



## **SEND information report**

### **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment
- Sensory and/or physical needs, for example, sensory impairments, processing difficulties,

### **Identifying pupils with SEN and assessing their needs**

At Pippins School, 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. We measure children's progress in learning against national expectations and age-related expectations.

The school currently uses an internal system of base-line screening with all new children in the reception class. This is an Early Years literacy and numeracy screening programme that has proved successful in improving focus on children's literacy and numeracy skills.

After introduction in 2021, the school has begun to use the new DFE baseline tests. The information gathered from the screenings is further updated by the Year 1 phonics screening, Year 2 teacher assessments and by further teacher assessments in Years 3 to 5. These assessments are invaluable in highlighting needs and informing planning.

We aim to identify needs as early as possible. This may be through discussion with parents, teachers or members of staff. We regularly assess children and through this may notice a child is making limited or slow progress. Alternatively, we may notice a change in their behaviour or attitude.

The identification of SEN is linked to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



If a child has already been identified as having SEND from a previous setting, information will be passed to us from their previous school or Early Years setting. This information will then be used to provide starting points for the development of an appropriate curriculum.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Consulting and involving pupils and parents**

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through EHC plan annual reviews, IEP meetings, parent surgeries, report evenings, phone calls, meetings, emails, and letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SENDCo (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEPs and EHC plan annual review paperwork to be sent to parents and carers at least once a year.
- Each year the governing board will include the following information on their school website:
  - The success of the SEN policy.
  - Any significant changes to the policy.
  - Any consultation with the LA and other schools and units.
  - How resources have been allocated for SEND provision, including the use of the pupil premium where relevant.

At Pippins, we believe that education is a partnership between home and school. We encourage parents to keep communication channels open, as we will do, especially if their child has additional needs and/or SEND. We are adaptable to using a variety of communication methods to accommodate working parents or parents who may not speak English.

All parents are encouraged to make appointments to see their child's class teacher to discuss progress and ways to support their child. Parents of and children on the SEND register will also be regularly involved in the planning and reviewing provision. Parents will receive copies of reports and plans for their child, which may detail what they can do to help at home.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **Assess**

*Before identifying a child as needing SEND support the class teacher, working with the SENDCo, will identify a clear analysis of the pupil's needs.*



### **Plan**

*Where it is decided to provide a pupil with SEN support, the teacher, the SENDCo and the parent will consult to discuss and decide on the appropriate support to be put into place. The child's wishes and views will also be sought.*

### **Do**

*The class teacher will remain responsible for working with the child on a daily basis. Work will be differentiated in the classroom to meet the needs of the child. For some children, interventions may be necessary.*

### **Review**

*The effectiveness of the support and the impact on the child's progress will be reviewed regularly, and all parties involved will work together to decide on any changes needed.*

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

Prior to their agreed start date, we encourage all new children to visit the school. For children with SEND, we would encourage further visits to meet their new teacher and to assist with the acclimatisation of the new surroundings. We would also endeavour to visit them in their current school if possible and to attend any review meetings held before transfer.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits to the receiving school and encourage staff from the new school to come to Pippins to meet their new pupil and to talk to staff here about their needs. We may send a supporting member of Pippins staff to attend a school visit alongside the child if this is deemed appropriate.



If a child has an Education, Health and Care plan then the transition review meeting will identify any additional transition work, which needs to take place.

Some children may find transition potentially difficult so we create transition books using photos and social stories to discuss what the new school will be like and to address any worries or concerns that they may have.

### **Secondary transfer arrangements**

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- The learner's EHC plan or IEP will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SENDCo from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

### **Our approach to teaching pupils with SEN**

The SENDCo and the child's class teacher will decide together on the action needed to help the child progress. The curriculum is differentiated so that tasks are set at the appropriate level for each child. With the support of the SENDCo, the Class Teacher will deliver **quality first teaching** (QFT) to meet the needs of the child through effective planning. Small groups of children are given targeted English/Maths support in class, led by the class teacher or a teaching assistant.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SENDCo in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SENDCo. The school provides, in line with need and wherever possible, TAs to support children with EHC plans and IEPs in the classroom.

Some children may require additional support to that of quality first teaching, in such cases the following may be provided:

- 1:1 or small intervention groups for extra phonics, literacy or maths support, using resources such as Catch-up, Precision Teaching, Speed-up or Teodorescu Handwriting Scheme.
- Computer programmes.
- Social skills groups to help children form friendships and learn the skills needed to flourish socially.
- 1:1 and small group emotional literacy interventions including Arts Feelings



- Through regular work in partnership with and use of the services, advice and support of outside agencies, such as the Educational Psychologist, Speech and Language therapist, Mental Health Support Team, Physiotherapist, Occupational Therapist, Children and Adolescent Mental Health Service (CAMHS) or Behaviour Support Services. Parents' permission will always be gained before making a referral to any of these services.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises with the following services:

- Educational Psychologist:  
<http://servicesguide.slough.gov.uk/kb5/slough/services/service.page?id=rkR7qVXQgHg>
- Specialist teacher advisors for Dyslexia, Autism and Downs Syndrome:  
<http://servicesguide.slough.gov.uk/kb5/slough/services/service.page?id=rkR7qVXQgHg>
- Speech and Language Therapists (SALT): Pippins School employs an independent speech and language therapist on an ad hoc basis, children who have EHC plans may be entitled to speech and language therapy as detailed in their plans, nursery aged children can access the SaLT drop in sessions and children may be referred to the Slough SaLT service as necessary
- Sensory Consortium: as required
- Child and Adolescent Mental Health (CAMHS): when required including referrals for Autism, ADHD and mental health needs
- Physiotherapy, Occupational Therapy and School Nursing Services: as required
- Mental Health Support Team

The cost of these services is agreed within the SEND budget for the year and reviewed annually to ensure we get the best support we can within a fixed budget.

### **Expertise and training of staff**

We have a part time SENDCo.



We have a team of skilled teaching assistants who are trained to deliver SEN provision.

The SENDCo attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SEN Lead holds INSET for teaching staff and their teaching assistants. Topics have included:

- Quality First Teaching
- Behaviour
- Specific Learning Difficulties
- Assessment packages
- Writing and implementing IEPs
- Assess, plan, do review cycle
- Training on specific interventions
- Individual training sessions on children's EHC plans or IEPs.
- Basic skills.

### **Evaluating the effectiveness of SEN provision**

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- IEP meetings with staff and parents termly and actioned.
- EHC plan reviews to be held at least annually and all actions highlighted to be implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored online or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP meetings at least twice per year.
- Parents and carers to be invited to EHC reviews at least once a year.
- Children themselves to be involved as much as possible, but also as appropriate.
- Relevant SEN data or paperwork to be stored or filed in a secure central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by the SEN Lead.
- INSET/SEN updates passed on to colleagues where appropriate.

The headteacher/SLT and governors use these success criteria to determine the success of the SEN provision.

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in years 4 and 6.

All pupils are encouraged to take part in sports days, school plays and nativities, special workshops, etc.



No pupil is ever excluded from taking part in these activities because of their SEN or disability. Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

The law provides a separate process for the admission of children with an EHC plan. The governing body will work in full cooperation with the appropriate agencies to ensure such applications are processed in accordance with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years, 2015.

Pippins school has access throughout for wheelchair users and those with limited mobility and disabled access toilets.

### **Support for improving emotional and social development**

Pippins is a 'rights respecting' and inclusive school; we welcome and celebrate diversity. We have a caring, understanding team working with our children and our staff believe that children having high self-esteem is crucial to the wellbeing of all children. We have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. After any behavioural incident, we expect the child to reflect on their behaviour with an adult. (See Behaviour and Discipline Policy for further details).

Pupils with SEN are encouraged to be part of the school council, house and sports captains and eco warriors.

Members of staff may provide Pastoral Support by means of small group work and 1:1 support. We identify children that may need social and emotional support through a variety of ways including Pupil Progress Meetings, liaison with parents, class teachers, and sometimes with outside agencies. Some children who have difficulties that require further individualised interventions may need extra support or assessments by outside agencies such as Health, Social Services; Mental Health Support Team, Child and Adolescent Mental Health Service (CAMHS) and/or The Early Help Team. Referrals made to these agencies will require parental support.

Pippins School is part of the first wave of schools in Slough to be in receipt of support from the Mental Health Support team. There will be a monthly surgery held with the SENDCo and/or Senior Leadership with representatives from the Mental Health Support Team (MHST), children can be discussed, and provision including referrals, once agreed by parents, can be arranged.

We have a zero-tolerance approach to bullying.

### **Complaints about SEN provision**

Any concerns regarding SEN provision should initially be discussed with the class teacher or the SEN co-ordinator. If a satisfactory resolution is not found, the issue should then be raised with the headteacher. If this fails to resolve the issue, the matter may be taken further with a group of three governors, including the governor who has oversight of the school's SEN provision and who will act as chair, if appropriate, will hear the complaint.

Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.



## Contact details of support services for parents of pupils with SEN

We endeavour to support parents as best we can through school, though there are several specialist support services in the area and Local Authority that can offer further support including:

SENDIASS Slough – SEND Information Advice and Support Service

<http://www.slough.gov.uk/schools-and-learning/slough-send-information-advice-and-support-service-sendiass.aspx>

Autism Berkshire – <http://www.autismberkshire.org.uk/>

Special Voices Slough – <http://specialvoices.co.uk/>

We may suggest other forms of support for families including making a referral to Early Help for outreach work. All referrals would be undertaken with permission from the parent/ family.

### The local authority local offer

Our contribution to the local offer is:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=Kbs5Dfu5yR8>

Our local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

### Links with other policies and documents

This information report links to our policies on:

- SEND
- Accessibility plan
- Behaviour
- Child Protection and Safeguarding
- EAL
- Equality information and objectives
- Exclusions
- Medical Conditions
- Looked After Children