



Special Educational Needs and Disability (SEND) Information Report

At Peartree Spring Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is vital; however for some children there are occasions when further support may be needed to help them achieve their targets.

The Special Educational Needs Co-ordinator (SENCo) is:

Miss P Foley

The SENCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children's special educational needs (SEN). The SENCo liaises with staff to monitor pupils' progress and may plan further interventions where progress is lower than expected. The SENCo will also make regular contact with a wide range of external agencies that are available offer more specialist advice.

As per the SEN Code of Practice (2014) the 4 areas of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs.**

If you have any concerns regarding SEN matters please do not hesitate to contact us.

How does Peartree Spring Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by teacher, parents/carer, or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by outside agencies (e.g. school nurse).
- Information is provided from the previous setting.

Headteacher: Mrs T Skeggs

Deputy Headteachers: Miss P Foley and Mrs M Newhouse

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What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have any further concerns then contact Mrs Taylor who is responsible for SEND provision across the school.

How will I know how Peartree Spring Primary School support my child?

- Each pupil's education is carefully planned by the class teacher, differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class where appropriate.
- If a pupil has needs related to more specific areas of their education, (such as spelling, handwriting, Maths & English skills), the pupil may be placed in a small focused, intervention group. This could be run by the class teacher or teaching assistant with the class teacher overseeing the work. The length of time of the intervention will vary according to the needs of the child. The interventions will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.
- Interventions will be recorded and monitored to determine their impact. If you have any queries related to the interventions please do not hesitate to contact the class teacher or either SENCo.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight further support to be planned for pupils.
- Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapy, an Educational Psychologist or other agencies. A referral will be made, with your consent and forwarded to the appropriate agency. After an assessment, a programme of support is usually provided to the school and parent/carers.
- The Head Teacher, the SENCOs and the Governing Body ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified as needing support, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants (TA's) may be allocated to work with the pupil in a 1-1 or small focus group to target specific needs.
- If a child has been identified as having a special need, they may be given a Pupil Provision Map. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENCo. Pupil Provision Maps will usually be discussed with parents and carers at Parents' evenings and a copy given to them.
- Appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or colour overlays.

How will I know how my child is doing?

Parents are involved and supported both formally and informally.

- You will have the opportunity to discuss your child's progress at Parents' Evenings.
- You can make an appointment to speak to your child's class teacher or SENCo if you wish to raise a concern or have an update on their progress.
- Annual reports are written by the class teacher.

How will you help me to support my child's learning?

- The class teacher may suggest ways that you can support your child.
- The SENCo or Headteacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies, eg the Educational Psychologist have been involved, suggestions may be provided for parents and carers.
- We may recommend parenting courses/advice through the Children's Centre or Family Liaison Worker.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils.

- Members of staff such as the class teacher and SENCo are readily available for pupils who wish to discuss issues and concerns.
- Personal, social and health education lessons are planned by the class teacher.
- Pupil voice is gathered by discussion and surveys and also through the School Council and Rights Respecting Steering Group.
- School assemblies explore moral and social issues.
- Where appropriate, group or individual sessions may be offered regularly to a child who needs it and Family Liaison Worker sessions may be used.
- Support during playtimes or lunchtimes is available, eg social skills intervention.

Pupils with medical needs

- If a pupil has a medical need then a Care Plan is compiled, where necessary, with support from the school nurse and in consultation with parents and carers. These are discussed with all staff who are involved with the pupil.
- Staff receive Epipen training yearly delivered by the school nurse.
- Where necessary and in agreement with parents/carers, medicines are administered in school when an administration medication form is in place.
- Many staff have had basic first aid training.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialist expertise.

The agencies available to the school include:

- Communication Disorder Team
- Educational Psychologist
- Attendance Improvement Officers
- Physical and Sensory Services to support pupils with hearing/visual impairment
- Children's Services
- Speech and Language Therapy
- Occupational Therapy
- CDC (Child Development Centre)
- School Nurse
- School Family Worker
- Woolgrove and Larwood Outreach
- Stevenage Sporting Futures, Inclusion Support

An Educational Psychologist is allocated to a group of schools. He/she would normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them.

In order to help to understand the pupil's educational needs better, the psychologist will generally meet with the parent. He/she will offer advice to the school and parents/carers on how best to support the pupil in order to take their learning forward.

What training are the staff supporting children with SEND had or are having?

The school provides training and support to enable all staff to deliver quality teaching for all children. Members of staff have received training related to all aspects of SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health needs.
- How to support pupils with speech and language difficulties.
- How to support children with specific learning difficulties, including dyslexia.
- How to support children with learning and cognition needs.
- How to support pupils with physical needs.
- How to support children with medical issues.

The SENCO has the qualification 'National Award for Special Educational Needs Co-ordination'.

Relevant up to date training can also be accessed as part of the local SEND cluster, in order to support the needs of the children.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all and care is taken to think about and plan for the needs of all pupils.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. Appropriate provision and reasonable adjustments will be made where necessary.
- It may be appropriate that a parent or carer may be requested to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 3 disabled toilets, 2 of which are accessible from the playground.
- Wide doors in all parts of the building. Classroom doors are wide enough to fit a wheelchair.

How will pupils with SEND be consulted and involved in their education?

As part of the Assess, Plan, Do, Review approach, pupils will be consulted and involved in the decision making process. Pupils with SEND will be consulted and involved in their own education and are encouraged to voice what is working well for them and what provision needs to change.

How will the school assess and review progress?

Under the SEN Code of Practice (2014) all schools are required to implement the Graduated approach for pupils with SEND. This involves the APDR (Assess, Plan, Do, Review) cycle. Peartree

Spring will assess the need, plan for the support, amend provision (where required) and review the impact on the child.

How will the SENCo evaluate the effectiveness of the provision?

The SENCo alongside the class teacher and TA will evaluate the impact of provision through observation, discussion and consultation with the parents and the child. The impact of provision will also be measured through the child's progress as well as progress within the child's intervention.

How will the school prepare and support my child when joining Peartree Spring Primary school or transferring to a new school?

Many strategies are in place to enable the pupils' transition to be as smooth as possible.

These include:

- A transition programme for nursery children, including visits to the child's Nursery and visits to Peartree Spring Primary school.
- Referrals to the transition service (where appropriate).
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school/ class.
- Staff are able to meet with parents/carers prior to their child joining school, if necessary.
- Secondary staff visit pupils prior to them joining their new school.
- The SENCo liaises with the secondary schools and will pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, separate group sessions preparing them for transition and additional meetings may be arranged.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on needs across the school.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- If further concerns are identified regarding a pupil's progress or well-being, then other interventions will normally be planned. This will usually happen at a pupil progress meeting.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- Parents' Evenings.
- Discussions with the SENCo or other professionals.
- Discussions regarding their child's Pupil Provision Map.

School Autism Approach

The school's ASD lead is Mrs Taylor. The number of staff that have attended the AET Tier 2 training is two. All staff have received Tier 1 training and new staff receive Tier 1 as part of their induction. We use the recommended AET pupil passports for pupils with Autism to support transition.

Who can I contact for further information and to discuss any concerns?

If you wish to discuss anything, please contact the school office to arrange a meeting with the relevant person.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEND on its website at:-

www.hertsdirect.org/localoffer