



## **INFORMATION REGARDING SPECIAL EDUCATIONAL NEEDS PROVISION AT PINWOOD INFANT SCHOOL AND FOUNDATION UNIT**

The special educational needs inclusion and disability co-ordinator is Claire Reville, the Deputy Head Teacher. As the special educational needs co-ordinator (sometimes referred to as the SENco) she supports the staff and parent/carers to ensure a child with need is effectively supported. Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The special educational needs co-ordinator (SENco) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

A pupil has SEN 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 of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of 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.

### 1. What kind of special educational needs does the school make provision for?

We are an inclusive school and cater for every child that joins our school. We support children which include additional needs:

- Speech and language delay
- Medical conditions
- Autism
- Dyslexia
- Learning difficulties
- Emotional and behavioural issues

### 2. How does the school know if children need extra help and what should I do if I think my child might have special educational needs?

When children enter school we listen to parent/carers concerns and assess children to identify who might need additional support. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### 3. a) How does the school evaluate the effectiveness of its provision for children with special needs?

We measure success by the progress children make. It is closely monitored and is constantly looked at and reviewed so that children get the best education for them.

Interventions for some individuals are carefully tracked and no child is left behind. We offer early morning and after school booster sessions and individual progress plans for children when appropriate. We have regular meetings with parents/carers and have an open door policy so that provision is constantly being evaluated. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

**b) How do we assess and review the progress of pupils with SEN?**

- Using individual planning
- Having small and individual intervention groups
- Using assessment tools to help school with knowing how to support an individual
- Signing using Signs and Symbols
- Using ELSA to support children with emotional issues
- Training support staff and parent/carers
- Using Inclusive Technology
- Having a large bank of learning support staff to facilitate learning and assessing
- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### c) What is the schools approach to teaching children with special educational needs and disability?

Pinewood is a fully inclusive school and has the very highest expectations for all children. Every child is treated as an individual and their needs are met accordingly. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a number of interventions.

### d) How will the learning and curriculum be matched to the child's needs?

Everything we do will be matched to children need's and is carefully planned to match different abilities within the classroom. A child might have an individual programme but our ultimate aim is to always make learning happen at each child's level in the classroom. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### e) How are decisions made about the type and amount of support a child will receive?

After an initial assessment the teacher, special educational needs co-ordinator (SENco) and you will discuss what the best support is for your child. Individual progress and meetings will be held outlining how this is achieved will be available to you to see how school is addressing your child's needs.

There is some additional funding outside of school and this may be applied for by the SENco if needed and available.

### f) How will my child be included in activities outside the classroom, including school trips?

We are an Inclusive school and all children are involved in all activities. If any child needs additional support of provision then this will be provided.

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

Children are very well supported in all aspects of their development, including emotional. We offer support for individuals and groups. Staff have a fabulous relationship with all the children and it's our mission to 'Make Learning Irresistible'.

### 4. Who is the special educational needs co-ordinator (SEN co)and what are their contact details?

The special educational needs and inclusion co-ordinator is Claire Reville, the Deputy Head Teacher. As the special educational needs co-ordinator (sometimes referred to as the SENco) she supports the staff and parent/carers to ensure a child with need is effectively supported. She can be contacted on 01159521717 or you can email [office@pinewood.notts.sch.uk](mailto:office@pinewood.notts.sch.uk) or [creville@pinewood.notts.sch.uk](mailto:creville@pinewood.notts.sch.uk).

5. a) What training have staff supporting special educational needs and disability had and what is planned?

Staff have on-going training and support. We are driven by need and therefore training is dependent on that. Staff have been trained in a variety of areas. These include Autism, diabetes, ELSA and general SEN| good practice.

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

Staff have a great expertise and experience with children with physical disabilities, Autism, speech and language delay and moderate learning needs. Local Authority provision will also be applied for if needed and available.

6. How will equipment and facilities support children with special educational needs and disability? How accessible is the school?

We will try to offer whatever is required to support a child in school. Our site is not very wheelchair friendly but we still manage with wheelchair users!

7. What are the arrangements for consulting parents of children with special educational needs and disability? How will I be involved in the education of my child?

We operate an open door policy and you can discuss your child at any time with the class teacher. We offer 3 meetings a year to discuss your child's progress. The SENco will have a progress meeting at least once a term to discuss individual children who have been identified as having special educational needs or disability.

8. What are the arrangements for consulting children with special educational needs and disability and involving them in their education?

Children at Pinewood are very much involved in their education. Staff work tirelessly to create exciting, stimulating learning that meets their needs and is tailored to their interest.

9. What do I do if I have a concern or complaint about the special needs provision made by the school?

Parent/carers are encouraged to discuss any concerns with the class teachers in the first instance or they are able to speak to the SENco. See our school complaints policy on the website.

10. How does the governing body involve other organisations and services (e.g health, social care, Local Authority support services and voluntary organisations) in the meeting the needs of the children with special educational needs and disability and supporting families of these children?

The SENco provides a termly report for governors and liaises regularly with the governor who oversees special educational needs in school. This enables governors to see progress of children with additional needs and ask questions to make sure that all children's needs are met.

**11. How does the school seek to signpost organisations, services etc who can provide additional support to parent/carers?**

School signposts parents/carers to use a wide range of support agencies such as Family Support, NORSACA (Autism group), speech and language therapy. The SENco will also refer a child to obtain advice and support for specific children. The website contains lots of information too.

**12. How will the school prepare my child to transfer to and from a different school?**

Pinewood has excellent relationships with our feeder school Killisick and we work together to make it a seamless transition for children with special educational needs or disability.

**13. Where can I access further information?**

Further information is available:

- on the school website
- from the school office
- in our termly newsletters
- on our display boards in and around school

The SEN policy and information report will be reviewed by Claire Reville every year. It will also be updated if any changes to the information are made during the year.