

Review—Monitoring Outcomes

Outcomes are specific and achievable but also have an appropriate level of challenge.

It is important that once actions have been put in place they are monitored and evaluated to make sure they deliver the outcomes we want.

- We monitor these to make sure short term targets are being met. Targets are regularly changed and are reviewed every term with parents and pupils.
- The impact of interventions is routinely assessed. We assess pupils progress daily in lessons and through marking.
- Data is analysed termly to ensure the progress of all group of pupils and provision reviewed.
- The SENCO or parents are able to request an Education Health Care Plan assessment if a child's needs are profound. The Local Authority will assess and set outcomes if needed.

Policies can be found on our website relating directly to SEN and how we evaluate impact these are: SEND, Equality, Behaviour, anti-bullying and safeguarding.

Parental Involvement

At Pinewood parental involvement is paramount, as by working together in partnership we can enable pupils to achieve.



- Parents are invited to termly meetings where progress is discussed and targets are set.
- Regular communication with parents is made through reading records, Seesaw newsletters, email, the school's website and through questionnaires.
- Staff are always happy to discuss progress with parents and are friendly and approachable. Any concerns will be recorded on our school CPOMs system.

Concerns: We do our very best to provide for all of our pupils. However, if you have any worries about the process or feel there is something additional that your child needs, we will always consider our practice to ensure that we address any concerns.

Please contact the SENCo in the first instance.

Outside the classroom Inclusion and support staff are outside during all playtimes to ensure vulnerable children have someone looking out for them and to help promote social skills



Some pupils have Individual Behaviour Plans for their personal needs and these will be discussed and agreed with parents if necessary

All staff are trained in Restorative strategies which enables staff to safely diffuse and manage difficult situations.

To allow all pupils to access residential experiences and other educational trips that Pinewood offers; risk assessments are carried out using EVOLVE and make accommodation for any special or additional needs. Where required, additional staff will be available to ensure access and safety for all.

Parents can be supported by our SENCo should they need help to get their views across with other agencies or we can attend agency appointments with you if the need arises, in order to be able to support your child's needs.

Transition

Pupils at Pinewood go to a number of junior/primary schools in the area. We ensure that additional transition arrangements are made for pupils with any Additional Needs. These may include extra visits, meetings with inclusion staff, travel training, additional paperwork and data sharing.

Specialist Services

We work with a number of specialist services who provide us with support and advice.

- Speech and Language Therapy
- Occupational Therapy
- EYSIS
- Child and Family Mental Health Services (CAMHS)
- School Nursing Services:
- GAP
- Educational psychologist
- Specialist Inclusion Team– Hearing and visual impairment

Pinewood Infant School and Foundation Unit School's SEND Offer

Our School's Visions and Values Statement recognises the entitlement of all pupils to a balanced, broad based and inclusive curriculum.

This is our school's local offer and it outlines how we support pupils with SEND at Pinewood and what provision can be made to meet individual needs.

Our provision follows the Graduated Approach of Assess, Plan, Do and Review, a model which ensures effective working across the school and with all stakeholders.

Headteacher : Rachel Otter
SENCO : Leigh Symmons
SEN Link Governor: Rachel Makey
Tel : 01159521717
Email: lsymmons.pinewood.notts.sch.uk

To be reviewed Autumn 2027

Assess—identification

How do we identify 'Special Needs' pupils?



- 'Additional Needs' describes a range of need from those needing minimal intervention to those with a high level of need and support.
- Initial concerns are often highlighted by the Class Teachers or Teaching Assistants as they are the people who spend the most time with your child in school., They will raise their concerns with parents and put an initial plan in place.
- Parents may also raise concerns about progress or difficulties and the first port of call is with the class teacher who will address any initial concerns and may refer to the SENCo for further investigation.
- Looking at data can also highlight pupils who are working below expected levels or are making lower than expected progress. Data is not looked at in isolation., but any concerns will be raised with parents.
- Observations by the SENCO also help to identify concerns and these will be shared with parents.

Why do we have a SEND register?

- Discussions about SEND can be worrying for parents, however the register we keep is flexible and pupils can come on and off it at any point if progress is made.
- The register helps us to monitor children that we feel are at risk of underachieving. Extra monitoring allows us to intervene quicker if difficulties occur.

Plan– Coming up with strategies



- The first part of the planning process is unpicking the needs of your child. Sometimes we carry out assessments or ask for help from other professionals in order to help us understand what the exact needs are.
- Pupil Plan—together we write a Pupil Plan that tells us all about your child so that all the staff in school know how to help your child to maximize their learning.

Do— Our Provision

All of our lessons are inclusive and every pupil has access to the following:

- A creative curriculum which caters for different learning styles, interests and skills.
- Learning environments which are adapted to the needs of the children. and promote independence.
- Lessons are differentiated to support pupils and to allow them to make progress from their individual starting points.
- Well-staffed classrooms with highly skilled Teaching Assistants and Support Assistants.
- Staff who are continually trained.
- A high quality of teaching and learning which is monitored by highly experienced leaders.
- At Pinewood we have clear polices on behaviour and staff are skilled in dealing with problems in a caring and compassionate manner.
- Our anti bullying policy ensures pupils feel safe and secure at our school.
- We cater for pupils Social, emotional & mental health needs, through a whole school and individual approach.

Pupils on the register may need specific interventions aimed at supporting the pupils who's needs are in the four categories of the special needs register.: AREAS OF NEED:

Cognition and Learning

Maths, we offer a mastery curriculum supported by:

- Same Day intervention.
- Catch-up and booster sessions and 1:1 tuition to deliver more specific areas of Maths needs.
- Breakfast Club maths intervention (KS1 Spring/Summer) English, we offer a mastery curriculum supported by:
- Catch up phonics sessions
- Read Praise Prompt: reading intervention
- Breakfast club
- Catch-up and booster sessions and 1:1 tuition to deliver more specific areas of English needs

Communication and Interaction

- Word aware training and teaching in every class
- Talk Boost language intervention
- Delivery of programmes devised by Speech and Language Therapists
- Small group story times to support language

Social Emotional and Mental Health

- Staff trained and ASD aware and use appropriate strategies to support children learning.
- Access to specialist support for children.
- Nurture and provision—1:1 session, group and class provision
- ELSA and draw and talk sessions and therapy
- Staff trained on attachment and emotion coaching

Sensory and Physical

- Disabled toilets with specialist adaptations to facilitate independent toileting Nappy changing facilities.
- Facilitating Equipment