

A GUIDE TO OUR PROVISION AT

Parnwell Primary School

Identification of SEND at our School	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	<ul style="list-style-type: none"> • liaising with previous schools • gathering information from parents / carers • discussing concerns raised by class teacher or other members of staff
We encourage you to raise your concerns by	<ul style="list-style-type: none"> • speaking to the class teacher • speaking to the Special Educational Needs Co-ordinator (SENCo)
Support for your Child/ Young Person	
The education plan for your child/ young person will be explained to you and overseen by	<ul style="list-style-type: none"> • your child's class teacher with support from the school SENCo
Staff who may be working with your child/ young person are	<ul style="list-style-type: none"> • Class teacher • Teaching Assistant (TA) • SENCo • Learning Mentor • Members of the Senior Leadership Team • Professionals from outside agencies who may be involved in supporting your child's needs
We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> • assessing pupils termly • analysing pupil tracking data • observing lessons or support sessions • discussing provision with children through Pupil Progress meetings
The roles and responsibilities of our governors are	<ul style="list-style-type: none"> • to ensure that the school's SEND policy is adhered to • to meet regularly with the SENCo to provide monitoring and support • The school has a named SEND Governor on the Governing Body
Curriculum Concerns	
Our approach to differentiation is to	<ul style="list-style-type: none"> • ensure that planning closely matches ability and learning needs in order to provide appropriate challenge for all children to make progress

	<ul style="list-style-type: none"> • Differentiation is planned for groups and individuals according to need: for example, for a child who has speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures or symbols to support them and understand new vocabulary • Where a child needs a more individualised plan, the teacher will work with the SENCo to ensure this happens. This may be a through a more individualised timetable
Extra support is allocated according to	<ul style="list-style-type: none"> • the individual needs of the pupils identified by the class teacher and SENCo
Partnership: Planning, Monitoring and Review	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes.	<ul style="list-style-type: none"> • Parents are welcome to contact their child's class teacher at the end of the day • Parents and carers are invited to Parent's Evenings in the autumn and spring terms. Annual reports are sent home in the summer term. Any relevant targets are discussed at each of these • EHC Plan/Statement of SEN targets are to be reviewed termly • On occasions, professionals from external agencies may request to meet with parents when carrying out assessments • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing • Other opportunities can be arranged by appointment
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children/ young people by	<ul style="list-style-type: none"> • members of staff such as the class teacher, teaching assistants, SENCo, Learning Mentor, Family Support Worker are readily available for pupils who wish to discuss issues and concerns • supporting pupils with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities • providing additional support from our Lead Behavioural Professional and/or Pastoral Team • monitoring attendance, supporting pupils returning to school after absence and taking the necessary actions to prevent prolonged unauthorised absence as outlined by the Local Authority

	<ul style="list-style-type: none"> • compiling a care plan if a pupil has a medical need. This is completed by the School Nurse in consultation with parents/carers. Care Plans are discussed with all staff who are involved with the pupil • offering relevant staff training to support medical needs and in some cases all staff receive training • Where appropriate a Early Help Assessment (EHA, previously CAF) will be completed and support will be provided to pupils and families
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> • participating in School Council meetings and other committees • talking to their class teams or members of Senior Leadership Team • discussing their views • contributing views in their EHCP (Education Health Care Plan) or Statement of SEN
Specialist Services/ Expertise Available	
Our school accesses the following services	<ul style="list-style-type: none"> • Within school we have a Lead Behaviour Professional (LBP), a Family Support Worker and a Learning Mentor. • We have access to a range of outside agencies. These include: Speech and Language Therapists (SALT), Occupational Therapy (OT), Educational Psychologists (EP), Autism Outreach Team, School Nurse, School Doctor, Pupil Referral Service, Support for Learning. • We also have access to other health agencies where appropriate, for example, Hearing Impairment Team • We work with Children's Social Care and the Community Police
Training	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> • The SENCo holds the National Award in Special Educational Needs and receives ongoing SEN training where appropriate • Teachers and support staff have ongoing opportunities to access necessary training when appropriate to improve the provision for pupils
Staff have recently attended the following training.	<ul style="list-style-type: none"> • First Aid • Better Reading Support Partnership • Child Protection • Precision Teaching • Paston Pack training

	<ul style="list-style-type: none"> • Updated Southfield Pack training • Supported Spelling
We plan to undertake the following training/ disability awareness sessions(s).	<ul style="list-style-type: none"> • Session from Hearing Impairment Team • Dyslexia session from Support for Learning team • SEND Reforms: year 3 implementation • Touch typing by Visual Impairment Team
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs • As a school we are happy to discuss individual access requirements
We enable children/ young people to access all activities by	<ul style="list-style-type: none"> • ensuring the building and classrooms are accessible to all • adapting materials where appropriate • providing equipment to support needs • differentiating planning • implementing appropriate support from class teams
We involve parents and carers in the planning by	<ul style="list-style-type: none"> • discussing individual needs • arranging Professional meetings and review meetings as appropriate
Parents and carers can give their feedback by;	<ul style="list-style-type: none"> • informal or formal discussions with class teachers • attending Professional meetings and review meetings as appropriate • contacting the school
Parents/carers can make a complaint by	<ul style="list-style-type: none"> • speaking to the school office or any member of the Senior Management Team
Transitions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	<ul style="list-style-type: none"> • Parents/Carers are invited to a meeting in school to gather information and share any concerns • EYFS leader and SENCo meet with preschool settings in the summer term • Key workers from pre schools liaise with school staff • Children are invited into school for familiarisation visits • More individualised plans are put in place where needed

We prepare children and young people to make their next move by	<ul style="list-style-type: none"> • children have the opportunity to meet with new teachers • Secondary school staff visiting pupils and staff prior to them joining their new school • visiting new settings • attending Move up day with school • sharing Information through meetings and transfer forms • creating a more individualised plan where required
Resource Allocation	
Our SEND budget is allocated according to	<ul style="list-style-type: none"> • school priorities and pupil need • Our SEND budget is approved by the Governors
Funding is matched to SEND by	<ul style="list-style-type: none"> • the class teacher deciding if a child needs support beyond the usual provision and liaising with the SENCo • If the child has an EHCP/ Statement then the Local Authority will outline the statutory support required
Our decision making process when matching support to need is	<ul style="list-style-type: none"> • on an individual basis. Schools resources are allocated and matched to pupils' SEN needs through careful planning and monitoring by the class teacher, SENCO and the Senior Management Team
Parents/ carers are involved through	<ul style="list-style-type: none"> • Meetings to establish need • Parental Consultation meetings
Contact Details	
Your first point of contact is	<ul style="list-style-type: none"> • Your child's class teacher
Our Special Educational Needs Co-ordinator is	<ul style="list-style-type: none"> • Mrs Emma McMenemy
Other people in our setting/ school who might be contacted include	<ul style="list-style-type: none"> • Mrs Janice Butterworth (Head Teacher) • Mrs Shan Oswald (Acting Deputy Head Teacher) • Mrs Jane Guest (Learning Mentor and Designated Child Protection) • Miss Tracey Wade (Family Support Worker) • Any member of the Senior Management Team • Mrs Sarah Betambeau (SEND Governor)

External support services for information/
advice are

- SEND Information Advice Support Service – Tel. 01733 863979
email pps@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- City Council Website <http://www.peterborough.gov.uk/education>