

**School Name:**

All Saints Hooton Pagnell Primary School

**Address:**Clayton Lane,  
Doncaster,  
South Yorkshire,  
DN57BT.**Contact details:**

Telephone: 01977 642054

Email: school@hp.jmat.org.uk

Website: <https://www.hpcofe.co.uk>**Age Group:** 4-11 years**Number on roll:** 83    **Number on SEND register:** 15    **Number with an EHCP:** 3**SEND Coordinator:** Janine Sanderson**Lead Governor for SEND:** Amy Mapplebeck**Link to current SEND policy:**[https://www.hpcofe.co.uk/files/ugd/6a8256\\_42a61dc2122a4a0f8c55b05b0f67fbd7.pdf](https://www.hpcofe.co.uk/files/ugd/6a8256_42a61dc2122a4a0f8c55b05b0f67fbd7.pdf)

## Summary Of Support All Saints Hooton Pagnell Primary School

		Universal	Additional School Support (no EHCP)	With EHCP
Communication And Interaction needs	Autistic Spectrum Condition	Quality 1st teaching to include differentiation and personal interests and school routines training for all staff	Personalised motivational strategies -1-1 or group work on personal targets	-1-1adult support on personal targets - Personalised motivational strategies
	Speech, Language and Communication Needs	Quality 1st teaching to include differentiation and speaking and listening opportunities such as talk partners -Access to advice and support from JMAT based speech therapist -Small group speaking and listening groups	-Speech and language therapy delivered at least 3 times a week - Access to advice and support from JMAT based speech therapist -Small group speaking and listening groups Guided Talk sessions	-Speech and language therapy delivered at least 3 times a week - Access to advice and support from JMAT based speech therapist -Small group speaking and listening groups Guided Talk sessions

		eg. Guided Talk sessions		
--	--	--------------------------	--	--

		Universal	Additional School Support (no EHCP)	With EHCP
Cognition and Learning Needs	Moderate Learning Needs	Quality 1st teaching with appropriate differentiation - Group interventions	Quality 1st teaching with appropriate differentiation - Group interventions	Quality 1st teaching with appropriate differentiation - Group interventions
	Specific Learning Difficulties	-Quality 1st teaching with appropriate differentiation - Group interventions	-Quality 1st teaching with appropriate differentiation - Group interventions	-Quality 1st teaching with appropriate differentiation - Group interventions

		Universal	Additional School Support (no EHCP)	With EHCP
Social, Emotional and Mental Health Needs	Social Needs	Quality 1st teaching especially in PSHE and circle time - - Educational psychologist advice,	Quality 1st teaching especially in PSHE and circle time - counselling -Educational psychologist advice,	Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice,
	Specific Learning Difficulties	-Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice,	-Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice, support and target setting	-Quality 1st teaching especially in PSHE and circle time – Educational psychologist advice, support and target setting
	Mental Health Needs	-Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice,	Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice, support and target setting	-Quality 1st teaching especially in PSHE and circle time - Educational psychologist advice, support and target setting

		Universal	Additional School Support (no EHCP)	With EHCP
Cognition and Learning Needs	Moderate Learning Needs	Quality 1st teaching with appropriate differentiation -	Quality 1st teaching with appropriate differentiation -	Quality 1st teaching with appropriate differentiation -

		Group interventions	Group interventions	Group interventions
	Specific Learning Difficulties	-Quality 1st teaching with appropriate differentiation - Group interventions	-Quality 1st teaching with appropriate differentiation - Group interventions	-Quality 1st teaching with appropriate differentiation - Group interventions

		Universal	Additional School Support (no EHCP)	With EHCP
Sensory and Physical Needs	Hearing Impairment Needs	Early identification and testing with HIS - HIS advice with classroom approaches and adaptations - resources to support	HIS advice with classroom approaches and adaptations - resources to support - Individual or group targets with teacher or teaching assistant -	HIS advice with classroom approaches and adaptations - resources to support - Individual targets with teacher or teaching assistant
	Visual Impairment Needs	Early identification and testing with VIS - VIS advice with classroom approaches and adaptations - resources to support	-VIS advice with classroom approaches and adaptations - resources to support - Individual or group targets with teacher or teaching assistant	VIS advice with classroom approaches and adaptations - resources to support - Individual targets with teacher or teaching assistant
	Multi-Sensory Impairment Needs	Early identification - school/classroom adaptations - flexibility in routines - resources to support,	school/classroom adaptations - flexibility in routines - resources to support -	school/classroom adaptations - flexibility in routines - resources to support

		Universal	Additional School Support (no EHC plan)	With EHC
Physical and Medical Needs	Physical Needs	classroom/ school environment adaptations - Differentiated PE lessons -Group or individual interventions such as	classroom/ school environment adaptations - Differentiated PE lessons -Group or individual interventions such as	-classroom/ school environment adaptations - Differentiated PE lessons -Group or individual interventions such as

		handwriting or gross motor coordination - Resources to support	handwriting or gross motor coordination - Resources to support	handwriting or gross motor coordination - Resources to support
	Medical Needs	Health care plan - trained staffing - classroom/ school environment adaptations -	Health care plan - trained staffing - classroom/ school environment adaptations -	- -Health care plan -trained staffing - classroom/ school environment adaptation

Type of Support Details	Details
Whole school Behaviour Strategy/System	A whole school approach to behaviour management is prominent in school using sanctions and rewards. The consistency in approach throughout school benefits all children and in particular those with SEND. In addition to this children requiring additional support access intervention from Doncaster Support Service or JMAT. Behaviour support plans are devised when needed. A high level of parent involvement exists in the schools approach to behaviour management through meetings and also in the celebration of successes in special assemblies where good behaviour is rewarded
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	SEND provision is monitored closely by SENCo and senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. All children with SEND access learning of key skills taught across school.
Support/supervision at unstructured times of the day including personal care	Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided.
Staff training for meeting needs of children with SEND	SENCo delivers regular staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as the educational psychologist deliver training and more frequently specific guidance to staff relating to individual children.
Liaison/communication with parents	All parents of children on SEND register or with medical needs are invited to regular review meetings with the class teacher, SENCo and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and teaching assistants have regular communication with parents. This is daily when necessary and

	home/school diaries are also used where appropriate.
Liaison/communication with children and young people	Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and pupil questionnaires. All children have a key link with an adult in school usually a Teaching Assistant.
Liaison/communication with The school has excellent links with external services	The school has excellent links with external services within the local authority and beyond including additional services the school buys. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such as the Speech and Language Therapist holding fortnightly drop in sessions for communication with parents. The SENCo holds termly planning meetings with some services such as speech and language, behaviour support service and educational psychology service.
Access to medical intervention or provision for medical needs	Care plans are in place for all children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school trips and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room and school office for reference by all staff. School has excellent links with the school nurse and good links are made with her and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administering always have relevant training. Where extended absences emerge due to medical needs the school will take measures to help prevent this effecting academic progress including sending learning home and where necessary or possible arranging home tuition. Risk assessments always consider pupils with medical needs.

Transition Provision	Additional transition visits in or out of the setting are arranged where thought to be beneficial to the child's transition. SENCo and class teachers' liase with staff at previous and future settings through arranged meetings which also include external agency colleagues where appropriate. In the early years transition the school has accessed support from the Early Years Outreach Service. Parents are invited to all meetings, are included in the planning of transition arrangements and often accompany children on transition visits.
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A