



SEND Information Report

September 2026

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, epilepsy and medical needs requiring intensive physio

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child Everyone is clear on what the next steps are.





Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We liaise with secondary schools to ensure that individual children get the induction they require for their own specific needs.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a range of interventions including:

Lego therapy, precision teaching, bespoke Dyslexic website (Dyslexia Gold), sensory interventions, Toe by Toe, Hornet, Numberstacks,

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, content of the lesson, etc.

Adapting our resources and staffing





Using recommended aids, such as laptops, e readers, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 4 teaching assistants who are trained to deliver interventions such as lego therapy, and precision teaching.

Teaching assistants will support pupils on a 1:1 basis when identified through a variety of assessments and recommendations from outside agents.

Teaching assistants will support pupils in small groups when there is a need within a group or for social interventions.

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

Occupational Therapy, Speech Therapy, Early Years Portage, Educational Psychologists

Expertise and training of staff

Our SENDCo has over 20 years experience in this role within our Multi Academy Trust and has worked as a Class teacher, Head of School and Senior Leader. She has taught from reception up to Year 6 as a class teacher.

She is allocated 1 day a week to manage SEND provision.

We have a team of Inclusion Support Practitioners, who are trained to deliver SEND provision.

Recently, staff have been trained in Read Write Inc and the PACE approach to supporting children with additional needs.

Securing equipment and facilities

The SENCO analyses reports and secures appropriate equipment to aid individual children with their learning, for example headphones, seating, sensory equipment. Facilities are utilized to support children. The SENCO and class teachers work together to ensure equipment and facilities support the needs of the individual child.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks Using one page profiles
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans





Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and trips. Our children thrive in these situations.

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

School has part access to a ramp which can be used to access the building for wheelchair users. We pride ourselves on our inclusive approach to education and treat everyone as an individual.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council and reach for the stars. Our children value one another as individuals and celebrate their individuality.

We have a zero tolerance approach to bullying.

Working with other agencies

Boddington works with a wide range of outside agencies according to the needs of the children in our care. These include speech therapy, occupational therapy, portage workers and the local education authority.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCo/Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

In the first instance, parents liaise with the SENDCo . Alongside this the Local education authority provides IASS (Information Advice and Support Service).

Contact details for raising concerns

Should parents have concerns they can contact the SENDCo, Class Teacher, Head of School or Local Advisory Body





The local authority local offer

Our contribution to the local offer is we access the local offer for additional services to help us provide outside agency involvement.

Our local authority's local offer is published here: [Local Offer \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)

Monitoring arrangements

This policy and information report will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

