

Houghton Primary School: Meeting the needs of individual children

We treat children as individuals in all aspects of their learning during their time with us at Houghton Primary School.

Mrs Laura Thatcher is our Special Educational Needs and Disability Coordinator (SENDCo). She is a qualified teacher and gained the National SENCo Award. She is supported by Mrs Nikki Sharpe, within her role as 'SENDCo Support', and by headteacher, Mrs Georgina Young, within a dedicated SEN team. Mrs Thatcher works closely with teachers and specialists to coordinate provision and support for children across the school. The SEN team meet with teachers and Teaching Assistants within their class teams at least once each half term to review and ensure the provision for children with additional needs.

Our SEN team meets with the parents of children with disability or special educational needs regularly through the year. Parents are fully involved in the planning processes for their child and in the development of their child's Pupil Individual Plan (PIP). The school has established good liaison with Cambridgeshire Access to Learning Team and other external education and health professionals.

Our Inclusion Worker, Mrs Sharpe works closely with all staff and specialists to support children and their families throughout their time with us. Her knowledge, skills and experience are extensive in being able to provide help and support when it is needed. She will provide help, support and advice ranging from a session with a child who has fallen out with a friend, to group work on Social Skills, to supporting a family during events such as bereavement, to signposting courses for parents and carers on behaviour and parenting skills.

Our team of Teaching Assistants are very experienced and highly trained. They meet regularly in school for professional development and to share their wide ranging expertise. They work together with teachers to ensure that individual learning needs are met.

OfSTED said of our team of Teaching Assistants: *'The contribution of teaching assistants to pupils' learning is a particular strength of the school. They are highly skilled and trained well. They are very well briefed and fully included in planning activities for pupils and assessing how well they have completed them. As a consequence, the impact of their work is considerable, and this contributes in no small way to pupils' good progress'*. (OfSTED Report: February 2014)

Our children's attainment in the core curriculum is tracked throughout the year and we identify children early for intervention programmes or extension work if necessary. Achievement is shared with children and parents in termly meetings, or more frequently if necessary.

At Houghton Primary School we are committed to the requirements of the SEN and Disability Act (2001), ensuring that disabled children are not treated 'less favourably' and have made reasonable adjustments to ensure that disabled children are not at a substantial disadvantage. The re-build of our school in 2011s enabled us to increase access to education for disabled children and supports our aim to take a proactive approach to promoting disability equality and eliminating discrimination.

More information about the Local Offer for SEN and our school SEN Information Report are available on our school website and in hard copy from the school office.