulties being the most common type of need. These difficulties can impact a child's ability to develop friendships, engage in classroom discussions, and access the curriculum, which can have long-term effects on their academic and social development.

To support children with communication and interaction difficulties in primary school, it is essential to provide individualised support that addresses their specific needs. This may include strategies such as visual aids, social stories, and structured group activities to develop communication and social skills. Specialist support from speech and language therapists and occupational therapists may also be required. Encouraging positive relationships between the child, their peers, and teachers can also help support their development. Additionally, inclusive teaching practices, such as differentiated instruction and the use of assistive technology, can help to ensure that all learners are able to access the curriculum and achieve their full potential. By providing targeted and individualised support, we can help children with communication and interaction difficulties to develop the skills and confidence they need to succeed in school and beyond.

Social, emotional and mental health

Children with social and emotional health difficulties may experience a range of challenges in primary school. These difficulties can include difficulties in regulating emotions, managing relationships with peers and adults, and coping with stress and anxiety. According to the Department of Education, approximately 10.6% of children in the UK are identified as having Special Educational

Needs, with social and emotional health difficulties being one of the most common types of need. These difficulties can impact a child's ability to engage in learning, develop positive relationships with peers and teachers, and access the curriculum, which can have long-term effects on their academic and social development.

Here at Choppington Primary, we support our learners with SEMH in a number of ways including:

- Developing positive relationships with children and their families
- Providing social skills training and opportunities for social interaction with peers
- Using cognitive-behavioral therapy and mindfulness practices to help children manage emotions and reduce stress and anxiety
- Provide opportunities for physical activity and exercise to promote positive mental health
- Use restorative practices to help children resolve conflicts and develop positive relationships with peers and teachers
- Provide individualized support and interventions that address the specific needs of the child
- Collaborating closely with external professionals such as therapists and counsellors to provide comprehensive support for the child
- Ensure that all staff are trained in identifying and supporting children with social and emotional health difficulties
- Develop and implement policies and procedures that promote positive mental health and well-being for all children in the school.

Sensory and/or physical needs

Children with sensory and/or physical needs difficulties may face a range of challenges in primary school. These difficulties can include difficulties with mobility, accessing the curriculum, and interacting with peers and teachers. According to the Department of Education, approximately 12.1% of children in the UK are identified as having Special Educational Needs. These difficulties can impact a child's ability to participate in learning, develop positive relationships with peers and teachers, and access school facilities, which can have long-term effects on their academic and social development.

Here at Choppington Primary, we support children with sensory and/or physical needs difficulties by:

- Providing access to specialist equipment and resources, such as assistive technology and communication aids
- Developing and implementing individualized education plans that address the specific needs of the child
- Providing additional support from teaching assistants or specialist staff
- Modifying the physical environment to promote accessibility and inclusion
- Providing training for staff on how to support children with sensory and/or physical needs difficulties
- Providing opportunities for children to participate in extracurricular activities and social events that promote inclusion and social interaction
- Collaborating with external professionals such as occupational therapists and physiotherapists to provide comprehensive support for the child
- Developing and implementing policies and procedures that promote accessibility and inclusion for all children in the school.

The SENCO

The role of a Special Educational Needs Coordinator (SENCo) in UK primary schools is to lead and coordinate provision for children with special educational needs and disabilities (SEND) within the school. This includes working closely with parents, teachers, and other professionals to identify and assess children with SEND, developing and implementing individualized education plans, coordinating interventions and support, and monitoring progress. The SENCo is also responsible for ensuring that the school meets its legal obligations under the Special Educational Needs and Disability Code of Practice and other relevant legislation.

Name of SENCO	Email address	Phone number
Mr R. Smith	Richard.smith@choppington.northumberland.sch.uk	01670 823197

Securing and deploying expertise

At Choppington Primary School, we are committed to ensuring that all of our pupils receive the support they need to reach their full potential, including those with special educational needs and disabilities (SEND). To achieve this, we work closely with a range of external agencies, such as speech and language therapists, educational psychologists, and specialist teachers, to secure specialist expertise and advice. We also deploy staff around the school to support pupils with SEND, such as teaching assistants who work closely with teachers to ensure that interventions and support are tailored to the individual needs of the child. We believe that this collaborative and flexible approach helps us to provide the best possible support for all of our pupils, including those with SEND.

Identifying and assessing pupils with SEND

At Choppington Primary School, we recognize that early identification and intervention are key to providing effective support for pupils with special educational needs and disabilities (SEND). We have established procedures in place to identify and assess pupils with SEND, which involve regular monitoring of progress and observation, discussions with parents and carers, and assessments from external agencies if necessary. Our approach is guided by the assess, plan, do, review cycle, which ensures that provision is tailored to the individual needs of the child, and that progress is regularly monitored and reviewed. We work closely with the local authority to ensure that we have access to specialist advice and support, and that we are able to provide a range of interventions and support that meet the needs of our pupils with SEND. We are committed to ensuring that all of our pupils receive the support and provision they need to reach their full potential, and that we work collaboratively with parents, carers, and external agencies to achieve this.

Consulting with pupils and parents

Pupils and Parents

Here at Choppington Primary, we put the voice of the learner and their family at the centre of planning by:

- Encouraging all learners, along with parents/carers, are involved in making decisions about what is helpful and needed to support learning
- Encouraging learners and their parent(s)/carer(s) to share their aspirations

- Agreeing targets and outcomes with parent(s) / carer(s) and learners which are designed to help the learner achieve their aspirations
- Supporting learners to understand their targets and how they can achieve them
- Ensuring learners are on the school's SEN register and their parent(s) / carer(s) are invited to review progress, support and intervention at least three times each year
- Supporting learners to understand how they learn best and how they can develop independence, encouraging them to celebrate their achievements
- Involving learners and their parent(s)/carer(s) in planning and preparing for adulthood from the earliest age
- Ensuring the SEND Information report is on the school's website, and that is easy to read, co-produced with parents and carers
- Ensuring that parents and carers are aware of the Northumberland Local Offer (see 'further guidance' for a link) and know where to find information about it on the school's website
- Ensuring all parents/carers feel confident to approach school and know who to talk to about their child

Involving key stakeholders

Here at Choppington, we work closely with other bodies to ensure that we are able to provide the best possible support for our learners and their families. In addition to health and social care services, we also engage with local authority (LA) support services. These may include educational psychologists, speech and language therapists, or behaviour support teams. These professionals can provide additional support to some of our learners who are experiencing difficulties with their learning or behaviour, and can also work with teachers to develop strategies to support these pupils in the classroom.

Voluntary sector organizations can also play a key role in supporting our pupils and their families. These organizations may provide additional services, such as mentoring or counselling, or may work with us to develop after-school programs or holiday clubs. By working with a range of partners in this way, we ensure that we are able to provide a holistic approach to supporting our learners needs and helping their families.

Progressing towards outcomes

Here at Choppington Primary School, we are committed to supporting our learners to make good progress towards their learning outcomes. To achieve this, we have put in place a range of arrangements and opportunities for assessment and review, as well as opportunities for parents and young people to work together with the school.

Our teachers use a variety of assessment tools to monitor pupils' progress towards their individual learning goals. These assessments are carried out on a regular basis, and the results are used to inform planning and teaching, ensuring that pupils receive the support they need to make progress. In addition, we regularly review the progress of pupils who are identified as requiring additional support, and put in place tailored interventions to help them make progress.

The school recognizes the importance of involving parents and young people in the assessment and review process. We encourage parents to attend regular parent-teacher meetings (Assertive Mentoring meetings), which provide an opportunity for teachers to share information about their child's progress and for parents to provide feedback on the support their child is receiving. The school also provides annual reports to parents, so they can see how their child is progressing towards their individual learning goals.

In addition, we firmly encourage young people to take an active role in their own learning. Pupils are encouraged to be involved in identifying their own learning targets and reflect on their progress towards them. They are also encouraged to participate in their own parent-teacher meetings, to share their own views on their learning and to contribute to the development of their individual learning plan.

Transition support

We work together with a range of settings and next steps to ensure effective transition between stages of learning and into adulthood by:

- Making sure that everyone works together to support transition; learner, school staff, parents/carers, outside agencies
- Planning support before, during and after a move between schools, or between years in school
- Sharing all information on necessary support for individual learners with a next setting
- Sharing detailed information about a learner with all relevant staff at transition points
- Planning learning and transition activities to support the learners understanding of transition (e.g. social stories)

Curriculum and Teaching

We are flexible in developing and delivering a curriculum that effectively meets the needs of and responds to all learners by:

Developing a broad and balanced curriculum which recognises and promotes the need for a range of pathways and is aspirational for all learners by:

- Ensuring genuine access to all available curriculum subjects at all stages and for all learners
- Including all learners in all learning opportunities including extra-curricular activities and educational visits
- Successfully developing an ambitious curriculum which is designed to meet the needs of all learners and develops their knowledge and skills

and ability to apply them

- Ensuring all learners are provided with opportunities to develop acceptance of different needs and disabilities
- Providing opportunities for learners with SEND to plan and co-produce resources to help raise awareness of difference
- Establishing high quality teaching across the school which is differentiated and personalised to meet individual needs

Inclusive lesson planning, using knowledge of each learner to inform practice, for example by:

- Encouraging independent learning (e.g. via pre-teaching, overlearning, scaffolding and appropriate differentiation)
- Modelling tasks to help learners understand what is expected
- Using a range of visual and auditory methods to show and explain planned outcomes and learning activities
- Planning the work of all adults in the classroom so that they are effectively supporting the learning of
- Breaking down tasks into small, manageable steps which are clearly explained and repeated as require
- Ensuring adaptations and additional support with homework are available when needed

Promoting reflection on curriculum planning and delivery with regards to positive impact on the progress of all learners by:

- Analysing and reporting assessment data with particular attention to the outcomes for learners with SEND, and using this to inform curriculum development
- Quality assuring strategies to ensure that they are supporting learning and are therefore good value for money
- Ensuring that teachers fully understand the progress of CYP through the assessments they use, meaning that they can forward plan what is needed to move to the next steps

Learning Environment

We strive to develop and deliver a physical and sensory environment that effectively meets the needs of all learners by:

Physical environment

- Assessing the accessibility of the school environment and making reasonable adjustments to meet the needs of individual learners
- Ensuring there is a regularly reviewed accessibility plan and that this is shared on school's website
- Adjusting existing provision and seeking external advice if required in advance of new learners starting
- Ensuring all resources are easily accessible and well signposted to learners, promoting inclusion and independence
- Seeking information from learners and their families as to what adaptations and adjustments may need to be made
- Providing additional support and equipment as required
- Using assistive and augmentative communication (AAC) strategies to support alternatives to written recording when needed and to promote independence
- Considering texture, colour and font-type of texts presented to learners

Sensory environment

- Being aware and accepting of the sensory needs of individual learners, including, e.g. hyper- and hypo- sensitivities to external stimuli and the potential negative impact of clothing type or texture
- Accepting and supporting self-regulatory behaviour such as fidgeting or 'stimming'
- Creating learning environments which are structured, understandable, and predictable
- Fostering a calm, low arousal learning environment and wherever possible have a withdrawal space(s) for use when needed
- Removing or reducing sensory stimuli, including maintaining tidy, orderly classrooms, removing or reducing wall mounted reflective surfaces (e.g. laminated posters) and reducing the visual 'noise' of all displays
- Assessing when learners may benefit from the use of supportive sensory equipment as required
- Considering all sensory needs when creating seating plans and arranging movement breaks
- Considering the impact of any lighting in the room and adjusting this when it causes issue for learners
- Providing optimum listening conditions which absorb or minimise certain sounds

Supporting emotional and social development

At Choppington Primary School, we understand that supporting and improving the emotional and social development of pupils with SEND is a key priority. To achieve this, we have put in place a range of arrangements and measures to ensure that every pupil with SEND feels safe, valued, and supported.

Extra pastoral support is available to pupils with SEND at Choppington Primary School. This support is provided by trained pastoral staff who work closely with class teachers and parents to identify any additional needs and to develop appropriate strategies to support pupils. This may include individual support, small group work, or access to specialist external services. We also have a designated Special Educational Needs Coordinator (SENCO) who oversees the provision for pupils with SEND across the school and works closely with parents to ensure that pupils receive the support they need to achieve their full potential.

At Choppington Primary, we are committed to listening to the views of pupils with SEND and involving them in decision-making about their education and support. Pupils with SEND are encouraged to participate in their own reviews and to share their views on their progress and support. We believe that involving pupils in this way helps to promote their self-esteem and confidence and gives them a sense of ownership and control over their education.

Evaluating effectiveness

We recognise the importance of reflecting on our own practice and the success and effectiveness of the provision we put in place. Each cycle of support for each child on the SEND register is evaluated and progress is identified. Whilst we celebrate even the smallest steps of progress, we also look for any ways in which this could be refined or improved to accelerate the progress. This may be by offering additional scaffolds or support or reading recent research to ensure our support is research informed and relevant. We use an online platform called Provision Map to record this progress. These reviews are audited termly by the school SENCO.

Handling complaints

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Headteacher. You can also respond to the Parent Voice Questionnaires, or make comments during the review process. If you are

unhappy, it is best to speak to Mr Smith ASAP - we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

Local Offer

Here is the link to the Northumberland County Council website which explains about their SEND provision:

[Local Offer](#)

Named contacts

Name of individual	Email address	Phone number
Mr Richard Smith	Richard.smith@choppington.northumberland.sch.uk	01670 823197
Mrs Gail Broderick	Gail.broderick@choppington.northumberland.sch.uk	01670 823197
Mrs Donna Stephenson	admin@choppington.northumberland.sch.uk	01670 823197

