

# SEND Information Report for Weston Favell CE Primary School 2023-24

Part of the Local Offer for Learners with SEND

## Introduction

Welcome to our SEND Information Report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website and the implementation of the governing bodies or the proprietor's policy for pupils with SEND. This information must be updated annually.

At Weston Favell CE Primary School, we are committed to working together with all members of our school community and NPAT partnership.



# SEND at Weston Favell CE Primary School

SEND  
provision at  
Weston Favell  
CE Primary  
School

The inclusion  
team

How we  
identify SEND

Outside  
agency  
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Partnership  
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Other  
Opportunities for  
Learning

Acronyms –  
what do they  
mean?

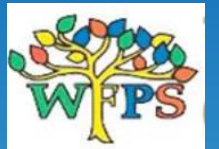
Your child's  
progress

The local  
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Impartial  
support for  
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Contact us





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# The Inclusion Team

Headteacher

Class Teacher

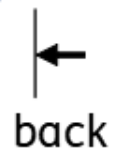
ELSA

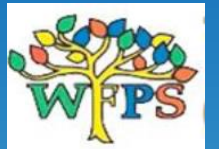
SENDCo

Family Support  
Workers

Nurture support

SEND Governor





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## Headteacher

Sarah Heslop is the school's headteacher. She oversees the work of the school SENDCo and class teachers. She is responsible for the day-to-day aspects of the school and all the arrangements for children with SEND. The head teacher must report to the Governing Body on all aspects of SEND in the school. She can be contacted through the school office on 01604 401547 or via email:

[enquiries@wfps.org.uk](mailto:enquiries@wfps.org.uk)

## SENDCo

Kelly Rich is the school's SENDCo. She is responsible for organising SEND provision, including co-ordinating all the support and intervention in the school, keeping parents informed, holding SEND reviews and liaising with all agencies involved in your child. She can be contacted through the school office on 01604 401547 or via email:

[enquiries@wfps.org.uk](mailto:enquiries@wfps.org.uk)



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## Nurture Group

We run an adapted small Nurture group in our school which is led by Summer Hayes and Julia Shave.

This takes place on Monday, Tuesday, Wednesday and Friday afternoons.

The children are mainly from Key Stage 1.

## ELSA

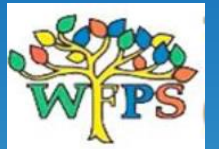
Summer Hayes is the school's Emotional Literacy Support Assistant. She works across the school and can be contacted through the school office on 01604 401547

## Bee Hive

The children have access to a small group which they call the 'Beehive'. Here they can develop their social, emotional and mental health through an adapted curriculum, created to support children needs highlighted through the BOXALL assessment.



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## Family Support Workers

Vicki Wild and Elizabeth Winters are our Family Support Workers.

They are on the school gates from 8.30am and can be contacted via the school office on 01604 401547 or via [fsw@wfps.org.uk](mailto:fsw@wfps.org.uk)



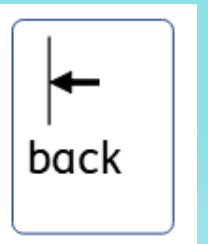
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## SEND Governor

Peter Halstead, our SEND Governor, is responsible for making sure the necessary support is made for every child with SEND who attends the school. He can be contacted through the school office on 01604 401547



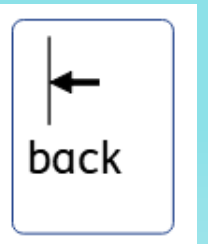


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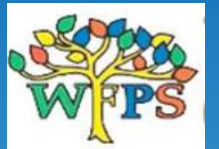
## Class Teacher

Responsible for: planning the curriculum, adapting the curriculum if needed and assessing your child's progress.

You can discuss your child's learning before or after school or through the school office on 01604401547 or via email [enquiries@wfps.org.uk](mailto:enquiries@wfps.org.uk)







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Living, Learning and Growing Together in God's Love  
Jesus said, "I came to give life – life in all its fullness."  
John 10:10

We are a school rooted in God and our community through our founders.  
We continue their vision to welcome, nurture and enable all  
to flourish and develop as unique individuals who share their gifts with each other and the wider world.

In line with our vision statement, at Weston Favell CE Primary School we believe in inclusion for **all**. We strive to create an inclusive culture both within our school and into our local community. We value high quality teaching for **all** learners and actively monitor teaching and learning as well as pupil progress in the school in order to continue to journey of improvement.

All pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

## Awakening Talents, Developing Strengths

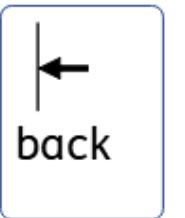
At Weston Favell CE Primary School, we provide the best opportunities for **all** children to learn and develop to their maximum potential through:

- High quality inclusive teaching that makes learning purposeful, challenging and enjoyable
- A safe, stimulating and positive learning environment
- A purposeful and relevant and inclusive curriculum which goes beyond the requirements of the National Curriculum
- Curriculum enrichment through drama, visitors and visits
- High expectations for behaviour, including learning behaviours such as high engagement and metacognition
- Promotion of the British Values of individual liberty, democracy, the rules of law, tolerance of other faiths and cultures and mutual respect.
- Being motivated by their learning and make ambitious choices. Aspire to do their best and make the most of their abilities. Have a caring and responsible attitude. To develop their growth mind-set enabling them to learn from their mistakes.



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**How do we support children with SEND?**





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## What we do to Support Learners with SEND at Weston Favell Primary School

Your child's class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCo. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers. At Weston Favell CE Primary School are proud of our high teaching standards and are tenacious in our drive for continual improvement.

Teaching staff employ a wide range of resources and strategies that support and extend pupils' learning to develop collaboration and independence. We also employ Teaching Assistants (TA's) who, supported by the SENDCo, deliver a range of group/individual interventions and in class support. A school provision map shows all interventions available in school.

Depending on need, your child may be working with support staff who are highly trained in specific special needs areas. Your child may undertake 1:1 work, small group work, close supervision within class or 1:1 emotional support. We can then assess your child's skills to help them to progress and be fully included in school life and the curriculum. Before any of these decisions are put into practice, they will be discussed with you as parents/carers.



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All children with SEND have a one-page profile which summarises their strengths, interests, concerns and how they prefer to be supported. This supports transition when cover teaching is required, to new classes, other schools.

At WFPS we have an Emotional Literacy Support Assistant (ELSA) who works with children who have been identified as needing additional targeted emotional support. Such support could be ongoing and in collaboration with other professionals (for example following a bereavement or a family separation) or short term (for example to support with a change in friendship groups or settling into a new class). It could be to give key strategies to develop anger management skills or as an opportunity for a very quiet child to 'find their voice'. Additionally, we run 'Sunshine Club' at lunchtime to support children who find it difficult to be on the main playground. Children are invited to 'Sunshine Club' where staff, in collaboration with parents, feel there is an identified need or reason. Children do not need to be on the SEND register to attend. Where appropriate we can refer a child or a family to the school nursing service via our Family Support Workers. If you feel that your child would benefit from support such as this, please do come and talk to either their teacher or the SENDCo.

The thrive approach and what it means

How do we ensure our staff are able to support appropriately?

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## SEND expertise amongst staff

We ensure our staff have access to training based on the needs of children in the school such as Autism, Team Teach, Thrive and Nurture Group Training. Individualised training is provided where needed. Our SENDCo has undertaken the National Award for SEN Coordination (NASENCo).

Our staff engage in training to develop skills and expertise as follows:

- From the local authority as well as outside agencies.
- Through collaboration with colleagues in our trust (Northampton Primary Academy Trust -NPAT), w
- Our Family Support Workers have training to support children needing additional emotional support as well as supporting children who have suffered bereavement or trauma.
- SoundsWrite phonics training for all teaching staff
- Talking Success to support children with speech, language and communication difficulties.
- Switched On Reading training for identified Teaching Assistants
- 'Happy to be Me', to develop self esteem
- Drawing for Talking to support children who may need time to talk alone with an adult
- Team Teach training in order to manage behaviour effectively
- Herts for Learning to develop reading fluency



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## How we identify SEND?

At Weston Favell CE Primary School, teachers are continually assessing children's progress through questioning, discussion, observation and marking; Should teachers assess that a child is having difficulties or needs additional help and support.

Intervention programmes will be discussed and implemented. In particular instances, it may be appropriate for school to ask for advice from outside agencies; in these cases, parental involvement will be sought.

## What does it mean if my child has SEND?

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age.
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2014)



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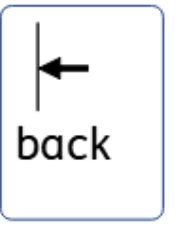
If a learner is identified as having SEND, we will provide provision that is 'additional to and different from' the usual adapted curriculum.

Learners can fall behind for many reasons including

- absence from school
- attendance at many different schools
- or not having a consistent opportunity to learn.
- Some children may speak English as an additional language or may have worries that distract them from learning

At Weston Favell CE Primary we ensure that all learners have access to good teaching and for those who are at risk of not learning, we will support them. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. Children with SEND will typically be supported by an outside agency or be involved with individualised learning opportunities and placed on our school SEND register.

**Using the SEND Ranges to assess and support.**





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## Assessing SEND at Weston Favell Primary School

At Weston Favell CE Primary we ensure that assessment of educational needs involves the learner, their parents/carers and of course their teacher. The SENDCo will also support with identification of barriers to learning. We have a range of assessment tools available to ensure we understand the child's area of need.

For some learners we may want to seek advice from specialist teams. In our school, we access a range of specialist services, in addition to those described on the Local Offer website. If such a referral is needed parents / carers will be consulted first. Referrals to appropriate services would be made by the SENDCo.

This may include: Educational Psychologist, Target Autism, Speech and Language Services, School nurse, Community Paediatrician, Child and Adolescent Mental Health Service, Physiotherapy, Occupational Therapy, Jogo Behaviour Support and Visual and Hearing Impairment Team.



# How is the progress of children with SEND assessed and reviewed?

All children's progress is monitored and tracked through the school's tracking system. Termly pupil progress meetings are held with class teachers, the Headteacher and SENDCo to ensure children are making progress. The school uses the assess, plan, do, review model to ensure support in place is suitable.

**Assess** – What are the areas of need? What are the challenges?

**Plan** – How can we support this need? What adaptations are needed?

**Review** – Are the adaptations working? Do we need to do anything else?

**Do** – Put the plan in to action. Ensure all staff are aware of this

## Informing Parents

Progress evenings with the class teacher and SENDCo are available twice a year as well as termly reviews. Should any concerns arise at a different time, review meetings will be arranged. Provision and adaptations are agreed with parents at these meetings and copies provided if requested. Outside agencies are invited to meetings where appropriate.

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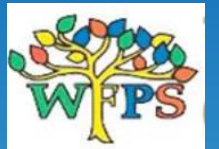
## How do we find out if this support is effective?

Monitoring children's progress is an integral part of teaching and leadership at Weston Favell Primary School. When reviewing the impact of interventions for learners with SEND through the 'assess, plan, do, review model', parents, children and teachers are involved at each step. Before any additional provision is selected to help a child, the SENDCo, teacher, parents/carers and learner, agree what they expect to be different following this intervention. A baseline will be recorded and used to compare the impact of provision.

Children, parents/carers and teaching staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a child has an Education Health and Care Plan (EHC Plan) the same termly review conversation takes place, but the EHC plan will be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that they are effective. Progress data of all children is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

**What if my child needs more?**



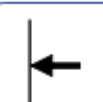
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## What we do to Support Learners with SEND at Weston Favell Primary School

Your child's class teacher will take responsibility for the daily provision for your child and will be supported and advised by the SENDCo. Every teacher is required to adapt the curriculum to ensure access to learning for all children. The Teacher Standards 2012 detail the expectations on all teachers, and we at Weston Favell CE Primary School are proud of our teachers and their development.

Teaching staff employ a wide range of resources that support and extend pupils learning. Pupils are taught to use these resources themselves to foster both independent and collaborative learning. We also employ Teaching Assistants (TA's) who deliver a range of group/individual interventions and in class support across school. A provision map is used to show all of the intervention available in school. The support is coordinated by the SENDCo.

Depending on the support and resources needed, your child may be working with support staff who are highly trained in specific special needs areas. Your child may undertake 1:1 work, small group work, close supervision within class or 1:1 emotional support. We can then access your child's skills to help them to progress and be fully included in school life and the curriculum. Before any of these decisions are put into practice they will be discussed with you as parents/carers.



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The Code of Practice 2014 identifies 4 main areas of need:

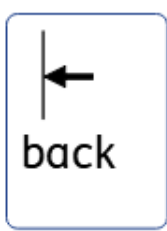
- Cognition and Learning
- Sensory and/ or Physical Needs
- Communication and Interaction
- Social, Mental and Emotional Health

Our teachers will use various strategies to adapt access to the curriculum, this is documented in the tables shown on the following pages

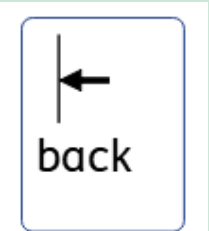


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| Area of Need   | Whole school practice  | Possible additional support for some children's additional needs   |
|--|--|--|
| <p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"><li>• Learning Difficulties (Moderate – MLD)</li><li>• Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li></ul> <p>Difficulties with:</p> <ul style="list-style-type: none"><li>• Some or all of the work in school</li><li>• Making progress in reading, writing or maths</li><li>• Understanding information</li><li>• Concentration and attention</li></ul> | <ul style="list-style-type: none"><li>• Inclusive high quality first teaching</li><li>• Continual Professional Development of teachers and teaching assistants</li><li>• Inclusive learning environment</li><li>• Adaptation of the curriculum and teaching</li><li>• Teaching resources are accessible and appropriate</li><li>• Multi-sensory approach to learning</li><li>• Interactive and engaging environment</li><li>• Pre and post teach</li></ul> | <p>Precision Teaching</p> <p>Toe by Toe</p> <p>Pre-teaching</p> <p>Switched On Reading</p> <p>Personalised maths group based on areas of need</p> <p>Herts for Learning</p> <p>Individual reading</p> <p>Different ways of learning spellings – pictures mnemonics</p> <p>Visual timetables</p> <p>Teacher/teaching assistants hurdle help (check ins)</p> |



| Area of Need  | Whole school practice  | Possible additional support for some children's additional needs  |
|---|--|---|
| <p><b>Sensory and/or Physical</b><br/>           This may include:</p> <ul style="list-style-type: none"> <li>• Hearing impairment (HI)</li> <li>• Visual impairment (VI)</li> <li>• Multi-sensory impairment</li> <li>• Physical Disabilities</li> <li>• Medical Need</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to Hearing Impairment Service or Visual Impairment Service</li> <li>• Provision of specialised equipment, including technology</li> <li>• Curriculum is adapted – e.g. work enlarged to meet individual needs for visually impaired children and interactive white board mirroring used</li> <li>• Seating position within class prioritised</li> <li>• Continual Professional Development of teachers and teaching assistants</li> <li>• Multi-sensory approach to teaching with practical reinforcements</li> <li>• Mobility and movement programmes</li> <li>• Some First Aiders holding Paediatric First Aid certificates</li> </ul> | <p>Write from the Start<br/>           Occupational Therapy involvement<br/>           Teaching Braille<br/>           Fine/Gross Motor Skills<br/>           Sensory Circuit<br/>           Movement breaks<br/>           Physiotherapy</p> |

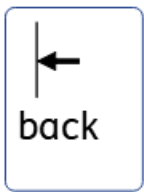


| Area of Need   | Whole school practice  | Possible additional support for some children's additional needs  |
|--|--|---|
| <p><b>Communication and Interaction</b><br/>           This may include;</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders (ASD)</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul> <p>Difficulties with -</p> <ul style="list-style-type: none"> <li>• Expressing themselves</li> <li>• Understanding others</li> </ul> | <ul style="list-style-type: none"> <li>• All Reception children screened using the WellComm and NELI assessment for early identification</li> <li>• Staff across school have undertaken 'Talking Success' training to enable early identification and support for children with speech, language and communication needs</li> <li>• Speech, Language and Communication Progression Tool used to assess Key Stage 2 children who are not progressing as expected</li> <li>• Strong emphasis on speaking and listening and phonics teaching</li> <li>• Communication friendly learning environments – (e.g. communication in Print)</li> </ul> | <p>Speech and Language therapist support<br/>           Social Detective<br/>           Superflex<br/>           Language for Thinking<br/>           Anger Management<br/>           Emotional Literacy Support Assistant<br/>           Socially Speaking<br/>           Time to Talk</p> <div data-bbox="2262 1118 2466 1358" style="border: 1px solid black; padding: 5px; text-align: center;"> </div> |

| Area of Need  | Whole school practice   | Possible additional support for some children's additional needs   |
|---|---|--|
| <p><b>Social, emotional and Mental Health</b></p> <p>This may include;</p> <ul style="list-style-type: none"> <li>• Social difficulties</li> <li>• Mental health conditions</li> <li>• Emotional difficulties</li> <li>• Organising themselves</li> <li>• Managing their behaviour</li> <li>• Making friends or relating to adults</li> </ul> | <ul style="list-style-type: none"> <li>• Strong School Values</li> <li>• THRIVE approach</li> <li>• Zones of Regulation</li> <li>• Consistent application of the school's behaviour policy</li> <li>• Value related messages reinforced in daily worship</li> <li>• Value related certificates awarded weekly</li> <li>• Relationship sessions which uses a restorative approach in supporting children to build positive relationships with friends and adults in the school community</li> </ul> <p>A positive, supportive and nurturing environment</p> <ul style="list-style-type: none"> <li>• A daily lunchtime group (Sunshine club) led by a Teaching Assistant where groups of children are supported</li> <li>• PSHE curriculum – Jigsaw • Protective behaviours</li> <li>• Family Support Worker supports well-being daily across the school</li> <li>• Anti-bullying</li> <li>• A 'Heroes Journey' which supports transition from Year 6 to Secondary School</li> <li>• Social stories at the end of the summer term to support transition to new class</li> <li>• Meet and Greet</li> <li>• Pre and Post Teach to promote self-esteem and self-confidence</li> <li>• Continual Professional Development of teachers and teaching assistants</li> </ul> | <p>One Page Profiles</p> <p>ELSA support</p> <p>Drawing and Talking</p> <p>Social Skills</p> <p>Family Support Worker</p> <p>Bereavement Counselling</p> <p>Anger Management</p> <p>Zones of Regulation</p> <p>Nurture Group (when needed)</p> <p>External agency support:</p> <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- School nurse</li> <li>- Specialist Support Services</li> <li>- Educational Psychologist - Bereavement and Loss (FSW)</li> </ul> <p>Each child has differing needs, so if the environment needs to be altered in order for children to have 'time in' if needed.</p> |



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## High Needs Funding

It may be decided that a very small number of the children on the SEND register will require additional High Needs Funding, to further add to the offer we can provide for the children's learning. For this, an application needs to be made to the Local Authority, to ensure the child's underlying special educational needs are being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the SEND Ranges and SEND Descriptors published as part of the local offer.

## Education Health Care Plans (EHCP)

On very rare occasions, where a pupil has significant, severe and sustained needs, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.



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# The Local Offer

Every local authority has a duty to share information about services on offer for children and young people (aged 0 to 25) with Special Educational Needs. Click the link below to find out more.

West Northamptonshire Council

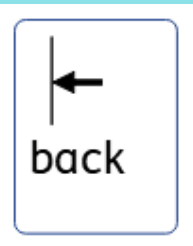
News All services Search

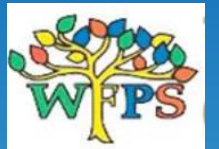
[Schools and support](#)

## Local Offer

Find services for children and young people (aged 0 to 25) with special educational needs and disabilities in West Northamptonshire

[Search the Local Offer directory](#)





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[Have your say](#)

Weston Favell CE Primary School is a community school. We shape and develop provision for children ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff.

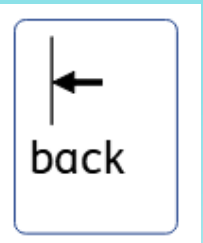
**Parent voice** - We both welcome and value your opinion. Please do share your views with us by contacting us. You could contact the SENDCo, or our SEND governor, who can be contacted via the school office.

If you have any concerns about your child's SEN, progress or provision we would urge you to discuss the matter further with your child's class teacher or the school's SENDCo. While we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure) on the website.

## Contact Us

***01604 401547 (SENDCo – Kelly Rich)***

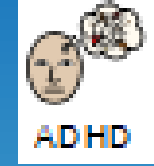
***[Enquiries@wfps.org.uk](mailto:Enquiries@wfps.org.uk)***



SEND – Special Educational Needs and Disabilities



EHA – Early Help assessment



ADHD – Attention Deficit Hyperactivity Disorder



ASD – Autistic Spectrum Disorder



OT – Occupational Therapy



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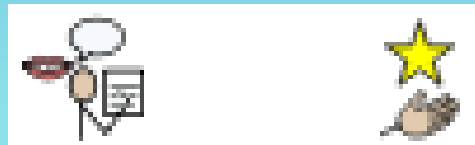
EHCP – Education Health and Care Plan

SEND acronyms

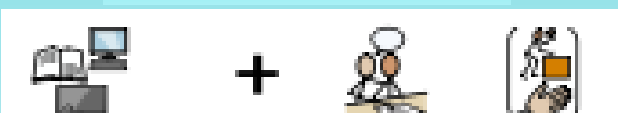
EP – Educational Psychologists



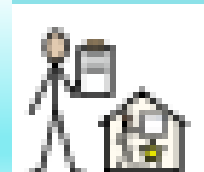
SALT – Speech and Language Therapy



IASS – Informative and Advice Service



SENDCO – Special Educational Needs and Disabilities Coordinator





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## IASS – Information, Advice and Support Service

- Impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice and Support Service for SEND in Northamptonshire at:

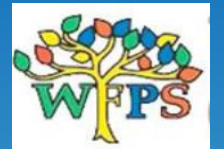
[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

THRIVE occupational  
Therapy



School Nurse

Multi –Agency  
Safeguarding Hub



Physiotherapy

CAHMS

We gain support and  
expertise from various  
outside agencies including:

Community  
Paediatricians

JOGO behaviour  
support



Specialist SEND  
support Service

Educational  
Psychologists

Speech and  
Language



Target Autism

Thrive approach





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## How to support your child at home

Please find some supportive weblinks and strategies for support on our SEND padlet

[https://padlet.com/mrs\\_rich/send-at-weston-favell-primary-school-xfb39kxg5domqc1f](https://padlet.com/mrs_rich/send-at-weston-favell-primary-school-xfb39kxg5domqc1f)

**How can I help at home?** Your child's class teacher will be able to give you suggestions about how you can support your child at home. At termly review meetings more specific activities may be suggested. We recommend that all parents read and practice spellings and times tables. This can be done in many different ways including our online systems.

## Transition Support

**How will I be involved in my child's education?** We encourage parents to play an active and valued role in their child's education. We will listen to suggestions. We have an open-door policy and will discuss with you any changes we/you would like to make to your child's provision. We will also offer support and advice for at home if needed.

## Where can I get further information about SEND services?

Northampton's [Local Offer](#) lists all support available for children with SEND in the local area. Northampton's Information and Advice Service ([IASS](#)) can signpost you to available support. [SNIX](#) is a magazine listing extra curricular activities for children with SEND.

## Preparing for the next step

Transition is part of life for all children. This can be transition to a new class in school, having a new teacher, or moving on to another school. Weston Favell Primary is committed to working in partnership with families and other providers to ensure positive transitions occur. The SENDCo attends all transition reviews with nursery settings to ensure good information sharing and a smooth transition for new starters.

Planning for transition is a part of our provision for all children with SEND. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed during Year 5 to ensure time for planning and preparation. Our local secondary schools arrange to see children who are due to start at their schools.

One-page profiles assist greatly with transition periods. Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place as early as possible aids a smoother and happier transition.

Separate transition arrangements and induction visits are set up for SEND pupils where required, including a very successful programme of weekly visits in the summer term for those children for whom parents/carers and school feel it would be beneficial.



# Other Opportunities for Learning



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All learners should have the same opportunity to access extra-curricular activities.

Throughout the year, varieties of breakfast, lunchtime and after school activities are available to all children. These are wide ranging and have included Basketball, Silhouette Theatre group, Multi-skills sport club, Netball, Football, Choir, Chess, Forest School, Gymnastics, Yoga and homework club.

We are committed to making reasonable adjustments to ensure participation for all so please contact the leaders of each group to discuss specific requirements.

All staff at Weston Favell Primary have regular training on the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'



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# SEND Ranges

- Weston Favell CE Primary School are committed to ensuring that all children are identified accurately and have their needs met through well thought out provision. The SEND ranges supports this and is a tool we use to ensure we are providing the best provision.
- The Ranges are the local approach to providing a graduated response to identify and meet children's needs appropriately. They provide a set standard for each child that can better outline what support is needed based on children's individual needs or behaviours.
- The needs are grouped together into 'Ranges' to provide guidance for anyone working with children with SEND. This includes the guiding principles on key areas of education and support such as: assessment and planning, teaching and learning strategies, curriculum and interventions as well as resources needed, creating an approved standard of quality support for behaviours.
- The set of Ranges are centred around providing the right support to SEND children and have been developed with local schools, colleges, education professionals and families to ensure these correctly meet behavioural needs.

## **West Northants SEND Ranges information:**

[West Northamptonshire Council launches new 'Ranges' for children and young people with special educational needs and disabilities \(SEND\) | West Northamptonshire Council \(westnorthants.gov.uk\)](#)



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The Thrive Approach® The Thrive Approach has evolved over the last 25 years, providing those who work with children and young people with the knowledge, skills and tools to optimise social and emotional development. Thrive is committed to supporting and encouraging the development of confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and downs.

Building positive relationships :

The connections children and young people have with the adults around them is key. Repetition of positive experiences developed through Thrive activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional wellbeing
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.