Freeman's Endowed CE Junior Academy &

St Barnabas CE School

September 2026

SEN Information Report

How do we make sure all pupils feel included in school?

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How do you support wellbeing and mental health?

What can I do if I am unhappy with my child's support?

How do you ensure and monitor progress?

I am worried about my child in school

1. Talk to you child's teacher about your concerns

2. Talk to the SENDCO*-
Freeman's:
Mrs R Creamer – 01933274870 / r.creamer@freemans.pdet.org.uk

St Barnabas:
Miss R Hicks – 01933445900 / r.hicks@stbarnabas.pdet.org.uk

3. The SENDCO will make some assessments and observations and give you the plans for next steps

How do we make sure all pupils feel included in school?

We are a highly inclusive school in which the needs of all pupils are taken seriously and supported in an individualised way. Staff are sensitive to the needs of every child and through working with the SENCO and external professionals aim to deliver the highest standard of education for all children regardless of their needs. We believe in an inclusive approach to teaching and learning and that all children should be supported to reach their full potential.

Quality first teaching is used to ensure pupils are accessing the full curriculum, lessons are differentiated and adapted to meet the needs of all children including those with SEND.

Scaffolds and practical resources are provided to support children to work independently. Research evidence is used to plan effective interventions and staff receive training to ensure that the delivery of such interventions has the desired impact.

Children with SEN are included in all aspects of school life and are encouraged to join clubs and participate in all activities. Early identification of children's needs is key to ensuring that provision for children with SEND is in place to meet their individual needs.

Staff work closely together to plan an appropriate curriculum to meet their individual targets. We believe in early intervention and aim to address any emerging need as soon as possible. We encourage parental input when planning the provision for individual pupils. The progress of all children on the SEND register are reviewed regularly in collaboration with families and relevant professionals.

All children are seen a individuals and staff have high expectations for every child. All children, including those with SEND, are encouraged to be independent, confident, motivated life long learners.

How do you monitor my child's progress?

- Each child that is on the SEN Register has an IEP (Individual Education Plan).
- These are a set of targets that your child will work on over a term which are specific to their own personal needs. These are written by their class teacher and monitored by the SENDCO.
- Each term these are reviewed and new targets set.
- Each term you are sent home these along with a 'how to help at home' general guide which can be found here.

My child has an EHCP, how is this monitored?

- If your child has an EHCP this is monitored annually and the date of review is set by the SEND team at North Northamptonshire.
- Pupils are invited to attend their reviews alongside their parents.
- Your child still has IEP's and these are reviewed the same as other pupils on the SEND register.
- School can make amendments to the education section to make sure the EHCP is up to date and relevant; you are able to update the family section and health update the health section.

How is provision tracked and evaluated?

- Pupil's provision for additional support is evaluated through the four areas of need.
- SMEH needs are tracked through strength and needs questionnaires and Thrive on-line
- Cognition and Learning needs are tracked through their PIRA and PUMA data; for those working pre-key stage they are tracked through Hodder amd EYDP
- Communication and Interaction needs are tracked through WellComm assessments and social skills interventions.
- Sensory and/or physical needs are provided for continuously and the needs are evaluated by evidence in class.
- Each pupil on the SEN register is tracked and evaluated using Provision Map which supports us in ensuring the correct provision is in place for each child.

Interventions

At Freeman's we have a wide range of interventions to support all pupils in school. Please see below a summary of our interventions.

Read, Write Inc Phonics

- This is a phonic programme that they also use at St Barnabas Infant School; phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. There are 3 sets of phonic sounds; they are accompanied by a reading book with activities.

Switch-on Reading

- Switch-on Reading is an intensive 10-week literacy intervention. The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels. Freeman's will also be using the Switch-on approach to develop a programme to be used with small groups.

Whole School Handwriting

- This intervention is being run as a short 10/15-minute intervention once a week across the school for every single pupil on top of the normal everyday concentration of letter formation that happens daily in class. We will be following the Twinkl handwriting practice on cursive skills, joined handwriting and basic letter formation.

Write from the Start- The Teodorescu Perceptuo-Motor Programme

- This is a child-led intervention. This programme offers an approach to handwriting which develops the muscles of the hand. It includes over 400 graded exercises and activities to develop hand-eye coordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality.

Inference Training

- Inference training is a group intervention for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading. It teaches key comprehension strategies through "instructional conversations" in groups to help boost reading comprehension.

Colourful Semantics

- Colourful Semantics is an approach created by Alison Bryan, a Speech and Language Therapist based in the UK. It is a method of teaching children how to understand and build sentences and is aimed at helping children to develop their grammar, but it is rooted in the meaning

Interventions part 2

Shine Maths

A Shine Maths learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.

Attention Activities

Is based on the intervention developed by Speech and Language Therapist, Gina Davis. Attention activities aims:

- To engage attention
- To improve joint attention
- To develop shared enjoyment in group activities
- To increase attention in adult-led activities
- To encourage spontaneous interaction in a natural group setting
- To increase non-verbal and verbal communication through commenting
- To build a wealth and depth of vocabulary
- To have fun!

Sensory Circuits

Participation in a short sensory motor circuit is a great way both to energise and settle children and young people into the day. The aim is to focus concentration in readiness for the day's activities. Sensory circuits can be completed at regular times throughout the day. It is important that the experiences included in a sensory circuit reflect your child/young person's sensory preferences and avoid any sensory experiences they are aversive to.

How do you support pupils in school with additional needs?

- First and foremost all pupils, regardless of need, Quality First Teaching (QFT) is the main element for all pupils to achieve no matter of their starting point.

- At Freeman's and St Barnabas we use the Roseshine Principles to guide our QFT, these are:
- Daily review of prior learning.
- Present new material using small steps.
- Ask questions.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Independent practice.
- Weekly and monthly review.

How do you support pupils in school with additional needs? Part 2

- Every classroom has a teacher and a general teaching assistant to support all learners.
- In some instances there are also SEN teaching assistants that are in class to support pupils with EHCP's or high needs funding.
- All classrooms have a visual timetable of the day which is identical in each class.
- Each classroom has a selection of resources to support pupils in a variety of ways e.g. pencil grips, coloured paper, fidget toys, sand timers, ear defenders etc.
- Some pupils are also supported working towards charts, reward charts, behaviour support plans and social stories.

How do you identify and support pupil with additional needs?

- There are 4 broad areas of need which we provide for. These are cognition and learning, communication and interaction, sensory and/or physical and social, emotional, mental health.
- Every class teacher has access to a concern sheet which they can fill in to inform the SENDCO of any particular concerns. The adults in class are always going to be the people that know your child the best with support from you as their family.
- The SENDCO will then suggest strategies or interventions that should be in place to see if these support your child effectively.
- If there isn't any improvement or concerns continue the SENDCO will then complete a variety of different assessments to gather information about where your child might be having difficulties.
- If appropriate the SENDCO may suggest a referral to an outside agency to gain further advice or an investigation into a diagnosis.

How do you involve the pupils?

Pupils with SEND have a One page profile which they are supported in writing themselves. This tells others how best to work with them and support them

A pupil with an IEP will be shown their targets and asked their opinion on them and will be adjusted if appropriate

Pupils with behaviour support plans will have these shared and written alongside the pupil and the families

Pupils have targets written in their class support packs to act as an easy reminder for them

Pupils receiving wellbeing support fill out questionnaires regularly about their thoughts and feelings

Working with other professionals

Mosaic Psychology are our Educational Psychologists and support with in-depth assessments and strategies to support our young people

SALT, OT, VI and HI team are all part of the SEND team and are used to support identified children

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Support Services (SSS), Rowangate outreach and Maplefields outreach will advise on strategies and supports across the four areas of learning

0-19 school nursing team support with a range of needs, this can be with weight management, behaviour, mental health needs etc

IASS are a support service for families; however, they do work with school to support the needs of our young people

How do you work with us to help my child?

- Our relationship with you as parents and carers is extremely important.

- Whenever we have concerns about your child we will always find out your opinion and feelings surrounding this. You as parents and carers are so important to your child's education and if something doesn't feel right it is always best to trust your instincts and make contact. For children of separated parents or alternative living arrangements we will always do our best to work with both parents.

- We have an open door policy for all our parents and update the newsletter weekly with SEN updates in school and in the local community.

How do you support wellbeing and mental health?

- At Freeman's we have a very strong wellbeing team which we are very proud of. Alongside a team of staff dedicated in supporting our more vulnerable pupils we also train staff regularly in helping pupils in class when worried or distressed.

- In addition to support in school, referrals can be made to outside professionals for further support and guidance

- Any safeguarding concerns are detailed on MyConcern; for more information click here
- If you would like to contact any member of the wellbeing team

The Wellbeing Team

Freemans Endowed Junior School

Mrs Joanne Taylor- SENDCO and Inclusion Lead

Mental Health Lead and challenging behaviour

Mrs Clare Medcale- Family Support Worker

Mental Health Lead and Drawing and Talking

Miss Ellie Medcalfe- General teaching assistant

Emotional Literacy Support Assistant (ELSA)

Miss Carla Thompson- SEN teaching assistant

Lego Therapy practitioner

Social skills

Miss Polly Ferens-Butcher- SEN teaching assistant

Thrive Practitioner

St Barnabas Infant School

Mrs Joanne Taylor- SENDCO and Inclusion Lead

specialising in challenging behaviour

Mrs Claire Hamilton- Family Support Worker

Drawing and Talking protective behaviours

Miss Rebecca Byles- SEN teaching assistant

Emotional Literacy Support Assistant (ELSA)

Miss Polly Ferens-Butcher- SEN teaching assistant

Thrive Practitioner

How do you support moving phases and preparing for adulthood

- Every pupil has a transition day in school when they move classes; some pupils may have additional transition across classes.
- If your child has additional staffing it may be possible that these staff transition to the next class with them.
- Transitions to Secondary Schools are very carefully managed and any child benefitting from extra transition will be arranged on a 1:1 basis.
- A focus on self-help and independence across year groups.

Training for our SEN staff

- All our SEN teaching assistants have regular CPD training on-going throughout the academic year led by the SENDCO.
- All SEN staff are trained in or experienced with team teach training.
- All SEN staff are trained in visual support systems, IEP's, social stories, SEN interventions.
- Staff regularly access training given by TAMHS and Mosaic Psychology.

What can I do if I am unhappy with my child's support?

Talk to your child's teacher about your worries and concerns

Speak to Joanne Taylor SENDCO: j.taylor@freemans.pdet.org.uk/ 01933274870
j.taylor@stbarnabas.pdet.org.uk/01933445900
Speak to the Headteacher Fiona Hull: f.hull@freemans.pdet.org.uk
f.hull@stbarnabas.pdet.org.uk

Seek advice from IASS Northampton (Information Advice and Support Service for families of SEND in Northants)
sendiass@northnorthants.co.uk
SEND Information Advice Support Service | North Northamptonshire Council (northnorthants.gov.uk)
0300 373 2532,