



PHEASEY PARK FARM

Primary School & Early Years Centre

Special Educational Needs Information Report

Updated: September 2023

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Special Educational Needs Information Report

Pheasey Park Farm Primary School

Identifying children's needs early to ensure they receive the right support, at the right time, by the right person, in order for them to make progress from their own unique starting point and to pave the way for success in future endeavors.

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Speech, Language and Communication need,
2. Cognition and Learning,
3. Social, Emotional and Mental Health,
4. Sensory and/or Physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher. This then may result in a referral to the school SENCo whose name is Stephanie Mayou and whose contact details are smayou@pheasey.org.uk.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is adjusted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and staff feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - Local Authority Support Services e.g. Educational Psychology, Vulnerable Learners Hub, SALT
 - Specialists working alongside school e.g. Cadmus Inclusive, Plan B
 - Social Services/Early Help
 - Health partners such as School Nurse, Reflexions and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses APDRs and Pupil Passports. These are completed by the staff but pupils contribute to these, identifying their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term/year, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. However, these documents are 'live, working' documents and are reviewed on an as and when basis.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN APDRs reviews but also through the school reporting system and Parents' Evenings.

- Parents can also speak to teachers or other members of staff, including members of the Senior Leadership Team, on a more regular basis and informal basis if necessary. An 'open door' policy is encouraged and members of the Senior Leadership Team welcome and dismiss the children from school each day.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 366 6183 or you can email postbox@pheasey.org.uk

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <https://www.pheaseyparkfarmprimary.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. You could also access the SEND area on SharePoint at <https://ehlt.sharepoint.com/sites/Pheasey-SEND>
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning

- The school hosts termly coffee mornings with focus on SEND themes such as Autism, pragmatics, SEMH. External agencies will also attend to support and provide further information. These are open to ALL parents, not just to parents of children on the SEND register.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the school's half termly provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has a designated Learning Mentor who runs our 'Hedgehogs' service - children can drop in when needed or can be provided with specialist, tailored support/intervention to meet their needs.
- The sensory room also provides children with a 'safe' area to go to if the demands of the classroom prove overwhelming.
- Reflexions work closely with school to provided 1:1, small group and parent support for SEMH needs. Educational Mental Health Practitioners visit the school on a weekly basis and this is reviewed termly.
- As part of the relationship with Reflexions, school trained a team of children to become Well-Being ambassadors.

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and if appropriate, the pupil themselves or any external professionals. These are shared with all relevant staff and updated regularly.

Staff who volunteer to administer and supervise medications, will complete formal training and this is updated and reviewed as per guidance.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training - this may have been part of whole school CPD or from specialist training providers e.g. Cadmus Inclusive, NIAT, AET, Virtual Schools

Awareness training has been provided to staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum - a number of staff have completed training run by the AET in addition to whole school CPD
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties - staff working closely with children with SLCN have received training from SALT
- Supporting children through bereavement
- Regular training opportunities are provided by subject leaders on how to differentiate in specific subjects
- Emotion coaching

The SENCo has received additional training on:

- Attendance at the termly SENCo Update

Specialist training has been provided to the SENCo on:

- The SEN Coordination award (NASENCo - 2020)
- The school has regular visits from SEN specialist teachers (CADMUS), the Educational Psychologist, EYFS SEN support team and Plan B who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist previously visited termly to assess and plan support for targeted pupils. This is currently under review by the LA.

These programmes are then delivered by a trained Teaching Assistant.

- Our identified Governor with specific responsibility for SEND undertakes link visits with key school staff

Two more members of teaching staff are due to begin the NASENCo qualification in Sept 2023 in order to expand the SEND team in school and meet growing need.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

- Disabled parking spot marked and located next to the school reception and next to the entrance to the Early Years Centre.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps ensure the site is accessible to all.
- Two toilets are adapted to ensure accessibility for pupils, staff and visitors with a disability.
- There is a medical room on both floors of the site
- A Sensory Room has been developed to improve for vulnerable pupils.

Our Accessibility Plan (January 2023) which outlines the actions the school has taken to increase access to the environment, the curriculum and printed information, is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition.

These include the following:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent

Primary to Secondary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The school also organises in house and school-nurse led transition workshops for children with additional needs transferring to Secondary school, in the Summer term of Yr 6.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Between year groups/phases:

- Class teachers meet to discuss the needs of the children in their outgoing and new class.
- Photo books are provided for some children so that they can discuss their new staff, rooms, routines etc. over the Summer holidays.
- Additional visits to meet their new teacher, year group staff, classrooms etc. are also organised.
- Pupil passports are created to pass on valuable information between year group staff. This involves contributions by the child.

19) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development, cognition and learning based interventions)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs (booster groups, extra-curricular activities)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- 10. Access to support from in-school sources e.g. learning mentors.

11. Implementation of strategies from support agencies e.g. Educational Psychology, Cadmus, SALT, Plan B.

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

20) How is the decision made about how much support each child will receive?

Pheasey Park Farm Primary School - SEN Information Report

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at meetings involving the SENCo, class teacher, SLT and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

In addition, our school has a coffee morning for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

22) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's Class Teacher,
- Your child's Year Leader
- Your child's Phase Leader
- The SENCo,
- The Senior Leadership team
- The Headteacher,
- For complaints, please see the Complaints Procedure published on our website.

23) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek advice from SENDIASS: <https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

24) Information on where the Local Authority's Local Offer can be found.

Walsall Local offer: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

References

The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>