


Houghton Regis Primary School

SEND Information Report 2024 – 2025





<h2>Our School</h2>	<p>Our School Vision</p> <p>At Houghton Regis Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.</p> <p>At Houghton Regis Primary School we are passionate about ensuring all our pupils can play a full and active role within the school. We do not discriminate against pupils due to their SEND. We will endeavour to make appropriate access arrangements or adaptations depending upon individual need.</p> <p>There is no difference to admission arrangements for pupils with SEND who do not have an EHC Plan, to the arrangements for other pupils.</p> <p>The school does not currently have any Specialist Resource Provision. There are currently pupils with a range of SEND within the school. These include Autism Spectrum Disorder, ADHD, physical difficulties, learning difficulties, speech and language difficulties and social, emotional and mental health difficulties.</p> <p>Our SEND policy can be found on the school website.</p> <p><u>February 2025 Information</u></p> <p>Houghton Regis Primary School currently has 381 children on roll.</p> <p>There are currently 57 children on SEND register with a range of needs (14.9% of the school population, where the national average 14.1%)</p> <p>There are currently 16 children that have an EHCP (4.1% of the school population, where the national average is 3%)</p> <p>41 children are currently classed as SEND Support (11% of the school population)</p>
 <p>Meet our Inclusion Team</p>	<p>The SENDCo is Ms Dawn Alexis The Assistant SENDCo is Miss Amy Coleman The school's Family Support Worker is Ms Rabab Ali</p> <p>If you would like to contact the SEND Department, please send an email to senco@houghtonregisprimary.co.uk or call school on 01582 867487 and we will be happy to help.</p>



Special Educational Needs

At Houghton Regis Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Houghton Regis Primary School we work closely as a team and if staff have a concern about a child, they fill in a SEND referral form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

Children will be monitored using the Central Bedfordshire Graduated Approach, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Central Bedfordshire Graduated Approach (launched 2024) to help support children's learning within the classroom.

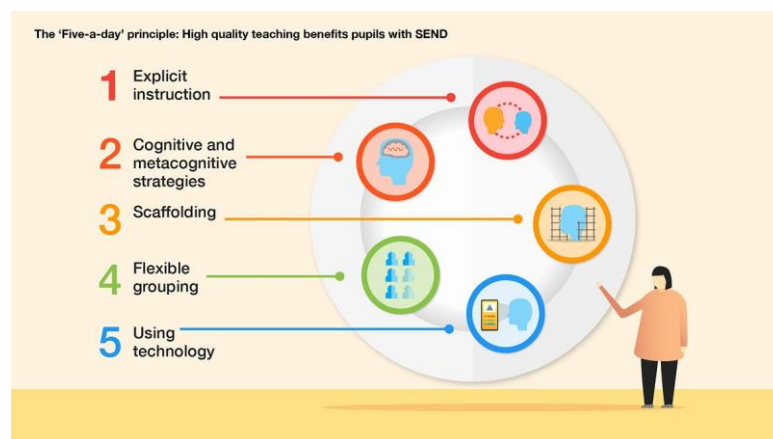


We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

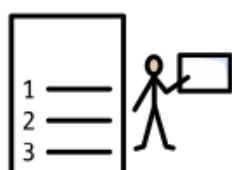
Our approach to teaching children with SEND

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.














We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (launched 2024).



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

	<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises.</p>						
<div><p>Parent Consultations</p></div>	<p>At Houghton Regis Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We regularly consult with parents to gain their views, such as with launch of Provision Map and Study Bugs and the SENDCo is available at parents’ evenings to discuss any concerns.</p> <p>We also hold coffee mornings during the year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Houghton Regis Primary School, direct to training courses and support groups such as SNAP Parent Carer Forum and offer information on outside agencies.</p> <p>For children who have an Education, Health and Care Plan, a learning plan or require specialist support (over and above what is ordinarily available) we will invite you in for further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child’s learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be made available on Provision Map after the meetings.</p>						
<div><p>Child Consultations</p></div>	<p>Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupil’s views form part of annual reviews of EHCPs and learning plan reviews.</p> <p>Pupils are given regular opportunities to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.					



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals via learning plans, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SEND Team.

Regularly using a tracking tool called Insight to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, learning plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training






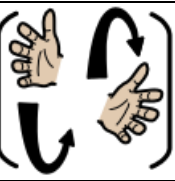

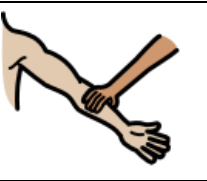
At Houghton Regis Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.









When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The Senior Leadership Team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Occupational Therapist (OT) or School Nursing Team, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
ELSA	Block Therapy	Child Development	Bucket time
			
Autism	Makaton	Phonics (Little	Team Teach

	Awareness		Wandle)	
				
	Specific Learning Difficulties	Complex Needs training	Nurture support such as ELSA	Speech and Language (Elklan)
				
	De escalation techniques	Attachment	Social Stories	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new Reception starters, providing parents with the opportunity to meet with the class teachers and SENDCo.

We hold taster sessions throughout the academic year so parents can come and get a feel for what goes on in your child's class.

Transition to Reception, and then into each successive year-group, is supported by meetings, information sharing and taster sessions in each new class in the summer term.

End of Year transition

When children move up a year, for certain children we can provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold a transition morning during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share learning plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

In Year Admissions

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Edwin Lobo Child Development Centre (ELC)
Chiltern Outreach Autism Team,
Local authority SEND Advisory Team (SENDAT)
Central Bedfordshire Educational Psychology Service,
Early Years SEND Team
Speech and Language Therapy (SALT)
Visual and Hearing impairment team
Jigsaw Behaviour Support.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the reports have been received we will share the advice with yourselves and relevant staff.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as day trips and residential. We may carry out a risk assessment to ensure your child can access the trip safely.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, prefects etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's Accessibility Plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Tom Muldownie – Chair of Governors
Stacey Bartlett – SEND Governor



Central Bedfordshire Local Offer

The Central Bedfordshire Local Authority Local Offer can be found at

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

EHCP Team	0300 300 8356
SENDIASS	0300 300 8088
SNAP Parent Carer Forum	07984 545044
Edwin Lobo Child Development Centre	0300 555 0606
Autism Bedfordshire	01234 350704



Feedback

'Wanted to say thankyou for putting on the coffee morning it was really good and was nice to catch up, she really liked seeing you all even if she didn't show it but you know what she is like lol.

I'm really pleased with the progress he is making and now he attends Miss Coleman's morning group I'm sure once she has built up a rapport with him she will work wonders like she did with my other one.

You both made a big impact on her life, before you started working at the school she was not in a great place and was getting next to no support as no one seemed to believe me that she had autism and needed help so thankyou so much for everything you have done for her and are doing for him, it's very much appreciated!

'We are very happy with the progress he has made. He has come on so much and this is all down to his wonderful teachers.'

'Thank you for all the support and understanding you show him. Expressing his emotions is something he also struggles with at home, we have strategies and tools that help him and often relate to the zones of regulation information that was given to me by Mrs March. We are so proud of him and his achievements so far, he is very visual and relies on clear consistent instructions. This all reflects well in his plan, thank you again for all you do. We greatly appreciate it.'

'I'm happy with the targets. I'm sad she has to leave here, I would keep her here forever if I could.'

****Names of children have been replaced with pronouns.***