

2024-2025

Pinchmill Primary and Pre-school SEND Information Report



V Bailey

Pinchmill Primary School and Pre-School

2024-2025

Legislation and Guidance.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and SEND Information report.

Definitions.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our school and the types of SEND we provide for.

At Pinchmill Primary School and Pre-school, we celebrate and value every child as an individual, therefore recognising that the educational needs of every child are different; particularly for children with Special Educational Needs and Disabilities. We are committed to working together with all members of our school community.

Pinchmill Primary School and Pre-school works closely with Bedford Borough Council and our school community to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, pupils with Special Educational Needs and Disabilities have their needs met in our mainstream setting wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of a variety of clubs to promote teamwork/building friendships etc. We have a zero tolerance approach to bullying.

Who and how will staff support my child's learning?

The SENDCO

Mrs Victoria Bailey is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher

Mrs Victoria Bailey is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Whilst responsibility is given to the SENDCO and class teachers, The Head teacher is still responsible for ensuring that your child's needs are met.

Class teachers

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCO) know as necessary.
- Writing Pupil Progress targets, Personal Progress Plans, Provision Map, and sharing and reviewing these with parents /carers at least each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SEND governor: Mrs. Rachel Mellor

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

How we identify SEND.

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If your child is identified as not making progress, through the monitoring and assessment of your child's learning, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Ensure you know how to support your child at home
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How will you support my child's learning?

The school budget, received from Bedford Borough LA, includes money for supporting children with SEND and disabilities. The Head Teacher /SENDCO and SLT discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

The information is recorded on the school provision map.

We ensure that equipment and facilities are accessible to all children with SEND, and wherever possible and practicable, make alternative provision which is suitable for the individual.

Your child will be supported in the first instance through Class teacher input using excellent targeted classroom teaching (High Quality First Teaching) Every Teacher is required to adapt the curriculum, environment and resources to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt access to the curriculum, for example:

Visual timetables

Writing frames

I-pads, computers or other alternative recording devices

Paired or small group working

Rewards system

Your child is constantly assessed through observation, discussion and monitoring of work. There are formal tests which are conducted at the end of each half term in reading, writing, spelling and grammar and maths, alongside the statutory tests at the end of Reception (EYFS Profile), Year 1(Phonics Screening Check), Year 2 (SATs) and Year 6 (SATs). This information is then used to ensure that the provision for your child meets their needs.

Support and training is available for parent carers depending on their individual needs. Through working closely with the parent carers we are able to support them in their own knowledge and understanding and provide access to training and information which is appropriate and relevant.

How is the curriculum and learning environment adapted for my child?

Pinchmill Primary School is accessible to all, including those using a wheelchair. We have ramps and appropriate sized doors at all entrances to enable easy access, we have parking for disabled drivers. There are also textured areas of paving for the visually impaired. There are disabled toilets for adults and children. We ensure that equipment and facilities are accessible to all children with SEND, and wherever possible and practicable, make alternative provision which is suitable for the individual.

If a learner is identified as having SEND, we will provide something that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning, and to overcome the identified barrier to learning. The class teacher will work closely with the SENDCO to devise interventions additional to or different from those provided. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible. If your child has SEND then a Personal Progress Plan will be produced by the class teacher, in conjunction with the SENDCO. This will be discussed and shared with you and your child. It will detail the extra support and resources to be provided for your child, and the individuals who will be providing it.

Through a system of observation, review and monitoring, the school and you as a parent/carer will know how effective the provision is in supporting your child's development and progress

How does the school monitor the effectiveness of the provision for children with SEND?

As a small village school the staff know all of the children. We monitor the progress of all children at formal pupil progress meetings. These take place with the class teacher, head teacher and SENDCO. Staff produce a report outlining additional interventions. The effectiveness of these programmes are regularly reviewed.

We evaluate the effectiveness of the provision for children with SEN by:

Reviewing the individual progress of pupils with SEN

Reviewing the impact of strategies at least once per term

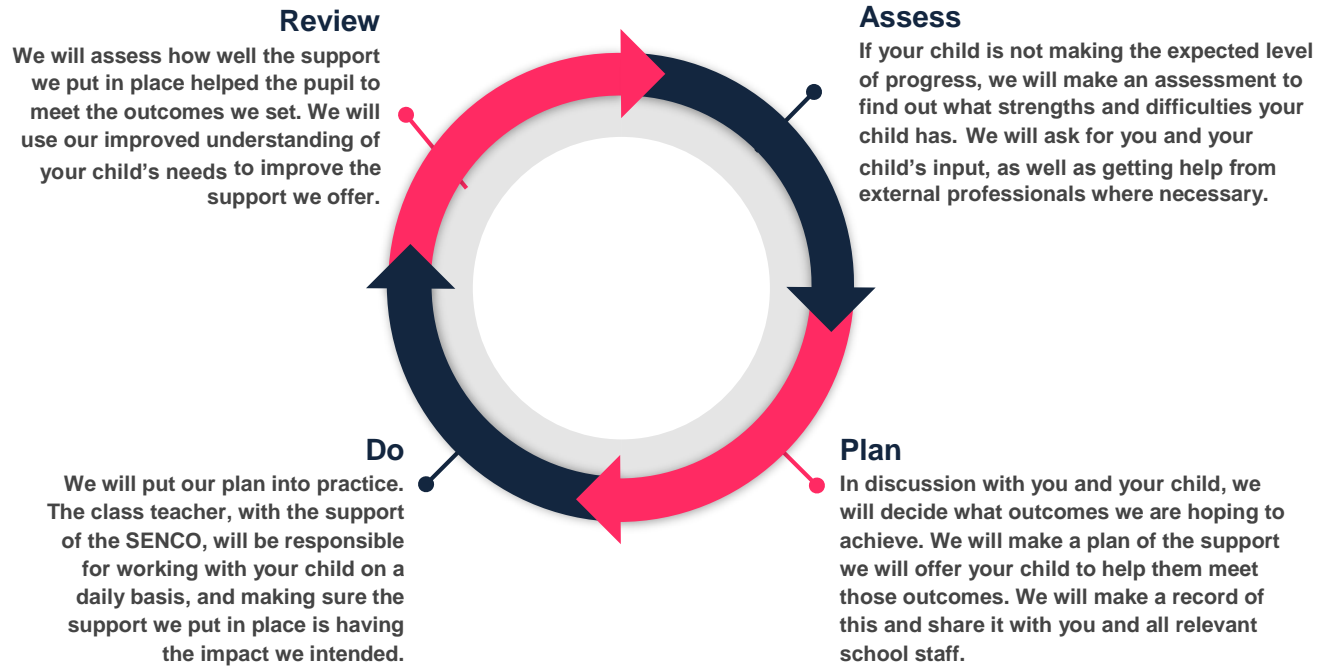
Annual reviews for pupils with an EHCP

Use of pupil and parental questionnaires

Monitoring by the SENCO

SENCO to report back to the SEN governor.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



What are the school's arrangements for assessing and reviewing progress of children with SEN?

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Assessment is ongoing and is collated at formal half termly pupil progress meetings. The class teacher and Headteacher/SENDCO attend these meetings. A range of evidence is collected and discussed. If this suggests a pupil is not making the expected progress this will be discussed with parents. Following this, the class teacher will work with the SENCO in order to decide what additional provision is required. This is reviewed regularly with the parents and the child. SEN support plans are updated with pupils and parents at least once a term.

How will my child's well-being be supported?

Pinchmill Primary School is a small rural school, with a close community, caring, friendly, and nurturing ethos. We have identified core values as a school, and the well-being of all children is at the heart of everything we do. The whole school ethos is committed to preparing all of our children for their journey through life, this includes not only their education but also their emotional and social development.

We use a range of positive behaviour strategies which are consistent across the school. We also have a robust safeguarding policy in place. We are proactive in supporting and encouraging children with SEND to take on responsibility in and around the school e.g. School Council, Classroom Monitor roles. We encourage children to tell us about successes, participation and achievement in all areas of home and school life, which are praised and celebrated with the whole school community on a weekly basis through Celebration Assemblies, and also newsletters and on our website. We work closely with parents/carers to meet the needs of the child and ensure that they attend regularly to enable achievement in their learning.

Mrs Bailey has overall responsibility for managing the administration of medicines and attends regular training for this role. All staff are made aware of children who have a medical issue. Staff receive annual training on providing personal care and the administering of medicines. Children who need to have one have a care plan, and their needs are carefully considered for all visits away from the school. It is the responsibility of parents/carers to notify the school of medical needs. Children with specific dietary needs are known to staff; provision is made for them at lunch and snack times.

How will my child be included in extracurricular activities?

At Pinchmill we believe all learners should have the same opportunity to access the full curriculum, extra-curricular activities, visits and trips. We offer a range of additional clubs, activities and trips and we are committed to making reasonable adjustments to ensure participation for all.

Before and After School club provision is accessible to all children including those with SEND. The SENDCO liaises closely with club leaders to provide support and ensure a child's needs are met wherever necessary. Risk assessments are completed to ensure that the provision is safe and accessible for every child.

Please contact the Head teacher if your child has any specific requirements for extra-curricular activities.

How will I be consulted and reported to on my child's education?

We have regular opportunities for parents/carers to find out about the progress of their child. We have an open door policy, the Head teacher and staff are available in the playground in the mornings and at the end of the day if there is something you wish to discuss, you can contact the office to make an appointment at a mutually convenient time.

We also have regular formal opportunities for discussions about your child. Each term we offer the opportunity of a consultation meeting, this is also accompanied by a written report; an interim report in the Autumn and Spring terms, and a full report in the Summer term. If your child has a SEND, then a Personal Progress Plan will be shared with you detailing the support and expectations for your child as an individual. For parents/ carers whose first language is not English, we have the facility to provide written communication in their relevant language, and can arrange access to support for all communication in that language.

What expertise will my child have available to them?

In School Provision:

Attachment Lead

Sounds-write

Autism Awareness Training

ELKLAN – Speech and language training (to be completed in January 2017) Local

Authority Provision to which we have access:

Behaviour Management

Lift off to Language

Team Teach

Local Authority Provision to which we have access:

Educational Psychology Service (full cognitive assessments) and their drop-in service
SENDSory and Communication Support Team (for children with visual or hearing needs, or autism spectrum conditions) Inclusion Support Team
Early Years Support Team
Early Help Team
The Hub, Grey's Education Centre
Education Welfare
CAMHS, CHUMS

Other Provision to which we have access:

SALT referrals (Speech and Language Therapy) and drop-in service
Independent Speech and Language Therapy input to provide a higher level of service to the school School Nurse
Occupational Therapy
Child Development Centre (CDC) – provision following referrals
Theraplay Therapist
Play Therapy for ASD

How will school support my child in a transfer between phases of education?

Transition is a part of life for all learners, whether that involves moving to a new class in school, having a new teacher, or moving on to another school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Children joining from Pinchmill Pre-School: The children will naturally transition from the Pre-school room to the Reception Classroom. Children will already be familiar with the environment and staff. The children will have three transition days in the Summer term where they can get a feel for the routines and get to know any children joining from a different setting. We will not carry out a home visit as this will have been completed where appropriate on entry to Pre-School.

Children joining at beginning of Reception Year: Staff will carry out a Home Visit during the summer term prior to them starting school, and a meeting will be held with parents/carers and SENDCO to discuss provision, needs and concerns wherever appropriate. Every child will be invited to visit the school for up to three full days in the last half-term of the Summer term.

Children moving to another school: We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required for your child. We will ensure that all records about your child are passed on as soon as possible. Transition is a part of life for all learners, whether that involves moving to a new class in school, having a new teacher, or moving on to another school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

How will I be involved in planning my child's support?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCO is available, by appointment, to meet with you and discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. Personal Progress Plan targets, Provision Plans and Provision Maps will be reviewed with your involvement at least every term. Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How will my child be involved in planning their own support?

We respect the ability of all children to become independent learners. Whenever possible pupils are involved in creating their learning targets. Children are encouraged to express their views in a way that is comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures. If the child has a specific plan these views will be included on the plan.

Who can I contact for further information?

In the first instance you should contact your child's class teacher if there is something you would like to discuss. You could also talk to the SENDCO/Head Teacher Mrs Victoria Bailey.

If at any time you have concerns, then please make arrangements to discuss these as soon as possible so that matters can be dealt with quickly.

If you are considering your child joining Pinchmill Primary School and Pre-school please contact the school office, who will arrange a convenient time for you to visit the school and have a tour. This is conducted by the Head teacher, Mrs Victoria Bailey, who will give you information about the school and answer any questions that you may have.

Concerns about SEND provision

If you have concerns about your child's progress or provision, you should speak to your child's class teacher initially. If you continue to be concerned, you may speak to the SENDCO or the Head teacher. The school SEND Governor can also be contacted for support. Please phone the school (01234 781371) to make an appointment and we will then also refer you to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

SENDIASS - *Special educational needs and disabilities information advice and support services*

(Formerly SEND Advice) provide confidential support concerning educational issues for residents of Bedford Borough. They are impartial from school, local authority, health, social care and other organisations to provide advice and support **01234 276 267**

National charities that offer information and support to families of children with SEND are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

The local authority local offer

Our local offer has been produced with pupils, parents/carers, governors, and members of staff.

Our local authority's local offer is published here: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.pag>

Monitoring arrangements

This policy and information report will be reviewed by the Head teacher and the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This document links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions