



Perry Wood
PRIMARY & NURSERY SCHOOL

SEN Information Report

Last Reviewed: April 2019
Review Due: April 2021

Reviewed by: SLT

What are the areas of need?

Perry Wood Primary and Nursery School's Special Educational Needs and Disability (SEND) policy details how the school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

Need types:

Communication and interaction

- I. Speech Language and Communication Need (SLCN)
- II. Autistic Spectrum Disorder (ASD) including Asperger's Syndrome

Cognition and learning

- I. Moderate Learning difficulties (MLD)
- II. Severe Learning difficulties (SLD) – where children may need support in all areas of the curriculum and have associated mobility and communication difficulties.
- III. Profound and multiple learning difficulties (PMLD) – complex learning difficulties as well as physical disability or sensory impairment.
- IV. Specific Learning Difficulties (SpLD) including dyslexia, dyspraxia and dyscalculia

Social emotional and mental health difficulties

- I. Attention Deficit Hyperactivity Disorder (ADHD)
- II. Attachment Disorder (AD)

Sensory and/or physical need

- I. Physical impairment (PD)
- II. Hearing Impairment (HI)
- III. Visual impairment (VI)
- IV. Multi sensory impairment (MSI) – a combination of vision and hearing difficulties

Information about these areas of need are collected through the school census and forms part of the statutory publication 'Children and Young People with SEN: an analysis' issued each year by the DfE.

How does the school identify and assess the needs of its pupils?

Identification & Assessment

Perry Wood Primary and Nursery School's Special Educational Needs and Disability (SEND) policy details the procedure for identification and assessment of pupils with SEND.

- I. SEND pupils may be identified through teachers' observations and assessments.
- II. Those who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities will be identified through Pupil Progress meetings and the collection of data every six weeks.
- III. We also monitor closely the social development and behavioural elements requiring support.

What will the school do if my child is shown to have an SEND need?

Perry Wood Primary and Nursery School's Special Educational Needs and Disability (SEND) policy shows that we operate a

GRADUATED RESPONSE to meeting special educational needs and disabilities.

High quality teaching to meet ALL needs within the classroom. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

If progress continues to be less than expected the class teacher will, through Pupil Progress meetings work closely with phase leader and SENCO to assess if the child needs additional targeted support.

Interventions will then be put into place, targeted to meet the needs of the individual, to secure progress for the child.

If there are higher levels of need or specialist support/equipment then the SENCo will draw upon specialist outside agencies and professionals to support those identified as having SEND. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

How does the school ensure that the provision is working and if it isn't then what happens?

This additional support is documented in an Individual Provision Map/ Pastoral Support Plan. In consultation with the SENCO, parents and pupils short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. The class teacher and SENCo will revise the support in light of the pupil's progress and development. Any outcomes or changes of support will be discussed with parents and pupil. In addition the SENCo, SEND governor and school leadership team will regularly review the use of expertise and resources used to address SEND. This forms part of our school improvement processes.

How is my child's progress assessed and reviewed?

In line with Perry Wood Primary and Nursery School's Special Educational Needs and Disability (SEND) policy there are FOUR TYPES OF ACTION.

ASSESS
PLAN
DO
REVIEW

ASSESS: through

Teachers' observations and assessments
SEND areas of need
Standardised Tests
Parental/ carers concerns
Pupils' own views
External agencies

PLAN:

Teacher/SENCO will agree in consultation with parent and pupil the interventions and support to be put in place, as well as the expected outcome with a date for review.

DO:

Class teacher remains responsible for working with the child on a daily basis. If interventions are in a group and away from the class teacher, they should still retain responsibility for the pupil, working closely with TAs or specialist teachers to plan and assess the impact of the interventions.

Individual Provision Maps (IPMs) and Pastoral Support Plans (PSPs)

Once a child is identified with a Special Educational Need an IPM or PSP is developed in consultation with pupil and parents. 2 or 3 short targets that are able to be achieved in the time given.

Strategies to be used by staff, parent and child.
Start and finish date
Provision
Review
Outcome

REVIEW:

Review meetings take place at the end of an intervention or at least once a term. These take place with parents and when appropriate, pupils are invited to these reviews. The impact of support offered is considered along with the progress towards targets set.

Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. For some children these reviews will take place as part of parent consultation meetings.

Pupils with a Statement (after 2014 to be EHCP) will have this reviewed annually. Parents, External agencies, class teacher, SENCo and pupil consider the progress towards agreed targets and decide whether there are any changes needed to the plan.

How is teaching of pupils with SEND carried out?

Access to learning and the curriculum

Focus group

- I. Qualified Dyslexia teacher supporting learning and removing barriers to the curriculum in a small group

Access to learning support staff

- I. Support staff work alongside the teachers in the classroom to provide additional support for pupils who need it.

Strategies/programmes to support speech and language

- I. Teachers use a range of strategies in the classroom to support pupils in the classroom such as chunking of instructions, repetition and visual supports

Strategies to support/develop literacy inc. reading

- I. The Read Write Inc programme is used throughout the school to teach phonics. Pupils are taught, at the appropriate level for their ability, in small groups
- II. Read Write Inc Fresh Start is used in Years 5 & 6. Pupils are taught at the appropriate level in small groups.
- III. Additional 1:1 tutoring is provided for pupils who require this.

Strategies to support/develop numeracy

- I. Maths lessons are differentiated to meet the needs of the pupils.
- II. Success @ Arithmetic

Provision to facilitate/support access to the curriculum

- I. Pre-teaching of topic vocabulary is provided by support staff to allow children to better access curriculum lessons

Strategies/support to develop independent learning

- II. Teachers plan to allow for the development of independent learning of pupils

Pastoral Support

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

- I. Nurture support for children who would benefit
- II. Well Being Mentor providing counselling

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- I. Smart Moves
- II. Jimbo Fun
- III. Specific programmes for individual children planned by OT or physiotherapist

Access to modified equipment and ITC

- I. Coloured overlays
- II. Coloured paper
- III. Coloured background on smartboards
- IV. Modified resources for pupils with visual impairments
- V. Writing slopes

What support from outside agencies does the school use to support my child?

Partnerships with External Agencies

The school works with a number of outside agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

School nurse supports and trains staff to provide medical interventions

Specialist teaching services

- I. Behaviour
- II. Cognition
- III. Communication and interaction
- IV. Hearing impaired
- V. Visually impaired

Specialist teachers work with the school to plan provision for pupils with SEND. Where appropriate, specialist teachers observe and assess pupils

Educational Psychology Service

- I. Educational psychologists work with staff at a strategic level
- II. Educational psychologists provide training for staff
- III. Educational psychologists carry out assessments as appropriate
- IV. Speech and Language Therapy
- V. Occupational / physiotherapy
- VI. Paediatric Services
- VII. CAMHS (Child and Adolescent Mental Health Service) School may refer as required and implement recommendations following specialist assessment.

Further details about this process will be explained in the LA Local Offer.

What will happen when it is time for my child to take national tests (SATs)?

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a

scribe or word processor. If parents require information regarding access arrangements the SENCO will be able to inform you about eligibility and applications

How will the school help my child move to a new class / year group or to a different school?

Transition

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Who is the SENCO and how can they be contacted?

SEN Co-ordinator: Mrs Jacky Long

Perry Wood Primary and Nursery School
St Alban's Close
Worcester
WR5 1PP
Tel: 01905 354800

How skilled are staff in meeting the needs of my child?

Staffing Expertise

Every teacher is responsible and accountable for all the meeting the pupils in their class and Perry Wood Primary and Nursery needs of my School's SEND policy aims to support all members of staff in providing positive approaches towards the learning progress and achievement of SEND pupils.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local specialist schools, Fort Royal and Perryfields Short Stay School to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Speech and Language

Dyslexia

What should I do if I am unhappy with the support/provision being provided for my child?

If a parent/carer has a complaint about SEND provision then they should raise this with the school in the first instance through the class teacher. If a satisfactory outcome is not achieved then the SENCo will become involved. Parents are able to contact Parent Partnership who act as a liaison between parents and school.

If still this is not resolved then a parent may use the school complaints procedure which is available from the school office.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: [The Local Authority Local Offer](#)