



Pontesbury CE Primary School

Special Educational Needs and Disability Information Report

June 2024

Next review date: June 2025

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to provide an inclusive teaching and learning environment where the needs of pupils with SEND are being met in a mainstream setting wherever possible, where families want this to happen.

School Ethos

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all.

Definition of Special Educational Needs and Disabilities (SEND)

Children are deemed to have SEND if they:

- Have a **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 a kind generally provided for others** of the same age in mainstream schools

At Pontesbury C.E. Primary School, we will make the appropriate provision for pupils with SEND to match the nature of their individual need, to ensure that they can succeed alongside their peers.

Special educational provision is **additional to**, or otherwise **different from**, the school's universal offer which is available for all children in our school.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Ensuring teaching is inclusive by making adaptations in the planning and delivery of the curriculum and through adaptations made to the learning environment where necessary.
- Making baseline assessments and setting appropriate targets and writing plans for progression with the support of parents. Targets are shared and reviewed with parents at least once each term and planning the next learning steps for the following term.
- Liaising with the Parent/ Carer, and ensuring you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing your child's progress, and setting their next learning steps
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's Special Educational Needs and Disability (SEND) Policy is followed in their classroom and for all the pupils they teach with SEND.

SENCo (Special Educational Needs Coordinator) - Miss Lisa Owen

Responsible for:

- Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you (Parent/ Carer) are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing, and setting their next learning steps
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Identifying/ providing/ locating specialist support for teachers and support staff, in the school so they can help children with SEND in the school achieve the best progress possible.
- The SENCo, with the Head, must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Keeping abreast of new training opportunities

Headteacher – Mr Tom Lowrie-Herz

Responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND.
- They will give responsibility to the SENCo and Class Teachers but is still responsible for ensuring that your child's needs are met, in the best possible/ most suitable way to your child's individual needs.
- With the SENCo, the Head must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor – Mr Ewan Bent

Responsible for:

- Liaising with the SENCo, and Head Teacher as appropriate, regarding any current SEND issues, and progress of pupils on the SEND register.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

Shropshire Authority Local Offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

Please click on the following link to access the Shropshire Authority Local Offer:

<http://shropshire.gov.uk/the-send-local-offer/>

What are the different types of support available for children with SEND at Pontesbury Primary School?

Our school's universal offer: quality teaching delivered to all children withing a conducive environment where adaptions to the environment and teaching sequences are made. Wave 1

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand, and breaking down any barriers to learning that may arise.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning experiences and adaptations e.g, alternative methods of recording learning, use of task planners, visual supports and key word prompts.
- Specific strategies where necessary (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will regularly and carefully check on your child's progress and may decide that your child has gaps in their understanding/learning. The Class Teacher will implement (in consultation with the SENCo, where appropriate) extra support to help them make the best possible progress.

Specific group work within a smaller group of children. Wave 2

These children have been identified by the class teacher as needing some extra support in school. Often called Intervention groups or additional class based support by schools, these groups can be:

- Run in the classroom or outside.
- Run by a Teacher or a Teaching Assistant who has had training to run these groups and is closely monitored by the Class Teacher and/ or SENCo. The Teaching Assistant gives daily/weekly (whichever is more appropriate) feedback to the Class Teacher/ SENCo about progress that has been made, and any areas of difficulty/ misconceptions that may have arisen.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- He/she will have additional support/resources and adaptations within the classroom to support learning.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

At this stage a decision may be taken to draw up an **Evidence Gathering/Triage Support Plan** which will allow staff to gather evidence and complete cycles of 'Plan, Do, Review' which is often a requirement before a referral to outside agencies can be made.

Specialist support as advised by outside agencies e.g. Speech and Language therapy, Occupational therapy, Educational Psychology. Wave 3

Stage of SEN Code of Practice: **SEND Support**

This means your child has been identified by the Class Teacher/ SENCo as needing extra, specialist, individualised support in school. It may be that this support is provided by a professional from outside of the school. This may be from:

- *Sensory Inclusion Service* (children with Hearing and Visual Impairments), *Speech and Language Therapy (SALT) Service*, *Occupational Therapy*, provided by the LEA.
- Outside agencies such as *Marches Outreach Service* (Behaviour support, and Autistic Spectrum Disorder support), *Learning Support Advisory Service* (support for children with specific learning difficulties), and the *Educational Psychologist* (support for children with specific learning needs and behaviours). These are all traded services that the school may buy into each financial year.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised concerns) as needing more specialist input in addition to the quality first teaching and intervention programmes that have been implemented and progress closely monitored.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class
 - Support to set better targets which will include their specific expertise
 - An intervention group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will discuss with you how best the support be implemented and what strategies will be put in place. The targets and outcomes will also be discussed and agreed.
- Your child will have a Pupil Support Plan (PSP) to support their learning.

This type of support is available for children with specific barriers to learning that cannot be overcome purely through high quality teaching, adaptations to the environment and delivery of lessons and intervention programmes alone.

Specified Individual, bespoke provision Wave 4

It may be that your child has severe, complex and lifelong learning needs and significant barriers to learning. Individualised support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the Class Teacher/SENCo/ Outside Professionals as needing a particularly high level of individual or small group teaching which is likely to continue for several years and cannot be provided from the notational SEND budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an education care and health needs assessment (ECHNA) of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child, if the application is agreed.
- After the school have sent in the request to the Local Authority (including information about your child, including some from you, and also details of what has been implemented so far for your child, and progress that has/ has not been made), they will decide whether they think your child's needs (as described in the paperwork provided) are complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this, they will ask the school to continue with the support currently available to the pupil at SEND targeted Support.
- After the reports have all been received, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional support to that which the school is already providing in order for the pupil to make good progress. If this is the case, they will write an Education, Health and Care Plan (EHCP) (formally known as a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the support currently available at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child continues to make progress and adapt/ introduce any interventions accordingly.
- The EHCP will outline how your child will receive additional support from the LA and how the support should be used and what strategies must be put in place. It will also include long and short term outcomes for your child.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's Class Teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress, you should speak to the SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress/ or as making significantly slower than expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- explain the barriers to learning your child is experiencing
- listen to any concerns you may have too
- plan any additional support your child may receive
- set/ plan/ decide the next, most appropriate learning steps for your child.
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - decide what resources/training and support is needed
- All resources/training and support are reviewed regularly, and changes made as is appropriate.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Specially Trained TAs
- Intervention Groups
- Additional 1:1 Support
- Marches Outreach
- Educational Psychology Service
- Reach for Inclusion

Paid for centrally by the Local Authority, but delivered in school:

- Sensory Inclusion Service for children with visual or hearing needs
- Emotional Health and Well Being 0-25

Provided and paid for by the Health Service, but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy

How we support the Social and Emotional Wellbeing of our pupils?

Pastoral support

Strategies to support the development of pupils' social skills and enhance self-esteem.

- Small group programmes; including social skills groups.

- Mentoring; playground buddies, peer support, Adult support 1:1 or small group.
- Daily celebration of successes.
- ELSA

Strategies used to promote emotional wellbeing (including involvement with parents)

- Transition support, visits and events
- Pastoral support from the school's Mental Health Lead
- Photo and Social Stories
- Future in Mind resources
- Regular liaison with Parents (could include home school link book)
- Advice from Outside Professionals
- Compass -Early Help front door team.

Strategies used to support behaviour

- School Positive Behaviour Policy
- Advice from Outside Professionals
- Pupil Behaviour Plans
- Social, emotional and mental health audit
- Sensory audit

How are the teachers in school helped to work with children with a SEND, and what training do they have?

- The SENCo's role is to support the class teacher in planning for and supporting children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, or the Sensory Inclusion Service.
- The Local Authority will support schools to develop strategies to support pupils with SEN in their setting.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children, and individuals in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt teachers' planning to support the needs of your child where necessary e.g the Sensory Inclusion Service.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis where necessary, to meet your child's learning needs and address any barriers to learning that may have arisen.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed every term in reading, writing and numeracy

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. This is something the government requires all schools to do and are the results that are published nationally.
- Children receiving SEND support will have individual targets which are set following baseline assessments. These targets will then be reassessed and reviewed with your involvement every term. The plan and next steps will be agreed and made.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child, including outside professionals invited.
- The SENCo and the Class Teacher will also check that your child is making good progress within any individual work and in any intervention programmes that they take part in.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may like to share information about what is working well at home, and school can also share practices, so similar strategies can be used.
- The SENCo is available in Pontesbury C.E. Primary School once a week to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Targets will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Pontesbury C.E. Primary School accessible to children with SEND?

- The building is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra curricular activities are accessible for children with SEND.
- Classroom environments are appraised, and adaptations made to consider all learning styles on a case by case basis and with support/advice from the LA.

How will we support your child through transition periods?

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

- 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, and ensure they are aware of the current provision in place for your child currently.
 - 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 hand over meeting(s) will take place with the new teacher. All targets will be shared with the new teacher, and next steps will be identified.
- In Year 6:
 - The Class Teacher, and where appropriate the SENCo, will discuss the specific needs of your child with the SENCo and Head of Year from their prospective secondary school.
 - Where needed, your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead.
 - All children attend a Move Up Day to their new Secondary School, and in some cases where necessary, staff from the new school will visit your child at Pontesbury.
 - When appropriate, depending upon the child and the individual need, additional visits to the chosen Secondary School can be arranged for pupils to meet school staff, and also get to know their new surroundings.
- For Pupils Transferring to Pontesbury:
 - When a child transfers to Pontesbury C.E. Primary School, there is always contact between the previous school and ourselves. Often books and reports are transferred, as well as the level at which your child is currently working.
 - For a child who transfers to Pontesbury C.E. Primary School who has SEND, as well as the information above being transferred, the Class Teacher and/ or SENCo will speak to the previous school, gathering information about the current provision in place for your child.
 - The Class Teacher and SENCo will also arrange a meeting with the parent, and child, to discuss any concerns and the provision that will be put in place. Dependent upon the individual child and need, this meeting may take place before your child begins at Pontesbury C.E. Primary School or may take place after the initial settling in period.