

Enjoying Learning Together!



Pennington C of E School's Special Educational Needs Information Report June 2016

St Pennington Church of England Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve to the best of their ability and reach their full potential.

The Head Teacher is Mrs Thomson.

The Deputy/Acting Head Teacher is Mrs Storey.

The Special Needs Co-ordinator is Mrs Beth Varley.

To help with understanding Pennington C of E's Information Report we have compiled, and answered, a number of 'most frequently asked questions to help guide you through the service we provide:

What Kind of Special Educational Needs do we provide for?

At Pennington Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of children are different; this is certainly the case for children with Special Educational Needs. We are a mainstream school and will endeavour to include all children (see our Inclusion Policy).

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent

opportunity to learn. English may be their second language. At Pennington Church of England Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

**How does Pennington Church of England Primary School know if children need extra help?
We know if pupils need help if:**

- Concerns are raised by parents/carers, teachers or the child. We have an 'Open Door' policy. Parents can also arrange meetings with the Class Teacher, SENCo and /or Head Teacher
- Limited progress is being made. The school's assessment and tracking system identifies them as working below their age-expected outcomes.
- There is a change in the pupil's behaviour or progress.

What should I do if I think my child may have Special Educational Needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- The class teacher will liaise closely with the SENCo.
- The SENCo can be contacted directly.

How will I know how Pennington Church of England Primary School supports my child?

- The class teacher, through 'Quality First Teaching', is responsible for the education of all children in their class. They will plan a differentiated curriculum that supports children of all abilities. This may include general support of the teacher or teaching assistant assigned to that class.
- If a pupil needs help in a more specific area then they may be placed in a small focus group or given one-to-one support. This will be regularly reviewed by the class teacher, the additional adult supporting the child and the SENCo. The parents and child will be involved in the review. The review will inform future planning. These will be recorded by the class teacher with the support of the teaching assistant.
- The school has a nominated Special Needs Governor and liaises closely with the SENCo.

How will the curriculum be matched to my child's needs?

- High quality teaching including thorough planning and assessment, differentiated for individual pupils, is the first step in responding to pupils who may have Special Educational Needs. Additional intervention and support may be appropriate in some cases. This will enable your child to access a broad and balanced curriculum in line with the National Curriculum.
- Higher Level Teaching Assistants, Senior Teaching Assistants and Teaching Assistants, may be allocated to work with a pupil within a small group or on a one-to-one basis to target more specific needs.

How do we involve parents and consult about their child??

- In addition to the school's Parent's Evenings, we also have an 'Open Door' policy to enable more informal and frequent conversations with you and your child. You can also arrange to meet with your child's class teacher if you are concerned.
- The progress of each child is carefully monitored and tracked on a regular basis. This is done through regular assessment and observation to inform staff of the next steps.
- In some cases a child may need an individual support plan which will be drawn up in consultation with you and your child and will be reviewed regularly. For some children with profound and lifelong needs an Educational Health Care Plan may be requested with advice and support from external agencies.

How will you help me support my child's learning?

- The class teacher may suggest ways of how you can support your child. Homework to suit the child's needs may be given.
- The school can also signpost parents to relevant agencies within the community who can offer further support.
- Cumbria Education Authority also has a Local Offer on its website where you can find information and guidance for children and young people with additional educational needs.

What support will there be for my child's wellbeing?

- A wide range of small group interventions are used to support the wellbeing of children and promote positive behaviour e.g. use of S.E.A.L resources, School Council, Family Team Awards, Pupil of the Week, Individual Class Teacher Awards, Circle Time, Personal, Social, and Health Education.
- All members of staff are readily available for pupils who wish to discuss issues or concerns.
- The school has a school counsellor available for the children.
- The school has a very close liaison with Pennington Church.

Pupils with Medical Needs

- The school follows the statutory guidance. Medicines are kept in the Head Teacher's room/or refrigerated if necessary. The Head or the class teacher supervises the administration of all medicines.
- An individual pupil may have a Care Plan.
- The staff has received training in dealing with pupils with diabetes and asthma, as well as, Basic First Aid training.

How is the staff trained and kept up to date? What specialist services and expertise are available or accessed by the school?

The school staff has a wealth of experience and expertise in many areas. They share expertise through collaborative training as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.

- This includes those trained in Reading Intervention, Maths Recovery, Autism and Early Literacy Support. Two members of staff hold the Advanced Certificate of Specific Learning Difficulties.

- Our Deputy Head and EYFS Teacher have completed a course dealing with Grief Counselling.
- We also have access to many outside agencies such as: School Nurse, Educational Psychologist and Specialist Advisory Teachers among a few.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities present include:

- All buildings have one wheelchair access door.
- 2 Toilets adapted to meet the needs of pupils with disabilities.

The school hall and class rooms have very visual displays of the children taking part in school life and the work that they do inside and outside the classroom.

How will the school prepare and support my child when joining Pennington Church of England School or transferring to a new school?

Many strategies are in place to make this transition as smooth as possible.

These include:

- Close liaison with the Nursery and Secondary Schools
- Discussion between schools and staff.
- EYFS teacher regularly visits nursery and the nursery children visit the school. A 'Teddy Bears' picnic is held annually. There are Open Days and an Open Evening for new parents.
- Open days for all parents are also held.
- Transition meetings are held between the Year 6 teacher, SENCo and SENCo's of all the receiving catchment area Secondary Schools.
- Year 5 and Year 6 visits to the catchment area Secondary Schools.
- Additional visits can also be arranged for pupils who need extra time in their new school.
- Holiday activities and after school clubs held at the Secondary Schools.

How are the school's resources allocated and matched to children's Special Educational Needs?

We aim to allocate resources appropriately to meet the needs of all children with special educational needs.

- The school's SEN budget is allocated each financial year. The money is used to provide additional support, resources or staffing dependent on needs.

How is the decision made about how much support my child will receive?

The decision about the type of support your child needs will be based on discussions between all interested parties including you as a parent.

- Decisions are based on Baseline Assessment, Formative and Summative Assessment, Termly Reviews and as a result of assessments carried out by outside agencies, such as the Educational Psychologist, requested by the school.

How will parents be involved in discussions about planning for their child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- At Parent's Evenings.
- When your child's support plan is reviewed.

Cumbria County Council has their own local offer and the details can be found at:

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>