



# Pennington C of E Primary School

## SEND Information Report

This SEND information report is provided in addition to the SEND Policy which can be viewed on our school website.

### Key Staff

**Head Teacher:** Mrs Helen Storey

**Special Educational Needs and Disability Co-ordinator:** Mrs Erin Muir

**SEND Governor:** Mrs Sarah Turner

Child-centred, high-quality teaching underpins everything we do at Pennington C of E Primary School, and we work hard to ensure that all children can access a curriculum which is designed to stimulate and engage whilst they develop the skills they need to move on to the next stage in their education.

We recognise that for most children, there are occasions during their school life when additional support may be needed for them to achieve their targets.

The progress of ALL children is the responsibility of their class teacher, with the support of the Senior Leadership Team and Inclusion Manager/SENDCo. We also welcome and encourage parental input in developing a positive team to nurture and support every child in our school. The school's Accessibility policy and all other information noted in this report can be found on the school website.

To help with understanding Pennington'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 does Pennington C of E Primary School 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 and SEND Policy).

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

### **How does Pennington C of E 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 Pennington C of E Primary School support my child?**

- The class teacher is responsible for the education of all children in their class. They plan the education programme for children who have or may have SEN with support from the school's Special Educational Needs Coordinator (SENCo).
- If a pupil needs help in a more specific area then they may be provided with additional adult support in the form of a small focus group or given one-to-one support where appropriate. All additional adult support will complement the work of the teacher.
- Personalised provision will be offered where appropriate through targeted programmes, adapted resources and interventions.
- 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 and will be recorded by the class teacher with the support of the teaching assistant.

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

- High quality teaching thorough planning and assessment, which is 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 will I know how my child is doing?

- 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 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.
- 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.
- Where appropriate, the school can signpost parents to relevant agencies within the community who can offer further support.
- Cumbria Education Authority's Local offer is available by following the link: <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5> 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 overall well-being?

- Within the Christian environment of our Church of England school, it is our aim, in partnership with parents, staff and governors, for our children to be happy, secure and prepared for life. The well-being of all pupils is supported through our core Christian Values, which are promoted by all, in everything we do: Peace, Trust, Hope, Endurance, Forgiveness, Friendship, Honesty, Thankfulness and Koinonia.
- A wide range of small group interventions are used to support the wellbeing of children and promote positive behaviour.
- 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.

- Staff members have received training in dealing with pupils with diabetes and asthma, as well as, Basic First Aid training.

### **What training is the staff receiving (or have completed) to support children with SEND and 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.
- Individual staff development needs are identified and met as required and as part of our performance management processes.
- We also have access to many outside agencies such as: school nurse, Child and Adolescent Mental Health Service, Barnado's, educational psychologists, specialist advisory teachers in areas of learning difficulty and speech/language and occupational health therapists

### **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.

### **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?**

Pennington C of E Primary School is an inclusive school and all pupils with SEND are included in all aspects of school life. Adaptations are made to the school environment and the curriculum modified to best meet the needs of all pupils. We aim to allocate resources appropriately to meet the needs of all children with special educational needs. Most children with short-term difficulties have their needs met from resources provided by the school. Some children's needs are met through an Education Health and Care Plan with additional resources provided by the Local Authority. Each child's provision is based on an individual assessment of their needs and desired outcomes. Highly trained, skilled and experienced teachers and support staff are deployed to best meet the needs of each individual child with SEND.

### **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. The amount and type of support will be reviewed on a regular basis against the progress your child has made.

### **What do I do if I am not happy about the SEND provision for my child?**

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Head Teacher
- discuss the problem with the SENCO
- more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors, and a formal meeting will be arranged to discuss and hopefully set a plan in place to resolve the issue.