

## 1. Who do we cater for at Pennyhill Primary School?

We are an inclusive, mainstream school that aims to meet the needs of all SEND pupils. Our pupils are aged between 3 and 11 years old and include those who have:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory and/or physical needs.

## 2. How do we identify children with SEN and assess their needs?

We aim to identify children at the very earliest opportunity. Each child in school is tracked according to their progress in English and Maths. Regular assessments are completed followed by meetings that identify those children who are falling behind.

Where concerns are raised about this, we involve the SENCo in discussion with the class teacher. We identify alternative methods of support to establish whether different teaching strategies, additional resources or more targeted support are needed.

The child continues to be closely monitored to establish if the agreed programme has resulted in the child's progress accelerating.

## 3. What happens next if progress continues to be less than expected?

If your child has received support and desired progress has not been achieved then SENCo together with Class Teacher devise a more intensive and individualised programme. This is recorded on a Pennyhill Learning Plan (PLP). The impact of this is monitored over a short period of time (no more than 6 weeks) and reviewed. At this point if progress is being made then your child may continue on the PLP with their programme being amended and developed to meet their needs.

At this point parental involvement will be sought and recorded on the PLP.

## 4. What happens if the PLP has resulted in less than expected progress?

If we have applied an individual programme (PLP) that is still failing to enable your child to reach the outcomes we have agreed on, we arrange SEN support and produce a school-based plan that includes a profile of your child.

SEN support includes a cyclical process of [assess](#), [plan](#), [do](#) and [review](#). As part of this process we:

- seek out support from external partners (if this has not been done already) and take advice from specialists
- meet with parents once every term to establish agreed outcomes and discuss the level and type of support
- establish a school-based plan that details the strengths and weaknesses of the child, their particular needs, information collected from specialist support, comments from parents and pupils and the agreed strategies to meet outcomes.

The SENCo and class teacher remain closely involved at this stage and liaison with parents is a priority.

If a child still does not achieve the intended outcomes and the provision the school is making is costing in excess of the schools SEN Notional Budget for children with SEN of £6000, we will consider, with you, making a request for [an Education Health Care Plan \(EHC\)](#). The first step of this process is to hold [a Community Assessment Meeting \(CAM\)](#) at which we discuss with yourself and the professionals, what is working well and what the difficulties are in respect of your child's progress.

## 5. How do we teach children and young people with SEN?

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding.

Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately. We expect that:

- teachers have high expectations for what our SEND pupils can achieve
- each lesson is considered in relation to the needs of all the pupils in the classroom
- teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils

- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes
- teachers and learning support assistants work closely together in targeting pupils who assessment has indicated are making less than expected progress.

## 6. How do we involve our parents and carers?

Our parents and carers are involved in establishing the policies and procedures to support children with SEND in our school. We do this by:

termly consultation with our parents

We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes every term. The class teacher leads the discussion alongside the SENCo and parents are also invited to bring a friend or advocate.

Class and subject teachers make it a priority to inform parents if their child is receiving special educational needs support.

## 7. How do we consult with children about SEN?

We make sure that where possible, and if appropriate, children are included at some point in the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their profile.

All targets and intended outcomes are shared with children and children are encouraged to advise where they feel it needs adapting.

Children have an annual opportunity to formally give their views to an individual they have chosen about the support they have been given over the year. Where children have an EHC plan this is included in the plan.

## 8. How do we adapt the curriculum and the learning environment?

We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. We make reasonable adjustments within the classroom and to resources to meet the range of needs.

Although we have long-term plans to ensure a broad and balanced curriculum in our schools, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group.

Resources are selected specifically and are tailored, with the help of the SENCo, to the individual needs of the child and any outcomes identified as part of their profile or EHC plan.

Class teachers are provided with advice from occupational therapists and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.

## 9. How do we make sure that staff are appropriately trained and that there are sufficient specialist staff in our school?

When reviewing our SEND policy we also complete a staff audit which aims to ensure that:

- all members of staff have taken part in SEND awareness-raising sessions and are familiar with all aspects of our SEND policy
- we have staff who have received training in specific areas of need. E.g. Speech & Language
- all staff have received additional training in supporting pupils with SEND in Dyslexia, English and Maths.

Our lesson observations identify where there is a particular need for additional training for a member of staff. This is then included in their professional development portfolio.

These training opportunities include Learning Support Assistants.

The effectiveness of training is reviewed by the AHT/SENCo with the participant

Where we are due to admit a child with a medical condition or SEND who we have not previously experienced, the SENCo and person responsible for administration of medicines will organise training.

## 10. What happens when our expertise isn't enough?

If progress remains insufficient as a result of adaptations to teaching and the curriculum, we begin the process of applying SEND support through the 'assess, plan, do and review' cycle. Each case is unique and during the assessment stage we consult with parents and children about their particular needs.

We have a range of support that includes:

– Learning Support Assistants, who are highly trained, can be allocated to support individuals with particular needs.

Where we believe that we need additional expert input from specialists we establish links with either:

– our educational psychologist

– school nurse

– social care team (we may hold a meeting to engage support for a family at this stage, with a parent/carer's permission)

– behaviour support specialist from the local authority team

We will ask for support in assessment and in identifying the appropriate strategies and resources to support your child.

- [The Inclusion support team can be contacted on: 0845 352 7552.](#)
- [The Speech and Language team can be contacted on: 0121 612 2345](#)

## 11. What happens with visits and trips?

The visit co-ordinator for each year group liaises with the SENCo and Health and Safety Officer to ensure that arrangements are made for each visit to accommodate any specific medical or SEND there might be. We liaise closely with you to ensure you have all the necessary information. It is our policy, where appropriate, that children with SEND or medical needs accompany us on any residential.

## 12. What opportunities are there for my child to develop socially and emotionally?

We recognise the importance of building into our curriculum opportunities for our pupils to:

- develop resilience
- recognise their own strengths
- build upon their self-esteem
- make friends within and across year groups
- recognise their important role as valuable members of our school society
- take leadership responsibilities within the school.

Our personal, social and health education curriculum includes units that allow children to explore who they are and how they feel. We have an agreed set of values as a school that are shared and discussed in assembly. Circle time provides opportunity for children to discuss issues on an individual, class and school basis.

For children where there are particular concerns about the emotional, social or behavioural needs we have a Learning Mentor who will work with a child on a 1:1 basis.

## 13. How do you know that what we do here at Pennyhill works?

Our termly progress meetings are an opportunity for the class teacher and SENCo to share progress not only of individuals but of the effectiveness of strategies being used. In addition to these we have regular phase meetings where children and their progress is discussed.

We track pupil as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted.

Our governing body is closely involved at every stage in monitoring the effectiveness of our SEND provision. This includes our link SEND governor:

- having termly meetings with the SENCo

- discussing provision with pupils with SEND
- discussing provision with parents/carers of pupils with SEND
- governor involvement in the review of the SEND policy
- governor involvement in writing the annual SEND information report.

We analyse our data to identify the progress of individual pupils with SEND as well as the group. Intervention programmes are individually assessed for their effectiveness by looking at before and after results as well as using attitude surveys.

## 14. How will we support your child when they are joining or leaving this school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENCo will contact the previous school to gather information about your child. We will invite you into school prior to your child joining to discuss all of their needs and how we can best support them, including strategies that you use at home.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Action plans will be shared with the new teacher.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In Year 5, Children with EHCP, will begin transition discussions to identify schools they would like to go to. In most cases, a transition review meeting will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes

ahead. Where possible, your child will visit their new school on several occasions with a member of support if appropriate, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

## 15. How is Pennyhill Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act requirements.
- The school is on one level with easy access through wide doors and level services throughout.
- There is one disabled toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.

## 16. What should you do if you are not happy with the provision that is being made for your child?

We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the class teacher and SENCo. Then the Deputy Head Teacher – Mrs M Williams.

If you are still unhappy with the provision that is being made, our head teacher Miss E Williams will be happy to discuss this with you.

There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHC plan. Details of this can be found on the local authority Local Offer.



