

The Pinvin Federation of Schools SEND Information Report

(This information report will be continually reviewed with staff, parents of children with SEND and Governors in-line with changes to policy and practice, both nationally and locally). The Pinvin Federation of Schools are mainstream schools with an inclusive ethos.

1. WHAT SPECIAL EDUCATIONAL NEEDS ARE CATERED FOR AT THE PINVIN FEDERATION OF SCHOOLS?

Special educational needs and provision can be considered as falling under four broad areas as stated in SEN Code of Practice (2014):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At The Pinvin Federation of Schools, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- Liaison with a previous school or pre-school setting
- Child performing below 'age expected' standard
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. a physical/ sensory issue
- Use of tools for standardised assessment such as Language Link
- Children with a Statement / EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

3. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Manager (Natalie Rushton), a member of the Inclusion Team (Michele Brown, Sarah Daly, Zaynchkovsky) or the Executive Head teacher (Andrew Best). Appointments can be arranged in person, by phone or by email.

4. HOW WILL THE SCHOOL SUPPORT MY CHILD?

4a. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasions this might be individually differentiated.

The class teacher and inclusion Manager/SENCo will discuss a child's needs and plan the appropriate support needed. Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats and coloured overlays. The Inclusion Manager/SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times. The Chair of Governors and the governor responsible for SEND also meet regularly with the Inclusion Manager. They report on their visit to the governors to keep them all informed with school or LA information. The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that

all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

4b. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being. Our Headteacher and Inclusion Manager oversee the progress of any child identified as having SEND to ensure that they achieve their potential. There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

4c. WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you formally on at least a termly basis (this could be part of Parent Evening meetings or separately), in order to discuss your child's progress and the support that they are receiving. Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. An appointment can be made with a member of the Inclusion Team to discuss support in more detail if required. IPMs (Individual Provision Maps) will be shared with you and your child (age appropriate).

4d. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of extra-curricular clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

5a. WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The school currently has an Inclusion Team of staff who supports the needs of our vulnerable learners (Inclusion Manager: Natalie Rushton, SENCo: Sarah Daly, Pastoral and Specific Learning Manager: Michele Brown, General learning and Attendance Manager: Helen Zaynchkovsky and GRT Co-ordinator: Kerry Sinnett). The school may also refer pupils to Family Support Workers for additional support at home and in School.

5b. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

The school works closely with the Behaviour Support team who provide training as deemed appropriate e.g. Team Teach and by providing 'home' support to parents if necessary including offering 'Triple P' parenting sessions.

In some instances, the school may draw on additional resource provision e.g. the local Pupil referral Unit. The school has adopted an attendance policy. Attendance of every child is monitored on a Daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team, Education Investigation team and Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and class rewards.

5c. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have IPMs or PSPs are invited to discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conferences. If your child has a Statement or EHCP, their views will be sought before any review meetings (age appropriate) Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey. All children are provided with the opportunity to be voted onto the School Council or Eco-Committee as well as hold other positions of responsibility, by their class or teachers.

6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required. As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:

Behaviour Support Team and Learning Support Team;
Health services including: GPs, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help teams, social workers, educational psychologists and specialist advisory teachers.

7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we track and analyse the children's progress in learning against age related expectations on a half-termly basis. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry in Reception through to Year 7, using a variety of methods. Please ask the school if you require any further details. By regularly reviewing children's targets on IPMs and ensuring that they are being achieved and also through verbal feedback from the child and adults working with them to build a wider picture of progress.

Pupil Progress Meetings are held as a staff and a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

At The Pinvin Federation of Schools, we carry out a Language Assessment (Language Link) on all our children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable us to monitor their progress and implement the required support

Where specific needs are apparent, the school has access to a range of specialist support agencies which can explore a child's difficulties in more depth. For example, the Learning Support Team and Educational Psychology service.

The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENCo and makes monitoring visits to the school. They also report back to the Governing Body.

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

8a. WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

You are welcome to make an appointment to meet with either the class teacher and/or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Every child has a home-school diary/Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff as often as possible.

Opportunities for family learning activities are provided throughout the year e.g. English/Maths Workshops and Open Days.

Your child may have an Individual Provision Map (IPM) that will have their individual targets.

This is discussed with you on at least a termly basis during Parents Evening and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. When your child's IPM is reviewed, comments are made against each target to show what progress the child has made. The IPM's are reviewed with a colour scheme; red for targets which are unmet, amber for those that are met and green for targets which are exceeded. If your child has complex SEND, they may have a Statement of SEN or Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

9. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We look to ensure that we have a variety of skills among our staff body. In order to enable us to support children in the best possible way possible. The specific training held by support staff includes: Team Teach, Speech Language and Communication training, Signalong (at PFS), Clicker 5, Numicon and Rapid Reading.

The school also operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

General information relating to SEND can be found on the school website within the SEND policy. This can be found on the policy page of the school website.

For more specific queries, you should discuss matters with your child's class teacher in the first instance.

Further information is available from the Inclusion Manager, the Inclusion Team, Headteacher or in exceptional circumstances, the SEND Governor.

You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<http://worcestershirelocaloffer.org.uk/>

Special Educational needs and Disabilities information advice and support service

<http://www.worcestershire.gov.uk/info/20208/sendias>

Contact IPSEA (Independent Parental Special Education Advice)

www.ipsea.org.uk/

13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the Officer Manager for further information about the school and to arrange a meeting with the head teacher.

Telephone: 01386 554196

E-mail: office@st-nicholas.worcs.sch.uk