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| Date of last review: | Nov 2023 | Review period: | Annually |
| Date of next review: | Nov 2024 | Owner: | AGC |





# **Pembroke Park Primary School SEN Information Report**

*Enabling a world of freedom, opportunity and fulfilment*

***Every child, every chance, every day***

**History of Policy Changes:**

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| --- | --- | --- | --- |
| Date | Page | Change | Origin of Change |
| 10-11-23 | 3 | Replace differentiation with adaptation | HT |
| 10-11-23 | 4 | Remove authorisation from HT for use of positive handling  | HT |
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**The following information is part of the Local Authority ‘Local Offer’ which can be found on the Wiltshire website at** [**https://localoffer.wiltshire.gov.uk/**](https://localoffer.wiltshire.gov.uk/)**. Information will be updated annually.**

**Further information can be found on the school website at** [**https://pembrokeparkprimary.net/statutory-information**](https://pembrokeparkprimary.net/statutory-information) and [**https://pembrokeparkprimary.net/send**](https://pembrokeparkprimary.net/send)

Pupils on roll is 194 plus 15 in Nursery

Average class size is 22

**What kinds of SEND are provided for?**

Pembroke Park is a fully inclusive school that will provide for all areas of need where a child has been identified as requiring mainstream provision (for more information see SEND policy and other related policies. These can be found on the school website or from the school office.)

**How does the setting identify learners with SEN?**

* Teacher observation leading to raised concerns
* Discussions with parents/carers and pupils if appropriate
* Graduated response to SEND quick checker
* Milestones Checklists/assessment tools
* Data analysis (progress and attainment)
* Referrals to external agencies (Early Years Inclusion, Learning Support, Educational Psychologist, Autism Team, Health care, Social care, Behaviour Support, CAMHS and other services both voluntary and non-voluntary as appropriate)
* DART referrals
* For more information please see SEND policy

**Is your setting physically accessible to all learners?**

There is 1 building in total. Foundation Stage (Nursery and Reception) and Y1, 2, 3, 4, 5 and 6. Wheel chairs can access all the way around school. There is also a toilet situated near EYFS where there are changing facilities available and other accessible toilets around the school.

There are no modified classrooms for pupils with significant hearing/visual impairments but some pupils have specialist equipment such as hearing aids that can be transferred from one classroom to the next. Visual timetables are used where necessary.

Specific equipment and additional resources are purchased as needed.

Advice from specialist teachers and agencies are sought prior to a child starting if we do not have the resources to support the need so that training and provision can be put in place before the child starts.

The playgrounds are secured by fences.

Slopes allow access to all outside spaces.

A lift provides access to all floors.

All corridors are wheel chair accessible.

**How does your setting adapt the curriculum for learners with SEND?**

Parents/carers along with staff and pupils set targets at termly SEN review meetings.
The class teacher will plan the provision for SEN pupils with advice from the SENDCo or other external agencies involved. The SENDCo will oversee the provision for pupils with SEN.
Adaptations and scaffolding is used in class to provide a personalised curriculum for children with special needs to enable them to take part in the same activities as other children. Staff pre-empt any potential barriers to learning and use additional resources, staffing where available and teaching strategies to remove barriers.

Teaching assistants work throughout the school providing a range of additional support for children with SEN. Other staff are fully trained Thrive and ELSA practitioners

Targeted and strategic interventions may also be used.

Whole school provision maps provide information about what support is available for all levels and areas of need.

**What Specialist support does the school access?**

We make referrals as necessary to all appropriate bodies as well as voluntary organisations, these include but are not limited to: the Wiltshire council SSENS team, Children’s Community Services, Paediatricians, Integrated Therapies, Specialist teachers, Speech and Language Therapy, CAMHS, Barnados.

Referrals are made through discussions with parents and pupils as appropriate and once advice has been tried other services or re-referrals can be made as needed.

We will also refer parents to support such as Wiltshire Parent Carer Council and SENDIASS, newsletters have regular updates about support and services (all found on website) as well as communications via class dojo.

A leaflet all about SEND at Pembroke Park Primary school, also holds this information and can be asked for on request or found in the leaflet rack by the school entrance.

**What training have your staff received to support learners with SEND?**

* Staff are provided with general strategies to support children with learning difficulties, strategies for supporting children with specific learning difficulties, speech and language difficulties as well as working with children with Autism and social/emotional difficulties.
* Staff meetings both from staff in school and outside agencies also focus on aspects of SEND provision.
* All staff use de-escalation strategies for children with behavioural needs and positive handling techniques are used as a last resort.
* Staff have been trained in specific intervention programmes and software such as IDL, Thrive, ELSA, Drawing and Talking Therapy.
* For pupils with exceptional needs, all staff throughout the school are made aware of strategies used to support that child. We regularly access specialist expertise by discussions with Learning Support Service, Speech and Language service, Early Years Inclusion Service, Autism team, Educational Psychologist and SSENS. These agencies provide assessments and advice for school staff.
* Manual handling training is provided when necessary.

**How do you communicate with and involve families?**

* There are two formal parents’ evenings throughout the year. Some children also have special arrangements such as home/school communication booklets or email contact with the SENDCO.
* Class dojo is also used to communicate with parents.
* All children get an end of year report. Termly reports may also be produced.
* A review meeting is held at least every 3 months for pupils on the SEN register. Parents are invited and where they are unable to attend at the allocated time, every effort is made to arrange an alternative date and time that is convenient for everyone or for comments to be provided in writing. During the review meeting parents/carers share their thoughts about how the child is progressing both in and out of school. Targets are discussed and agreed on together and our review form clearly shows what action school will be taken (additional intervention/resources/support etc.) and recommended actions for parents/carers (e.g. regular homework routine/suggestions of games or activities to use at home etc.).
* Where the family’s first language is not English we have members of staff who may be able to translate in some cases. If the language is not spoken by anyone in school we would encourage the family to bring an additional adult/friend with them who could translate or we will contact the EMTAS team for support.

**How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?**

* Senior leaders undertake regular ‘learning walks’ to look at classrooms and the wider school environment to ensure provision for learners with SEN is of a high quality.
* Strategy/resource checklists help teachers ensure they are catering for the needs of all pupils and providing additional resources or prompts where needed.
* Lesson observations have a strong focus on the progress of **all** pupils.
* Provision for vulnerable groups such as those with SEN is marked on teachers’ planning and shows clear differentiation and scaffolding.
* Termly data analysis and pupil progress meetings with the headteacher help us identify pupils who are working below the level expected for their age or who are not making expected progress. Interventions or additional support can then be put in place following conversations with parents/carers to clarify the expected outcomes of the intervention.
* Pupil voice is also important for us. Children are invited along to part of the review meeting or parents’ evenings where appropriate. The partnership between school and home is very important to us.
* Parent surveys are also regularly conducted to ask about SEND support and what we could do to improve our service.

**What support do you provide for the learners' overall wellbeing?**

* School assemblies and PSHE lessons are used to raise awareness of different disabilities and include well-being activities and strategies.
* We are a Thrive school and all classes take part in weekly Thrive lessons as well small group or individual sessions for some pupils as appropriate.
* The Thrive practitioner and other teaching assistants provide support to children at break and lunchtime with cooperative play and friendship groups.
* Children for whom school is a cause of anxiety have a variety of support strategies such as the use of visual timetables, timetabled sessions in the thrive room, ‘worry books’ or other agreed system to use in class to let someone know if they are feeling worried or upset.
* We have a trained ELSA who works with individuals or groups and will often check in with children and provide soft starts to school
* We celebrate difference and seek to ask children how we can support them more and see the school through their eyes to help reduce triggers for them.
* We have a celebrating differences committee on our school parliament which raises awareness and celebrates conditions that children or family members may have and also finds ways to improve the well being of all e.g. providing a quiet space at the school disco so children who struggle with noise can still attend.
* Staff are trained in Thrive, ACEs as well as in other ways to support emotional well being.
* School pets (two school dogs and guinea pigs) support the emotional wellbeing of pupils

**What kind of behavioural interventions do you use?**

* There is a clear behaviour policy and reward/consequence system in place throughout school, these link to the school anti-bullying policy and rules.
* If a child was at risk of exclusion, regular meetings would be held with the pastoral team and a home/school behaviour agreement would be drawn up. We strongly believe in consistency and everyone treating children the same way and using strategies that work best for that individual.
* All staff use a range of de-escalation strategies to try and avoid conflict. Individuals with more challenging behaviour have individual behaviour plans and home/school communication books. We draw on expertise from a range of external agencies to offer advice and observe teachers and pupils to ensure we are doing our very best for any children with challenging behaviour.
* If needed a differentiated timetable and alternative provision will be sought.

**How do you ensure learners with SEND are included in non-classroom-based activities?**

* After school clubs are available to different year groups and at different times of the year. All pupils who wish to attend will be supported to do so.
* All children are welcome to attend any other club or enrichment opportunity and will be supported to do so.
* All children attend school trips and visits accompanied by additional adults or the parents if necessary.

**Do you offer Breakfast Clubs, After School Clubs or Holiday Clubs?**

* After School Club
* Breakfast club

**How do you consult with and involve learners in their education?**

* Pupil voice is very important to us. We have a school parliament who are regularly asked their opinion on school and learning.
* Children are invited along to part of the review meeting where appropriate. Prompt questions are used to help children talk about how they feel they are doing towards their targets and what areas they would like to focus on next.
* Pupil voice surveys are used to review how the children feel about the support they are receiving.
* Pupil voice is also recorded on all relevant support plans.

**How do you prepare learners with SEND to progress to, from and within your setting?**

* Each year a clear transition timetable is drawn up to ensure consistency across the school. Children are informed of which class they will be in and spend time in their new classes before the end of term.
* Friendship groups are considered when setting up new groupings. Classes are mixed whenever necessary to try and ensure a balance of gender and ability across the classes.
* Most pupils who leave go to mainstream secondary school although occasionally a pupil will move on to a specialist school.
* Additional transition visits and meetings are arranged both before and after the move to Secondary School
* Early years students have home visits, transition visits and additional meetings where necessary.
* New pupils to other year groups are offered transitional visits if needed and visual supports and transition booklets can be created for any child who may need it starting at our school.
* Transition meetings with previous or next settings will be set up for sharing of information and visits by staff to and from as needed.
* All paperwork is shared as soon as a child starts their new setting.

**Do you have an online prospectus? Are there open days for families and learners?**

* The school website has all our policy and other useful documents. Paper copies are available from the school office.
* Parents/carers are invited to a number of events throughout the year such as concerts, open classrooms, stay and play, celebration assemblies.
* Reception induction pack is available on the website.
* Parents/carers are welcome to book a visit at a mutually convenient time.
* Open days are advertised on the school website.

**How do you support Looked after Children who also have a SEN need?**

The SENDco and class teacher will liaise with the designated teacher for looked after children to ensure their needs are fully met and they in turn will liaise with the Local Authority with clear up to date information to ensure the child is fulfilling their potential.

 **What is your complaints procedure?**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this remains unresolved, the SENDCO can be contacted and if the problem is still unresolved parents/carers should follow the school’s complaints procedures. These can be requested from the office and it is also available on the website.