



Pennyhill Primary School

Special Educational Needs Information Report

SENCO: Ms L Kuku

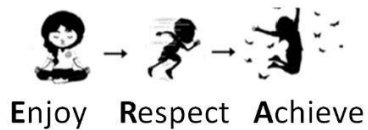
Contact: SEND@pennyhill.sandwell.sch.uk

SEND governor: Mrs M Williams

Local Offer: <https://www.sandwell.gov.uk/send>

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1. Whole School Approach:

When is a pupil moved onto the school SEND database?

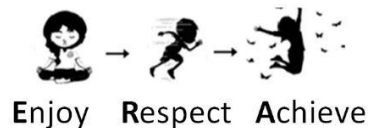
If a pupil is having provision that is additional and different from other pupils of the same age then they are said to have special educational needs.

Under the Children and Families Act 2014 a child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools or post 16 institutions; and, needs special educational provision to be made for him/her.

For example, children could have difficulty with:

- keeping up with children in all of their subjects
- some of the work in schools such as reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- their sensory or physical needs which may affect them in school.





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2. A Graduated approach to teaching

We have a Provision Map to show waves of intervention and support.

Wave 1 Inclusive quality first teaching for all.

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 1 examples:

Adaptive teaching strategies including:

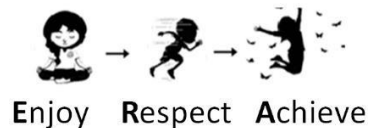
- simplified language, slower pace
- Differentiated outcomes
- Adapted visual aids, models, resources
- Use of writing frames etc.
- Word Banks
- Use of assisted Technology

Wave 2 Additional interventions to enable children to work at age-related expectations or above.

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up)

Wave 2 examples:

- In class LSA literacy and numeracy support
- Small group – withdrawal – time limited
- Spelling practice groups





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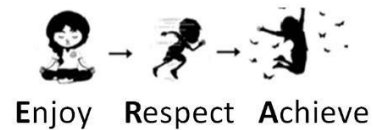
- Small group use of ICT programmes
- Differentiated/adapted resources

Wave 3 Additional highly personalised interventions.

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision,

Wave 3 examples:


- Precision teaching for literacy / numeracy
- Individual literacy, phonic programme
- Lexia
- Individual literacy and / or numeracy programme
- Sandwell Early Numeracy programme
- Additional planning and individual arrangements for transition
- Individual arrangements for SATs



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3. Reviewing Progress

We use the 'Assess-Plan-Do-Review' process. Pupils' specific areas of need are supported through intervention. Targets are set prior and progress and achievement is monitored throughout. We also talk to the children to get their views. This is recorded on their PLP (Pennyhill Learning Plan).

| | | |
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| | <p><u>Assess</u></p> <p>Involves taking into consideration all the information about the pupil.</p> <p>Class teacher, alongside SENCO carries out an analysis of child's needs.</p> <p>Gain advice from external agencies</p> | |
| <p><u>Review</u></p> <p>Measuring the impact of the support provided and consider whether changes to that support need to be made.</p> <p>Parents, pupils, teacher, SENCO and outside agencies contribute to this review.</p> |  | <p><u>Plan</u></p> <p>This stage identifies the barriers for learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Parents will be formally informed that the pupil is now on the school SEND database.</p> |
| | <p><u>Do</u></p> <p>Providing the support.</p> <p>Class teacher working with pupil on a daily basis.</p> <p>Class teacher works closely with support staff to assess progress from interventions and link to class teaching.</p> <p>SENCO to support class teacher.</p> | |



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4. Different SEND needs

• Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

• Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

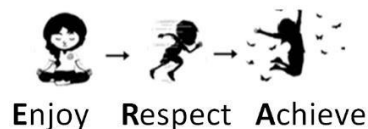
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

• Social, Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• Sensory and Physical

This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children with an MSI have a combination of vision and hearing difficulties.



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5. Staff Training

All school staff receive appropriate training, so they have the knowledge and confidence to support children's needs. At Pennyhill Primary School, we hold a regular staff meetings and specific support sessions with staff. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes, training is run by external specialists. Every year, we hold training days with all staff to continue our own professional development and ensure we are meeting the needs of all children.

6. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Teachers plan to enable SEND pupils to achieve their individual targets on their PLP (Pennyhill Learning Plan). Reviews are completed every term and shared with parents. When a pupil has achieved the target, new targets are set.

| Year 1 Autumn2/Spring 1 Term | | | | |
|------------------------------|---------------|---|-------------------------------------|-----------------------------|
| Assess | Targets(Plan) | Do: Strategies to try Teaching adaption How? When? Who? Where? | Expected Outcomes and Timescales | Review: Include evidence |
| | | | | |

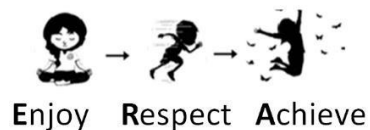
- The SENCO will also monitor the quality of any interventions
- The SENCO will hold annual reviews for pupils with Education, Health Care plans

7. Outside support agencies

Local authority provision

Inclusion support:

- Specialist teachers for learning
- Specialist teacher for social, emotional and mental health



- Educational Psychologist
- Early years inclusion support
- CCAT (complex communication and autism team)
- Specialist teachers for the visually and hearing impaired

This service can be contacted by phone on 0121 569 2777, by email at inclusion_support@sandwell.gov.uk or at Connor Education Centre, Connor Road, West Bromwich, B71 3DJ

Health provision

- NHS speech therapist
- CAMHS
- NHS physio
- NHS occupational therapist
- NHS school nurse

Additional support

- School are currently funding Speech and Language through Soundswell – which means school have access to a SALT therapist on a regular basis (at least 2 visits per month)

8. Support for parents - SENDIASS



SENDIASS are the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) for



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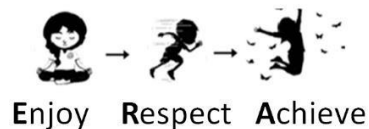
Sandwell families. Their aim is to enable parents/carers, children and young people to make informed decisions about education, by ensuring they have the advice, information and support to make those decisions. They are a free, impartial and confidential service.

What they can do to help you:

- Provide clear, accurate and impartial advice about special educational needs and disability
- Enable you to use your rights to ensure the educational needs of your child are met
- Listen to your questions and concerns
- Offer support and guidance with SEN procedures
- Explain the process of accessing SEN School Support
- Provide support in preparing for meetings (sometimes we can attend these with you, depending on our availability)
- Support you through the statutory assessment process for an Education Health and Care Plan (EHCP)
- Answer questions around your child's EHCP
- Offer support to help you through the EHC Assessment and application for EHCP
- Signpost you to other national and local services where necessary, including support groups and activities
- Help you to resolve disagreements (including referring you for independent SEN mediation, where appropriate)
- Provide training for parents/carers and professionals on different aspects of SEND.

Please follow the link for further details: [Sandwell Sendiass :: Home](#)

9. Transition



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.

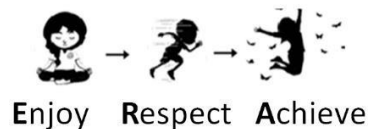
In Year 6: The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In Year 5, Children with EHCP, will begin transition discussions to identify schools they would like to go to. In most cases, a transition review meeting will take place with the SENCo from 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

Introduction to reception - All pupils starting reception will receive a home visit or phone call with our EYFS staff. This is to gather information from parents regarding their child's needs and education. Concerns about particular needs will be brought to the attention of the SENCO who will arrange a further meeting with parents and gather further information from previous settings and health visitor etc.

10. Complaints and Concerns

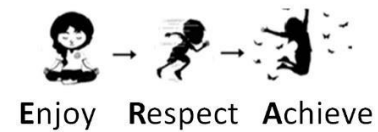
Parents and carers meeting **Complaints and Concerns**

We aim to ensure that parents are closely involved in their child's SEND assessment. If you are concerned or have any issues, please do not hesitate to speak to the class teacher or Ms Kuku, our SENCO. She can be contacted by



phoning the main office and asking for an appointment to meet him. This will be arranged at a mutually convenient time.

Parents who wish to complain are strongly encouraged to initially speak to the class teacher or SENCO regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCO the parent will be directed to the school's complaints procedure, which is available on our school website.

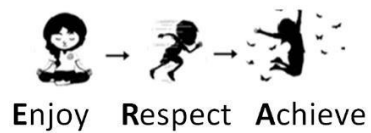


| What to do if you have a concern or a complaint in relation to SEND? | |
|--|---|
| The purpose of the below table is to support parents/carers on what is categorised as a complaint and what is a concern and the best route to follow to ensure a swift response to your issue. | |
| A concern | The definition of a concern is something that causes an initial worry or a 'niggle' about your child's SEND needs in school. Something that you would like reassurance about as a parent |
| Examples may include: | <ul style="list-style-type: none"> • I have not had my child's targets yet? • I don't know how my child is progressing? • My child did not attend an intervention today? • My child says they find the work too hard? • My child did not have a sensory break today? • I am worried that my child has a SEND need? • I think my child needs an EHCP? • I have requested support from Inclusion Support and have not heard anything? – (Please note that once a Consultation Request is completed you will be notified by Inclusion Support and they aim to work with your child within 3 months of accepting the case.) • I have not heard about the visit made by Inclusion Support (please note that reports can take 3 – 4 weeks to arrive at the school) |



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| How to raise a concern | <p>An informal discussion/meeting with the Class Teacher They can answer questions immediately as they work with your child on a daily basis and are aware of any problems that may have arisen in the day.</p> <p>Or You can also contact the SENCO and request a call back or Email SEND@pennyhill.sandwell.sch.uk.</p> <p>The SENCO will aim to contact you within 2 working days.</p> |
| Resolutions | <p>Class Teacher/SENCo answers questions immediately, checks and ensures procedures are in place.</p> |



| | |
|---|---|
| <u>A complaint</u> | This is maybe because of concern being raised and not being resolved after following the informal channels. |
| Examples may include: | <ul style="list-style-type: none"> • I have approached teachers about my child's special needs, and I have not received a response despite repeated attempts. • I have followed the informal route, but I believe my child's needs are still not being met • I am not happy about the informal response I have received. |
| How to raise a complaint | Formal complaint form to be completed in writing or over the phone. |
| What to expect following receipt of your complaint | <p>A meeting will be arranged with parents/carers, SENCO and Class teacher to discuss issue and seek a resolution:</p> <ul style="list-style-type: none"> • SENCo will contact you directly and arrange a telephone meeting to discuss your complaint • A meeting will be arranged with parents/carers, SENCo and Class Teacher to discuss the issues and seek a resolution • A plan is agreed and implemented • Plan monitored closely for four weeks and impact discussed with all parties. This will lead to the following outcomes: |
| <ul style="list-style-type: none"> • Complaint resolved no further action - SENCO makes a courtesy call to parents/carers as a follow up to check parents/carers are still happy with the provision there child is receiving. <p>or</p> | |



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- If parties agree that the plan needs more time to have an impact, then a further time limited time frame will be arranged.
- or
- Issue has not been resolved – school's complaint procedure to be followed.

11. Admissions arrangements for pupils with SEND

Please refer to the school Admissions policy, this is a Sandwell LEA policy.

12. Accessibility arrangements for SEND pupils

Please refer to the school's Accessibility Plan, which can be found on the school website

