Pencombe CofE Primary

SEND Information Report

September 2023

SENCo: Zayla Beecham

Contact: (01432) 273951 or zbeecham@LS.HMFA.org.uk

Dedicated SEN time: Full-time across all HMFA schools

Whole School Approach:

Underpinning ALL our provision in school is the **graduated approach** cycle of:

All teachers are responsible for every child in their care, including those with special educational needs and/or disabilities (SEND).

Assess: Children are continually assessed as part of a rigorous, whole-school monitoring approach. A variety of assessment techniques may be used, including observation of pupils' learning; informal discussion with individuals or groups of pupils; asking questions to determine knowledge and understanding; looking at recorded work or conducting formal tests. Assessments may be carried out by teachers or teaching assistants, depending on the child's needs.

Plan: If a child is falling behind the level expected for children their age or they are not making the progress expected, teachers are responsible for adjusting their own practice, according to the needs of the individual child. Such adjustments may include changes in seating arrangements or groupings, provision of different learning materials, more extensive differentiation, inclusion in small adult-led group activities or provision of more specific resources such as reading rulers or pencil grips. This level of provision is known as Quality First Teaching or Wave 1 and is available to all children.

In addition to these adjustments, teachers may also decide to include pupils in more targeted interventions designed to enable pupils to 'catch up' with their peers.

Do: While the class teacher is responsible for making adjustments to classroom practice, more specific interventions may be led by the class teacher or TA. Desired outcomes will be much more specific and differ according to the needs of the pupils – this is known as Wave 2 support and may be accessed by a range of children, not only those with identified SEND.

Review: Teachers are responsible for monitoring the progress of pupils who are accessing interventions, and this is done through discussions with the adult responsible for delivering interventions, general monitoring of

work produced during sessions and through the completion of the Group Provision Map. The SENCo oversees completion of this document and offers support and guidance on next steps as appropriate.

If the pupil is still failing to make progress despite accessing Wave 1 and Wave 2 support, the SENCo may decide to refer the child to an outside agency such as Speech and Language Therapy, Occupational Therapy, Community Paediatric Services or CAMHS. The SENCo may also decide to carry out more detailed assessments in order to further clarify the child's strengths and weaknesses. Parents are consulted at every stage of this process and are required to give written consent for further referrals or assessments to be undertaken.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction**

   If children are identified as having difficulties with communication or interaction, they are initially encouraged and supported to develop these skills through play and socialisation with their peers. Adults are trained to model good listening skills and adjust their use of language/vocabulary according to the children's understanding.

   If children are identified as having more specific difficulties with communication and interaction, the Special Educational Needs and Disabilities Coordinator (SENCo), Mrs Beecham, may carry out additional assessments in order to identify the nature and extent of the difficulties. The child may either be referred to the school's independent Speech and Language therapists (Lydia Wesolowski) or to the local Speech and Language Therapy team who will carry out further assessments and offer guidance on strategies, resources and programmes of intervention which might be useful.

   Children who are identified as having difficulties with social communication will initially be monitored and observed by the class teacher then by the SENCo/Assistant SENCo as necessary. Concerns are shared with parents and decisions will then be made as to whether a referral should be made to the appropriate agency – usually the Community Paediatrics team.

   The school will work closely with any outside agencies to ensure recommendations are implemented and resources will be purchased as necessary.

2. **Cognition and learning**

   Children with difficulties in the areas of cognition and learning will initially be identified through general class assessment procedures, and measures will be taken to adjust teaching strategies accordingly. Teachers may choose to change groupings, alter seating arrangements, make additional learning resources available or further consider differentiation arrangements.

   Small groups may be set up to boost learning and these may be led by the teacher or the teaching assistant, the aim being to consolidate knowledge & understanding and promote opportunities for overlearning.

   The SENCo may be asked to carry out additional assessments in order to identify specific areas of strength and difficulty and, if this is the case, a report will be drawn up and shared with the class teacher and the child's parents.

   In addition to the above, the SENCo is able to draw upon the expertise of an independent Educational Psychologist, Jane Mansfield, who can offer support in making classroom adjustments or offer advice on next steps.

3. Social, emotional and mental health

We take the mental health of our pupils very seriously and actively seek to promote good mental health across all the schools in the Federation. Where pupils have identified social, emotional or mental health difficulties, the school is fortunate to be able to draw upon the expertise of the Federation's Pastoral and Safeguarding team as well as our school ELSA (Emotional Literacy Support Assistant), Kate Willis. Children and families have access to a Pastoral & Safeguarding Manager, Learning Mentor and Family Support Worker/Early Help Lead Professional, in addition to a small team of TAs trained in nurture provision and counselling skills.

The SENCo works very closely with the Pastoral and Safeguarding Manager to ensure the correct agencies are involved with individual children. Referrals may also be made to the Child and Adolescent Mental Health Service (CAMHS), Educational Psychologist, child bereavement services or counselling services.

4. Sensory and/or physical needs

The school is fully accessible to pupils with physical disabilities or sensory impairments and strives to ensure resources are appropriate to need – please refer to the school's Accessibility Plan for further details. The SENCo works closely with the local authority's Hearing Impairment, Visual Impairment and Physical & Sensory Support Service teams and will ensure any recommendations made by any of these teams are implemented successfully, where financially viable. The school also has use of an audio system which can be used for children with hearing impairment and resources would be fully adapted for use by pupils with a visual impairment.

The following provision/expertise is available within our setting (some of this provision will only be made available once a specific need has been identified):

Area of Need	Training/Experience
Cognition and Learning	• Small, guided group support by teacher/TA • Access to basic skills sessions to support consolidation and mastery • Specific interventions, including: Dyslexia Gold, Nessy Reading and 123 Maths *Staff trained in:* Dyslexia Gold, Nessy and 123 Maths (in-house training) • CCET (Certificate of Competence in Educational Testing – validated by the British Psychological Society) *Outside agencies:* Educational Psychologist
Communication and Interaction	• Assessment and therapy offered by the school's independent Speech and Language Therapist • Speech and Language programmes delivered by trained Teaching Assistants (TAs) • Use of 'Black Sheep Press' materials and Elklan resources • Communicate in Print (Symbols) to aid comprehension • Language for Thinking programme • Word Aware resources • Teaching Talking Programme • NELLI speech and language programme *Staff trained in:* Elklan Speech and Language Programme/Talk Boost/Teaching Talking/ NELLI/Good Autism Practice *Specialist Support:* Independent Speech and Language Therapist, Educational Psychologist *External agencies:* Speech and Language Therapy Service (SALT), Community Paediatrician, Specialist Advisor for ASD
Social, Emotional and Mental Health	• Use of school's behaviour policy and PSHE policy • Social Skills Programmes – Time to Talk, Socially Speaking, Lego Therapy, Art Therapy • Home/school link book • Part-time timetable • 1:1 pastoral support programmes • Alternative curriculum provision, where necessary • 1:1 support, where appropriate, for personal care issues

	• 'Start of day' sessions to ease home/school transition • Designated TA at play time and lunchtime • Play Leaders at play time • *Staff trained in:* • Positive Handling Training (Team Teach) • Theraplay • ELSA • Attachment Theory *Specialist support:* Educational Psychologist *External agencies:* Behaviour Team, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), School Counselling Sessions, School Nurse, Phoenix (Bereavement Service), Positive Parenting Groups
Physical/Sensory	• 1:1 support sessions from the OT/Physio teams • Sessions planned by OT/Physio teams and delivered by TA • Motor Skills group sessions – using Pindora's Box and SWFT resources • Specialist equipment – wedges, desk slopes, pencil grips etc • Soundfield system (in some classrooms) • Visual support materials available to loan from support services • iPad – to support learning for those with physical difficulties *Staff trained in: BSL, Positive Handling, hoist training* *External agencies:* Child Development Centre (CDC), Occupational Therapy and Physiotherapy Teams, Specialist Advisory Teachers (HI,VI and PASS teams), Equipment Specialists – to advise on and adjust specialist equipment

We have internal processes for monitoring quality of provision and assessment of need. These include completion of an Individual Provision Map (IPM) for each child (which is updated and reviewed with parents on a termly basis), along with general assessment procedures such as observation, pupil questioning and marking of work.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evenings	Teacher and parents	Twice a year
School reports	Teacher and parents	Annually
Sharing of Individual Provision Maps (IPMs)	Teacher and parents	Termly
Informal discussion	Teacher/SENDCo/parents	When appropriate
Open class events	Teacher and parents	Twice a year
Completion of 'All About Me' document as part of IPMs	Teacher and pupil	Termly

Staff development

We are committed to developing the ongoing expertise of our staff, both at Pencombe CofE Primary and within the wider Federation. The SENCo offers termly training sessions on a wide range of topics. Previous training has been delivered on Speech and Language needs, Dyslexia, SEN Funding and support for writing IPMs.

During the academic year 2022/23 we already have training confirmed in the following areas:

- Good Autism Practice (whole school training, led by the Autism Education Trust)
- Disability Awareness

Staff will also be advised to access further training opportunities provided by external organisations.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The school currently has a dedicated teaching assistant for most classes and a teaching assistant working on a 1:1 basis with individual children.

The role of the TA is all-encompassing and best practice is observed when TAs work with children of all abilities rather than just those with the highest level of need. TAs are encouraged to participate in all aspects of general classroom management, including planning (alongside the teacher), assessing, monitoring progress, providing feedback and marking work – the close partnership between teacher and TA is crucial in ensuring a consistent and measured approach for all children.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our early years Pippin class welcomes children from other settings and Mrs Brown, our Early Years Teacher ensures a smooth transition by communicating with other preschool settings and arranging additional transition days in the summer term if needed. Additional home visits may also be carried out at parents' request.

If a child with SEND is also Looked After, the SENCo works closely with the Pastoral & Safeguarding Manager and Head of School to ensure the child and family's wider needs are addressed appropriately. These named professionals are invited to all relevant meetings and pupil progress is reviewed systematically, using the school's usual monitoring and assessment procedures.

Complaints

If parents wish to make a complaint about any element of SEND provision they are initially encouraged to speak to their child's class teacher, as good communication between home and school is vital in ensuring best outcomes for all concerned. If parents wish to pursue their complaint further, they are welcome to speak to the school SENCo in the first instance.

The SENCo is Mrs Zayla Beecham and she is supported by her Assistant SENCo, Mrs Kate Higgins. Mrs Beecham can be contacted at zbeecham@LS.HMFA.org.uk and Mrs Higgins can be contacted at khiggins@LS.HMFA.org.uk or by calling (01432) 273951 and leaving a message. Mrs Beecham and Mrs Higgins work across the Federation so often visit the other HMFA schools, however they will respond to any messages as soon as they are able to.

If parents feel the issue has not been adequately addressed through communication with the class teacher or SENCo, they are encouraged to make an appointment to discuss the matter further with the Executive Head Teacher (Mrs Orton) or Head of School (Mrs Goodman).

Bullying

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise.

Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally or through more a more informal process such as a comic strip conversation or social story. Staff may seek support from the Pastoral and Safeguarding team if they feel a child has a worry or concern that they are not readily sharing.

Parents may wish to refer to the school's Bullying Policy for further guidance on this matter.

Areas for development

There are several areas that the SENCo would like to develop over the coming months. These include:

- Staff training – with a particular focus on assessment of children with SEND
- Developing relationships with parents of children with SEND
- Further consideration of the pupil voice when making SEND-related decisions

We intend to address these through seeking advice and support for enhancing provision, organising staff training and developing parent meetings with class teachers to discuss progress and support for SEND pupils.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include learning walks, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Accessibility Audit and Plan
- Complaints Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Further Contacts

Agency	Telephone	Email (where possible)
SENCo (Mrs Beecham)	(01432) 273951	zbeecham@LS.HMFA.org.uk
Local Authority SEN Team	(01432) 260178	senteam@herefordshire.gov.uk
Speech and Language Therapy Team	(01432) 363975	n/a
Occupational Therapy Team	(01432) 269584	n/a
Physiotherapy Team	(01432) 269584	n/a
Child and Adolescent Mental Health Service (CAMHS)	(01432) 220450	n/a
SEND Information and Advisory Support Service (SENDIASS)	(01432) 260955	sendias@herefordshire.gov.uk