



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

The special educational needs inclusion and disability co-ordinator is Leigh Symmons, 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 all children which include additional needs such as:

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?

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils.

There are a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.
- Consult with relevant external agencies.

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs.
- Provide advice to schools on how to best support the child.
- Suggest resources that would help the child make progress.
- Use assessment tools & materials
- Use observations

SEN Support

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of "Assess, Plan, Do, Review".

This means that we will. Assess a child's special educational needs based on:

- Views of the child and parents/carers
- Teacher assessments and observations children's current attainment
- Children's previous progress and attainment
- Tracking of progress and comparisons with age related expectations
- Assessments by external agencies (if appropriate)
- Plan the provision to meet your child's aspirations and agreed outcomes by:
- Setting time limited outcomes for the child
- Planning adjustments, interventions and support
- Setting a date for review
- Do put the provision in place to meet those outcomes and ensure all staff who work with the child are made aware of the plan. Teachers are responsible for:
- Differentiating and personalising learning and the curriculum.
- Facilitating the delivery of 'additional and different' provision for a child with SEN •
Linking interventions to classroom teaching
- Review the support and progress.
- The quality, effectiveness and impact of the provision will be evaluated by the review date. A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

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?

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Weekly book scrutinies
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Intervention monitoring and progress tracking

We also use

- 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 school's 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.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

We pride ourselves in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils.

4)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.

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

We adapt the curriculum and learning environment for pupils with SEN:

- Use a range of teaching and learning styles
- Differentiated learning materials.
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities.

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and sanctions
- Regularly review the policy and practice in order to achieve best practice.

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, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

A) 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 parents will discuss what the best support is for the child. Individual progress and meetings will be held outlining how this is achieved will be available to see how school is addressing their child's needs. There is some additional funding outside of school and this may be applied for by the SENco if needed and available.

B) How will a 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. We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.

Below you can find details of how we adapt the curriculum, make it more accessible and promote a sense of achievement for pupils with SEN:

- Some individual teaching towards specific outcomes eg reading and spelling difficulties or following programmes directed by Speech and Language therapists.
- Additional Resources to enable better access to the curriculum eg seating/writing apparatus that have been suggested by professionals.

C) What support will there be for a 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 the children and it's our mission to 'Make Learning Irresistible'. We also have a school ELSA to support children's well-being and have a close relationship with GAP.

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; Mrs Leigh Symmons 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 or lsymmons@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. This is recorded and tracked by the SENCO and Head.

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.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
 - Extend expertise of school staff
 - Provide additional assessment
 - Support a child directly
 - Suggest statutory assessment is advisable
 - Consult with all parties involved with the child
- These include:

- SFSS
- Nottinghamshire County Local Offer
- Educational Psychology Consultants
- Health Agencies
- Looked After Children
- Medical Practitioners
- Occupational therapy
- Speech and Language Therapy
- The Service for Hearing Impaired

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. Please look at our accessibility plan for more information.

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

We operate an open door policy and a parent can discuss their child at any time with the class teacher. We offer 3 meetings a year to discuss a 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.

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.
- A specific SEN parent view questionnaire

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. Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

9. What does a parent do if they 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. We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report.

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.

We have a Designated Teacher for Looked after Children, Mrs Rachel Otter Head Teacher who ensures all teachers in school understand the implications for those children who are looked after and have SEN.

Teachers/SENCO and Support Staff at Pinewood will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets and discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support and their views are included in SEN Support Plans, EHC Plans and PEPs).

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.

New starters for Nursery/Reception children are provided with the following opportunities:

- Parent Open Day Events
- Children's visits in the term before they start.

At Pinewood we have a flexible approach and additional visit opportunities or multi-agency meetings can be organised if required.

How we support children/young people with SEN moving between classes in our school

Transition from each Year Group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation.

How we support children/young people with SEN leaving our school

We work in partnership with our feeder Junior schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with the junior staff.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate Junior school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to Junior school. School staff will take opportunities to work alongside parents/carers to visit Junior schools in advance of Junior placement applications being submitted to the Local Authority.

This ensures parents/carers can make the most informed placement decision for their child. When a Junior school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

12. 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 Leigh Symmons from Autumn 2023 and the governing body each year. It will also be updated if any changes to the information are made during the year.

Reviewed: Autumn 2024

Next Review: Autumn 2025