Henry Chichele Primary School

SEND Information Report for Parents

September 2026

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SENDCO **Inclusion Lead/SENDCO**

The report prepared by the school under section 317(5)(a) of EA 1996 (duties of governing boards in relation to special educational needs(6)) is available below.

Contents

What is a 'Local Offer' for Children with Special Educational Needs and disabilities? 2

A message from Mrs Pakenham, Inclusion Lead/SENDCO 2

Who are the best people to talk to about additional support? 2

How does the school know if children need extra help and what should I do if I think my child has special educational needs? 2

How will the school support my child? 3

How is the decision made about the support my child will receive? 3

How will I know how well my child is doing and how will the school help me to support my child's learning? 4

How will the curriculum be matched to my child's needs? 5

Provision at our school 6

..... 7

What support will there be for my child's overall well-being? 7

What specialist services and expertise are available at or accessed by the school? 8

What training are the staff supporting children with special educational needs having? 8

How will my child be included in activities outside the classroom; including school trips? 8

How accessible is the setting? 9

How will the school prepare and support my child to join the school and transfer to the next stage of education or life? 9

How are the school's resources allocated and matched to children's individual special educational needs? 10

Who can I contact for further information? 10

What is a ‘Local Offer’ for Children with Special Educational Needs and disabilities?

A message from Mrs. O’Brien Jones, SENDCO and Mrs Pakenham, Inclusion Lead/SENDCO

Schools are required to publish and review annually, information about the implementation of their SEND policy and the provision available for pupils with Special Educational Needs and Disabilities (SEND). This report explains how Henry Chichele Primary School identifies, supports and monitors pupils with SEND and how we work in partnership with families and other professionals to ensure that every child can achieve their full potential.

At Henry Chichele Primary School, inclusion is at the heart of everything we do. We are committed to providing a nurturing, inclusive environment where all children are valued, supported and encouraged to succeed. In line with our vision to *'Empower learners and nurture ambition'*, we strive to ensure that every child, regardless of need or disability, can access a broad, balanced and ambitious curriculum and participate fully in school life.

This SEND Information Report should be read alongside the school's SEND Policy, Accessibility Plan and Equality Information and Objectives. It forms part of the North Northamptonshire Council SEND Local Offer, which provides information about services and support available for children and young people with SEND and their families across the local area. The Local Offer can be found at:

https://localoffer.northnorthants.gov.uk/

Who are the best people to talk to about additional support?

You can contact the following people at Henry Chichele Primary School 01933 352850

- Class teacher
- Inclusion Lead/SENDCO: Mrs. Alison Pakenham
- Family Support Worker: Ms Carly McLaughlin
- Learning Mentor: Ms. Kacey Grongowski
- Deputy Headteacher/ SENDCO: Mrs. Sam O’Brien Jones
- Head Teacher: Mrs. Sue Hope

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response in accordance with the SEND Code of Practice: 0 to 25 years

(2015). A range of evidence is collated through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school Inclusion Lead (SENCo) in order to provide targeted support and decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools, which may be used to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs, unless the school is taking additional, or different action.

If you have a concern about your child's progress or believe they have a special educational need, this should be discussed first with the class teacher. Additional assessments or support can then be discussed with the Inclusion Lead.

How will the school support my child?

All children will be provided with high quality teaching which is adapted to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is regularly monitored and reviewed to ensure that all children have the opportunity to make progress.

Children are only identified as SEND when it is clear that their needs require support which is "additional to" or "different from" the curriculum for all of the pupils in our school. This is delivered through carefully planned, high quality teaching in order to respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Physical/Sensory

The progress of all children in the school is underpinned by planning and assessment and the progress of every child is assessed, monitored and discussed three times a year in pupil progress meetings with the Senior Management Team and all class teachers within the phase.

As part of our assess, plan, do, review cycle the progress of pupils with SEND is closely monitored and additional meetings between teaching staff and the inclusion team ensure the impact of intervention is measured in a timely way.

How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Using their expertise and professional judgement, the Inclusion Lead will work closely with the inclusion team, you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly

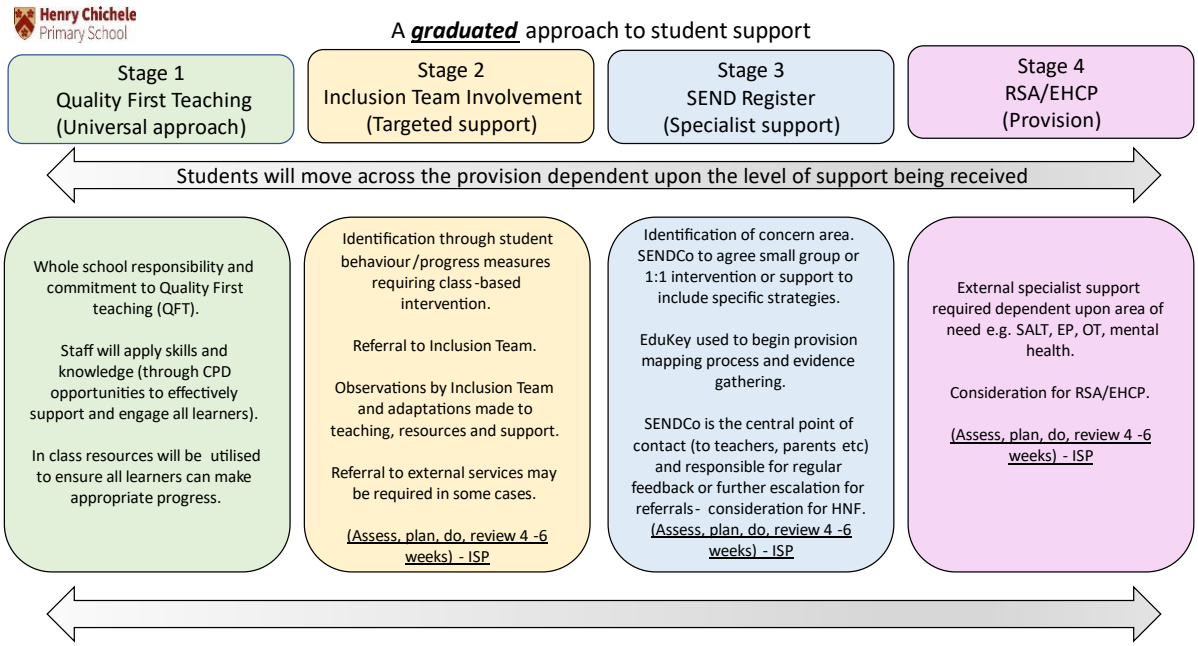
assess the impact of any additional support and resources and report children's progress to parents. This is part of our assess, plan, review, do cycle.

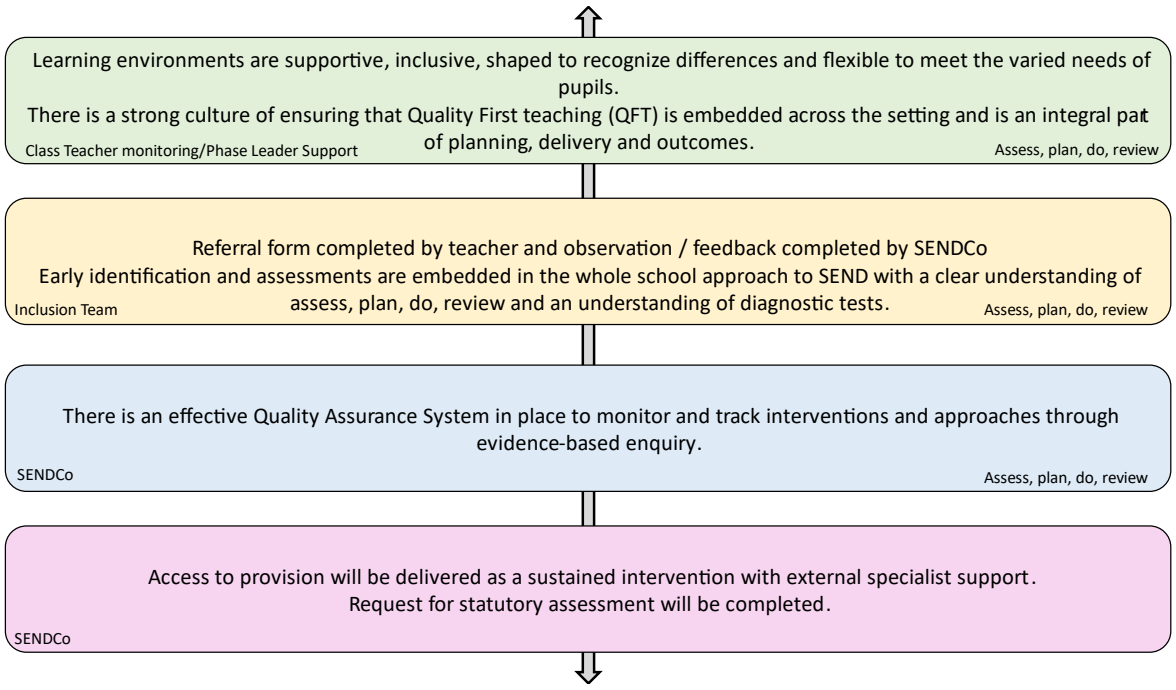
How will I know how well my child is doing and how will the school help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We communicate with parents by face to face or virtual meetings, telephone conversations or emails.

You will be invited to regular meetings with the class teacher to review your child's Individual Support Plan (ISP) and One Page Profile. We also liaise with a wide range of external professions (Educational Psychologists, School Nurses, Speech Therapists, Mental Health Support Team) and will assist with completion of forms and explanation of reports for parents where helpful.

Most importantly, we are here to offer help and support. Parents are encouraged to arrange an appointment to discuss your child's progress or any concerns initially with their class teacher. Below is our graduated approach which follows the assess, plan, do review, cycle.





How will the curriculum be matched to my child's needs?

The vision of our school is: "Empowering learners, nurturing ambition".

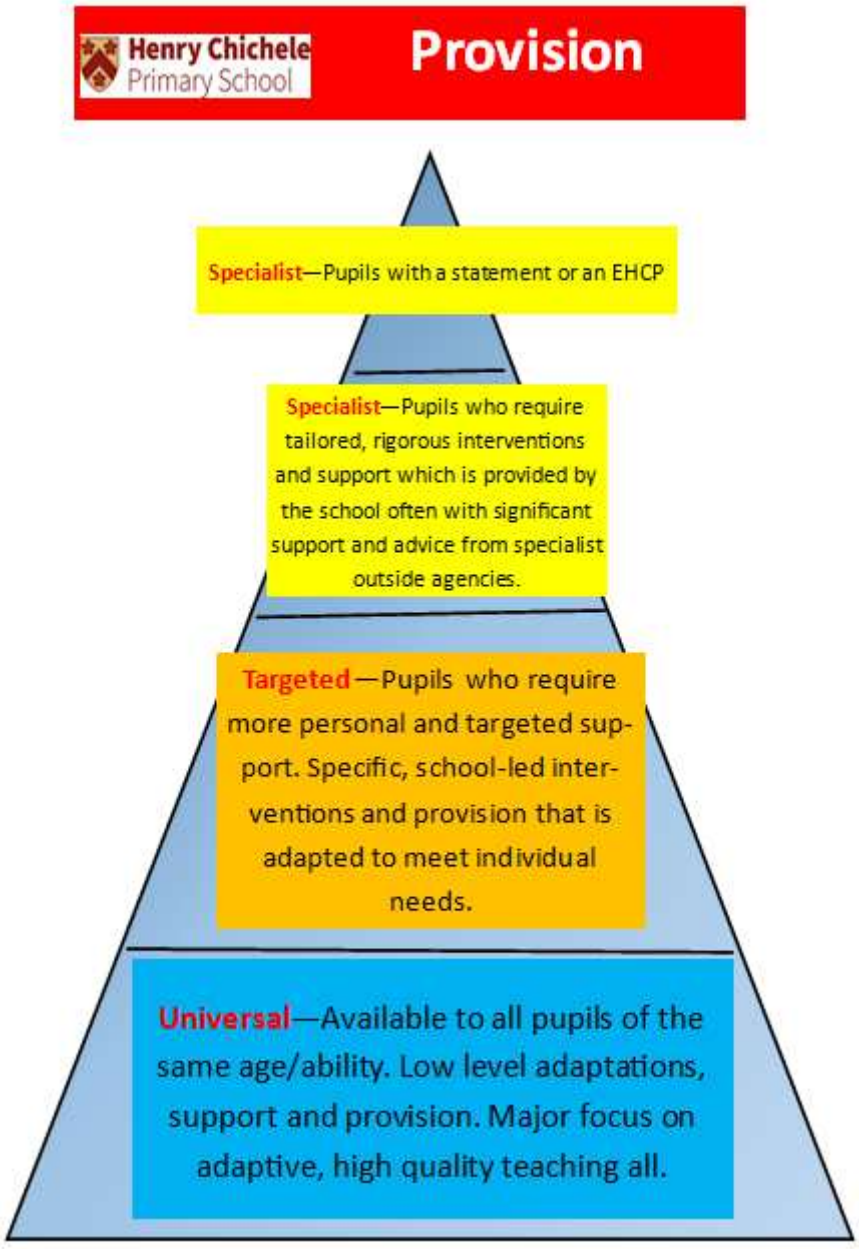
Our first priority is to make your child's learning experience as positive and supportive as possible. We strive to provide an engaging and exciting curriculum for all children. Our curriculum is fully inclusive and pupils with SEND will receive appropriate support to enable them to access the same learning as their peers. Your child's class teacher will use a range of classroom based strategies to ensure teaching is of the highest quality and every child will have access to a supportive environment with support from adults and a range of activities that will support and stimulate them. Teachers will plan for the variety of needs in the classroom by providing appropriately adapted tasks and achievable outcomes to consolidate and extend children's learning.

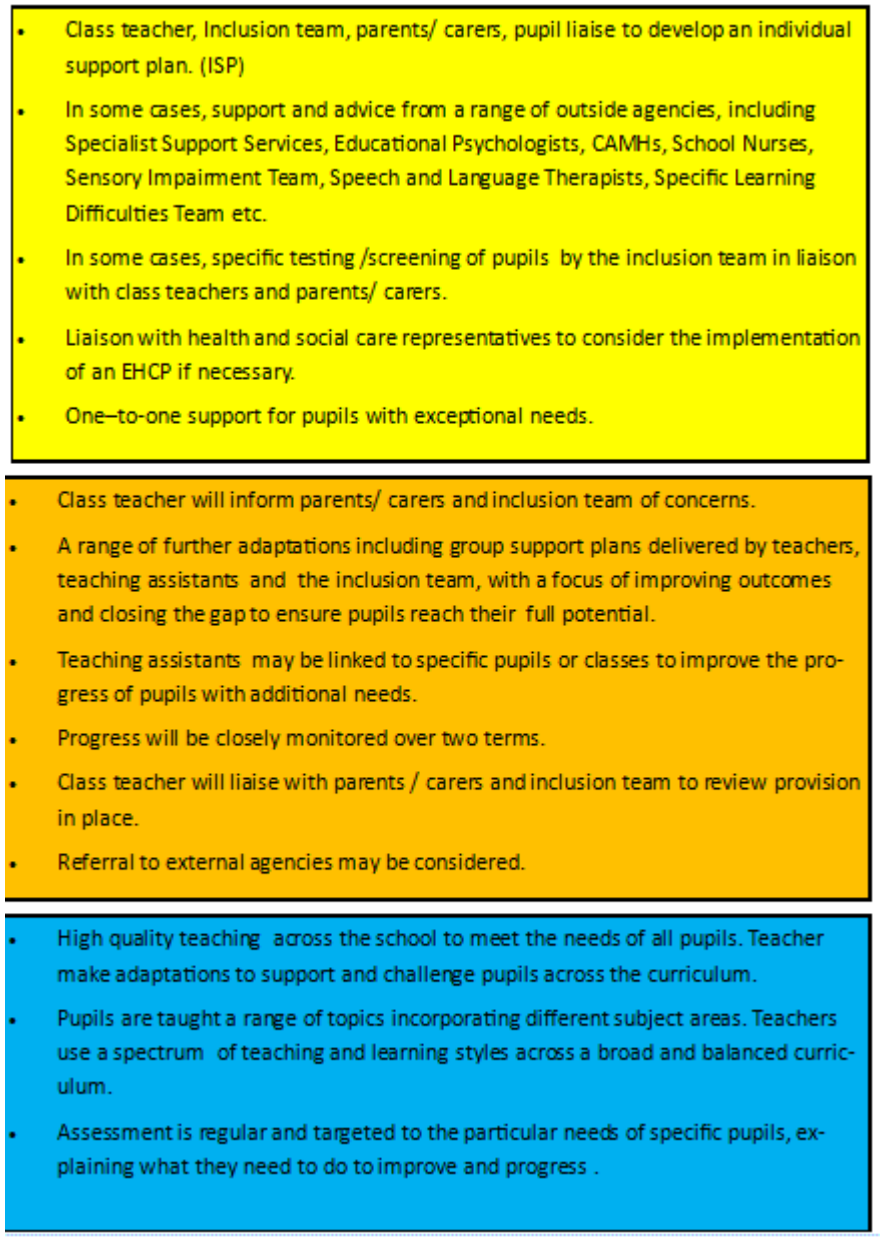
Teachers may use appropriate visual timetables, now and next and visual communication to support your child. For children with special educational needs, teachers may provide modified resources for children, 1:1 or small group support from the class teacher or a TA or an individualised timetable where necessary. 1:1 or small group interventions outside of the classroom, may be provided to support your child.

Open ended challenges are always provided to promote deeper thinking and independent learning.

Your child's class teacher will be happy to discuss strategies they use with you and how you can use these to support learning at home.

Provision at our school





What support will there be for my child's overall well-being?

We believe that children need to be happy and feel secure to make progress. We aim to develop positive mental health and wellbeing for our whole school community in partnership with staff, parents and carers. We recognise that children's mental health is a crucial factor in their overall wellbeing and that children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. We strive promote positive mental health and wellbeing in every child and place great value on developing the whole child, academically, socially and emotionally. For children who need additional support, tailored support is provided to meet their individual needs and, in some cases, this may be provided by specialist practitioners.

What specialist services and expertise are available at or accessed by the school?

The provision offered to each child with SEND is unique. Our school endeavours to deliver high quality provision, within a caring and supportive ethos. We have a SENDCO, Mrs. Sam O'Brien Jones and a designated Inclusion Lead, Mrs. Alison Pakenham, to oversee the provision for all children with additional needs across the school. The Inclusion Team also includes Miss Carly McLaughlin, Family Support Worker and Miss Kacey Grongowski, Learning Mentor, who offer inclusion and pastoral support for children and families across the school. We also have a speech and language therapist, Fiona Taylor who is available in school one day a week.

We may also draw on external support services to help the school to identify, assess and tailor provision for children with special educational needs, including Educational Psychologists, Specialist Support Service, JoGo behaviour support, Mental Health Support Team and Sensory Impairment Service. The full range of support services and access to them is outlined in the Local Authority's Local Offer. The Inclusion Team work collaboratively to share expertise and to agree which external services we need to commission. Before the school make any referral to a specialist service we will always discuss this with you.

What training are the staff supporting children with special educational needs having?

Our school has an Inclusion Lead (SENDCo), Alison Pakenham, who is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. She can be contacted by email at apakenham@henrychichele.northants.sch.uk.

We have an ongoing audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. Our Inclusion Team offer advice on high quality teaching and regularly attend forum meetings to share good practice.

How will my child be included in activities outside the classroom; including school trips?

We aim to enable every child to participate as fully as possible in all elements of the wider curriculum. All reasonable adjustments are made to ensure that all children attend school trips and residential visits with support as appropriate. We will communicate with parents and carers to discuss individual needs prior to any visit or activity.

How accessible is the setting?

Each school has an accessibility plan which is discussed and reviewed every 3 years or sooner. Our accessibility plan can be found on the school website.

How will the school prepare and support my child to join the school and transfer to the next stage of education or life?

We encourage all new children and parents to visit the school prior to starting and we work to ensure smooth transition from pre-school into school and from primary school into secondary school, as well as between classes while within the school.

For children starting in Reception, a series of visits for the children are planned throughout Term 6. Parents/ carers are also invited to a meeting at the school to provide you with a range of information to support you in enabling your child to settle into the school routine.

When you apply for a place for your child at our school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on securely and all needs are discussed and understood.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

At any point when a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable children at the end of their primary education. If your child has an Education Health Care Plan your options are discussed at their Annual Review meeting, prior to the year of transfer.

How are the school's resources allocated and matched to children's individual special educational needs?

Each school receives funding to support pupils with SEND through its delegated budget, including a notional SEND budget. Schools are expected to use these resources to provide appropriate support for pupils with additional needs and to make reasonable adjustments to enable them to access learning.

Where a pupil requires support that is significantly beyond the level that can ordinarily be provided from the school's delegated resources, the school may work with the Local Authority to seek additional funding through the relevant high-needs funding arrangements. For pupils with an Education, Health and Care Plan (EHCP), any additional funding specified within the plan is reviewed regularly to ensure that provision continues to meet the pupil's needs.

Funding may be used to provide specialist resources, interventions, staffing, training and other support that enables children and young people with SEND to achieve their best possible outcomes.

Who can I contact for further information?

In the event of any concerns about your child or our school's provision for children, parents or carers should in the first instance discuss their concerns with their child's class teacher or the Inclusion Lead (SENDCO). Any concerns that have not been addressed by this should be taken to the Deputy Headteacher (SENDCO) or Headteacher.

If a parent or carer wishes to pursue a complaint they should follow the school's complaint's procedure flowchart. If the complainant remains a concern after following the complaints procedure, they could ask the Department for Education's School Complaints Unit to take up the matter.

The governing board will ensure that anyone who wishes to make a complaint in relation to inclusion is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

You may also wish to visit the following websites:

- North Northamptonshire Council Local Offer, outlining services available for children who have SEND:

  https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans
  https://localoffer.northnorthants.gov.uk/

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children with SEND and will direct visitors to their nearest IAS service:

  https://www.iassnorthants.co.uk/Pages/home.aspx