



## **Pauntley C of E Primary School**

### **SEND Information Report 2018**

#### **Safeguarding- Child Protection**

Pauntley Church of England Primary School takes its duty for safeguarding our pupils very seriously. We comply with all government and local authority policies in this respect. We have a designated Governor (Mrs. Cathy Goodway) with responsibility for child protection. The Deputy Headteacher (Mrs. Branwen Tyler) is the Designated Safeguarding Lead (DSL) and all staff and visitors report any concerns to her.

Please refer to our Child Protection Policy for further details.

**Pauntley Church of England Primary School is a mainstream voluntary controlled school with an inclusive ethos.**

#### **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Pauntley CE Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language, advisory teaching service
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

## **HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Co-ordinator: Mrs Branwen Tyler). Appointments can be arranged in person, by phone or by email.

## **HOW WILL THE SCHOOL SUPPORT MY CHILD?**

### **WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENDCo will oversee the progress of any child identified as having SEND.

There may be a Teaching Assistant working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during formal and informal meetings held throughout the year.

### **WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally twice a year in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required.
- My Plans (Individual Education Plans) will be shared with you and your child (age appropriate).

## **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCo/Senior Teacher.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- If a child has significant behaviour difficulties, a behaviour plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with an independent behaviour support specialist, who visits the school if required, offering advice to teaching and support staff.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the local authority's local Families First Plus Team.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Children who have My Plans discuss their progress and targets when these are reviewed (age appropriate).
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning.

## **HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

- Termly curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.
- The SENDCo reports to the Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

## **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in My Plans and ensuring that they are being met.

- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress - parents will always be informed if this has taken place.

## **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a reading record where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Your child may have a My Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. When the child's My Plan is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

## **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held twice a year between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- The Headteacher/ SENDCo reports regularly to the Governing Body.

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- Teachers will visit other pre-school settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, a statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Our local secondary schools (Newent and John Masefield) also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our SENDCo is an experienced SENDCo.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Independent Behaviour Support, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists and occupational physiotherapists; Children's Services including:

Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- Support staff will attend courses run by external agencies in relation to the specific needs of children who may start at Pauntley.

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the SENDCo and Deputy Headteacher (Mrs Branwen Tyler), Headteacher (Mr Chris Ward), or, in exceptional circumstances, the SEN Governor (Mrs Cathy Goodway).
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:

<http://www.gloucestershire.gov.uk/sen>

<http://www.gloucestershire.gov.uk/early-help-for-families>

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Please contact the School Administrators (Mrs Jane Wilder/ Mrs Lynne Heron) for further information about the school and to arrange a meeting with the head teacher, in the first instance.

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