



SENDCO – Mrs Katie Turner
School SEND Governor – Pat Clayfield

What is Naunton Park Primary School like?

Naunton Park is a two-form-entry primary school occupying an impressive Edwardian red-brick building in the Leckhampton area of Cheltenham Spa. The school is on a split-level site. There are wheelchair ramps at the three major entrances. The outdoor classroom/Forest school area is accessible to wheelchairs. There is a toilet for disabled users and a stair-lift for wheelchairs.

We believe that all children should enjoy their time at school, in a happy, secure and stimulating environment, where they are cared for in a warm and professional way, by a dedicated team of staff, committed to achieving high standards in every aspect of school life.

We believe that home and school should work in partnership to encourage our children to reach their true potential and develop a lasting enthusiasm for learning, whilst gaining self-esteem, independence and a sense of responsibility for themselves and each other.

What is SEND?

SEND stands for Special Educational Needs and/or Disabilities.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Some children and young people who have SEN may also have a disability which is defined under the Equality Act 2010 as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The nature of a child’s learning difficulties will predominately fall within 4 areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory /and or Physical needs

Most SEND pupils at Naunton Park have Cognition and Learning needs. A number of pupils have Communication and Interaction needs.

How does the school identify children with special educational needs?

The class teacher/ staff identify a child initially and then discusses their concerns with the SENDCO. The SENDCO uses assessments and observations alongside information provided by the class teacher to identify those children who may require support. Parents may also raise concerns about



their child to the class teacher or to the SENDCO. Some children join our school with SEND needs already identified by a previous setting. Parents will be informed by letter, usually following a discussion with the class teacher and/or SENDCO if the school considers that a child has a special educational need.

Who should I talk to about my child's special educational needs or disability?

Your child's class teacher is the first person to talk to regarding any concerns you have or information you wish to convey. The class teacher may then inform the SENDCO or suggest you make an appointment via the school office to also discuss these matters with the SENDCO.

If my child has SEND how will they be supported?

All pupils have access to a broad and balanced curriculum. Most pupils with SEN and disabilities will be able to study the full national curriculum. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. In addition to this, some pupils may benefit from targeted support set up by the SENDCO and usually from a teaching partner (TP) in order to work on specific areas of need within their learning and development. This may happen on an individual or group basis or both. Each term the SENDCO draws up a provision map to identify the needs of the children in each year group. This is then discussed with the head teacher in order to plan for and provide suitable levels of TP support and intervention programmes. If a child is joining our school from another setting and has been identified as benefitting from SEND support then it helps the school when planning for provision if parents let the school know this.

What specialist services and expertise are used by the school?

Directly funded by the school

- Educational Psychology Service
- Outreach support from Special Schools and Lead Professional Teachers
- Speech Therapist
- Occupational Therapist
- Pastoral Support

Paid for centrally by the local authority but delivered in school

- Advisory Teaching Service to support pupils who have an Education Health and Care Plan or a My Plan+

Provided and paid for by Health Services but delivered in school

- School nurse
- Speech and Language Therapy
- Occupational Therapy

School can also suggest to parents that pupils are referred to the following services paid for by the Health Service and seen outside of school.

- Paediatrician
- 2gether Children and Young People Service (CYPS)
- Early Help
- TIC+



How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school?

Entry into Naunton Park Primary School or moving on from here can be a challenging time for pupils with SEND. Consequently, the school has worked hard to develop good links with both our pre-school and secondary school partners.

The school enjoys close links with the Naunton Park Pre-school Playgroup, being located on the same site. The SENDCO and/or Early Years Lead attend relevant review meetings for children who are going to be joining the school in Reception. They may also talk with parents where SEND concerns have been raised. Where necessary, school can produce a personal transition booklet for a pupil to help them prepare for school.

The school also has good links with the main secondary schools that receive our pupils. At secondary transfer, the secondary school SENDCO attends the annual review of all statemented pupils. Where appropriate, the school makes use of a secondary transfer booklet produced by the Advisory Teaching Service which serves as a good communication tool between the parents and the two schools and aids with the transition process. There is close liaison by the SENDCO and Year 6 class teachers with the Secondary School staff regarding all the SEND pupils.

Sometimes a pupil will transfer from Naunton Park into a specialist school setting. This happens when school and parents agree that this is in the best interest of the child for their future wellbeing, happiness and progress and has the backing of the Local Authority. This decision is only made after a lot of discussion with parents and the child if appropriate. Transition visits would be organised prior to the child moving any all paperwork would be sent via the school. The new school would also be invited to observe the child in the current setting if it felt appropriate to do so.

How will the school involve my child in their education?

All pupils are encouraged to attend pupil/parent consultations with the class teacher and/or SENDCO twice a year during Term 2 and Term 4. The class teacher discusses the pupil's progress and future targets with the pupil and parent. Parents and pupils can also meet with the SENDCO to discuss specific outcomes the school is working towards for the pupil and to review the progress that has been made. Pupils with My Plan + and EHCP support are supported through TAC (Team Around the Child) meetings, where school will invite other professionals to support progress. The school will seek the voice of the child to include in official paperwork.

Pupils are encouraged to share their views about school and their learning at these review meetings. All pupils have the same opportunities as their peers to access school trips and clubs regardless of their special educational need or disability. If a child has a need or disability that may create a barrier towards their participation, then school will discuss this with parents and the pupil to work together to remove the barriers. Parents should discuss this with the class teacher or the club provider and can involve the SENDCO or head teacher where appropriate. Additional meetings are arranged on a needs lead basis throughout the year.

How do I support my child?

We believe that home and school should work in partnership with the child's learning. The support you give at home by ensuring that your child has adequate sleep, has been given a balanced and



healthy diet and arrives at school on time and with the right uniform and equipment all help your child to start their school day ready to learn in the best possible way. Children are encouraged to bring in a school water bottle so that they can access drinking water during the day to help keep their brains hydrated.

The school often arranges parent information and curriculum evenings which are advertised through the school newsletter. These have included mathematics, phonics, end of KS2 tests and safe use of the internet.

All parents are encouraged to attend pupil/parent consultations with the class teacher. Parents of pupils with SEND should also attend TAC (Team Around the Child) meetings with the SENDCO. The school operate an 'open door' policy. Teachers can be contacted via the school office, e-mail or by arranging a convenient time to meet. This can be done at the beginning or end of the school day.

If you would like to visit the school prior to considering a place here for your child, please make an appointment to visit the school and to talk with the SENDCO by telephoning the school office on 01242 513114.

What role do the school Governors have?

The governing body, along with the head teacher, decide the school's policy and approach to meeting the needs of pupils with SEND. They are also responsible for

- Ensuring that the necessary provision is made for a pupil who has SEND including at transition times.
- Ensuring that the teachers are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Ensuring that pupils with SEND play a full part in the life of the school.
- Ensuring that parents are notified of a decision by school that SEND provision is being made for their child and are satisfied with this provision.
- Monitoring the school's SEND policy, provision and deployment of personnel and resources.
- Reporting annually on the effectiveness of the school's work on behalf of pupils with SEND.

One of the school governors has responsibility for monitoring SEND provision.

Some other school policies which you may find helpful are listed below and can be found on our website.

- SEND policy
- Anti-bullying policy
- Behaviour Policy