Pinewood Infant School

Parent/Carer SEND Handbook

To be updated Autumn 2027

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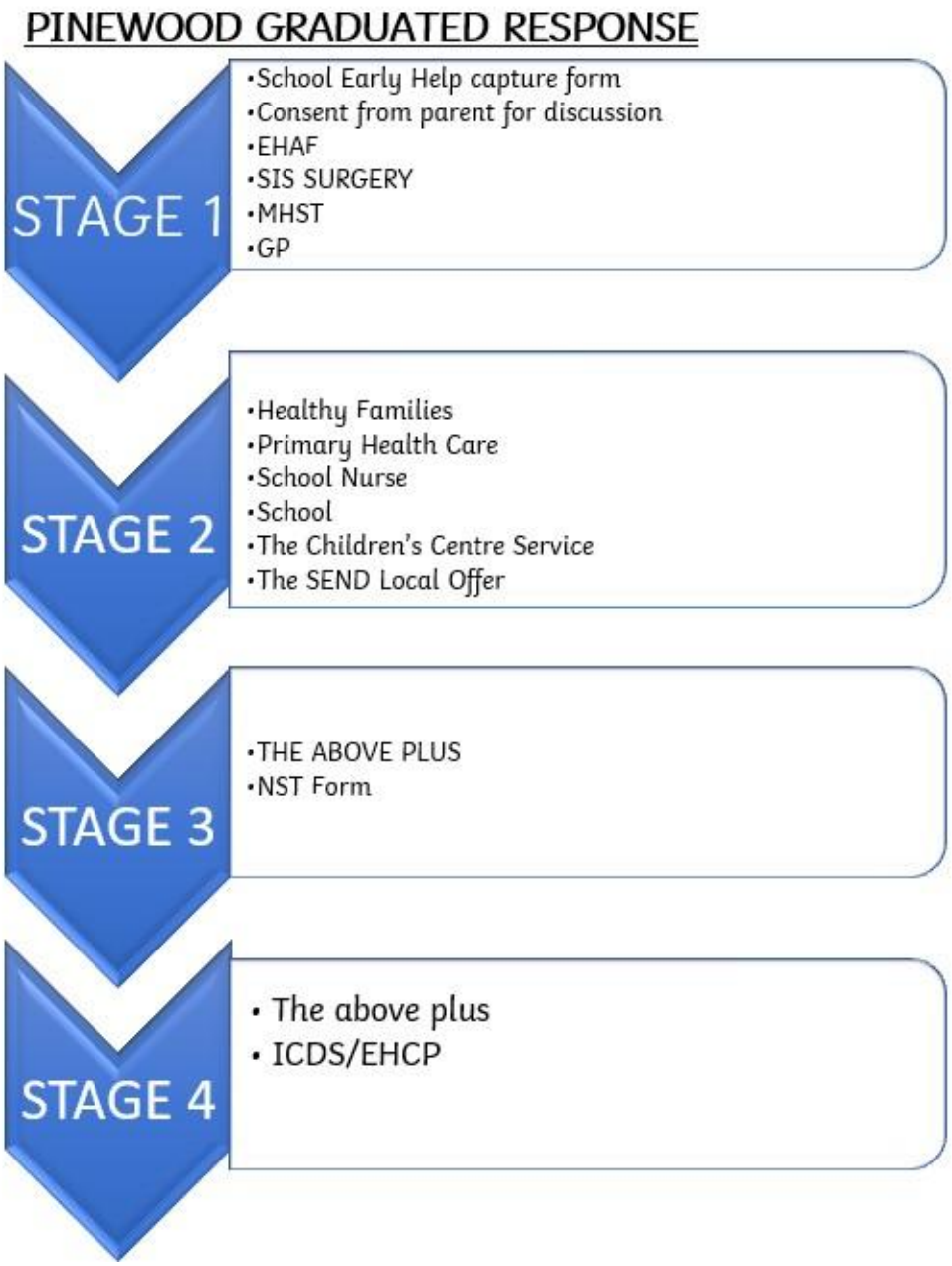
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Overview of Special Educational Needs at Pinewood

What are the 4 main areas of need for Special Educational Needs?	Cognition and Learning Communication and Interaction Social, emotional and mental health Sensory and or physical
Who is the Special Educational Needs Co-ordinator (SENDCo) at Pinewood?	Leigh Symmons
How do I contact the SENDCo?	Ring the school office and request to speak to the SENCo.
What should I do if I am concerned that my child might have a special Educational Need?	Speak to your child's class teacher about your concerns. It may be that the class teacher shares your concerns. In addition to this you can contact the SENDCo by ringing the school office.
What is Pinewood's SEND policy?	The SEND policy contains information relating to how we identify pupils with SEND and what provision we offer for children with SEND.
Where can I find Pinewood's SEND policy?	Pinewood's SEND policy can be found on our School website under the 'SEND' tab.
What is the Local Offer?	The Local Offer provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.
Where can I find the Local Offer?	Pinewood's version of the Local Offer can be found on our school website .

Flowchart of Pinewood's Graduated Approach

At Pinewood, we have created a flowchart to enable you to access the correct support as a family. If you have any concerns or queries regarding your child and believe they may have a special educational need or disability these are the steps you will need to take.



SEND Provision at Pinewood

Universal approach

-Quality first teaching delivers a multi-sensory approach to all curriculum areas for all children through different approaches, visual aids and practical items to support learning
-Quality first teaching ensures appropriate and accurate differentiation to enable all children to access all areas of the curriculum and to move through the lesson's success criteria
-Quality first teaching which provides an appropriate challenge to all pupils to ensure all children are able to make progress and move forwards with their learning
-A positive behaviour system is in place across the whole of school to encourage children to make the right choices and to receive consistent and fair consequences when making the wrong choices
-All teachers use a variety of resources both visual and practical to enable all children to demonstrate their knowledge and learning in a variety of ways
-Where appropriate, children are given ample thinking and response time
-Where appropriate, learning is broken down into chunks to make it accessible
-Where appropriate, children may have instructions repeated to them on an individual basis to ensure they have understood

Targeted Approach

-Pupil profile to monitor thorough target setting and a targeted provision
-Small group support to further understanding, highlight misconceptions and close the gap
-Targeted intervention to boost progress and close the gap based on teacher assessments
-Specific intervention such as Blanks and colourful semantics
-Differentiated resources based on personal targets
--Small group interventions to meet additional areas such as Fun Fit and Thera play -Referral to SALT services
-Individual assessment from an external agency

Specialist Approach

-Highly differentiated activities and resources
-Individualised planning and specific targets
-Additional Assessments through Bsquared to show the small steps of progress being made
-Termly reviews with parents, external agencies and class teachers to review and set individualised targets and to address any areas in need of further support -Pockets of in class TA support
-Tailored provision, offering an alternative curriculum for children who cannot access their current curriculum/ provision

Outside agencies

In the Graduated Response, we will call on the support of external agencies. Depending on the child's greatest need and barrier, we will select the most appropriate agency. Often the process will begin with an observation or assessment of the child and a parent consultation to ensure there is a full picture of the child's needs in school and at home. All outside agencies offer the following support;

- Observations
- Parent consultations
- Assessments
- Identifying barriers
- Support strategies
- Resources
- Training

Useful Special Educational Needs website links

These websites have been recommended by outside agencies which school come into contact with on a regular basis.

Autism spectrum Disorder Team	https://www.autismspeaks.org/ https://www.autism-society.org/ https://twitter.com/city_autism https://www.facebook.com/nottinghamautism http://www.nottinghamschools.org.uk/covid-19/send-support-services/autism-team/

Learning support Team	https://whiterosemaths.com/parent-workbooks/ https://dl.esc4.net/rla/alphabet-arc/english.html?fbclid=IwAR0czchHUMTO8fOgqXmkpfbfJa9jq4GZud_oZcLBiRv5z_lqV6VE5wKqPsc https://www.specialneedsjungle.com/distance-education-resources-for-children-and-young-people-with-send/ https://educationendowmentfoundation.org.uk/covid-19-resources/neli/ https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-onlinelearningresources#Primary https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-onlinelearningresources#EAL

	https://www.thriveapproach.com/resources/
Behaviour, Social and Emotional Mental Health Team	https://www.verywellmind.com/social-and-emotional-development-in-early-childhood-2795106 https://www.understood.org/en/learning-thinking-differences/signs-symptoms/age-by-age-learning-skills/social-andemotionalskillswhat-to-expect-at-different-ages https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/social-skillsissues/understandingchilds-troublewith-socialskills?_ul=1*kdo9gm*domain_userid*YW1wLUJQQkF6NTYya3UtSOhwME93RWtqbEE.
Educational psychology Team	https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/cypmhs-information-for-parents-and-carers/ https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-counselling-services/ https://www.annafreud.org/parents-and-carers/ https://www.youtube.com/channel/UCLhV-d1BFLFCLvCsgY8WlVA/videos