



Perton First School

SEND Information Report

What is the Local Offer?

Staffordshire's Local Offer describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer website:

helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

How does Perton First School know if children need extra support?

We know when pupils need support if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- previous education setting shares information

Support can be provided for a child with Special Needs in one of the four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are Special Educational Needs and/or Disability (SEND)?

Children have SEND if they have a learning difficulty that calls for additional educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.' (Code of Practice September 2014)

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns.

If you have further concerns then contact:

Mrs Sarah Culverhouse, SENCo 01902 500450 sarah.culverhouse@perton-first.staffs.sch.uk

Mrs Anne Bennett, Headteacher 01902 500450 headteacher@perton-first.staffs.sch.uk

How will Perton First School support my child?

Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills; your child may be placed in a small focus group. The length of time of the intervention will vary according to each child's needs.

The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, impact and next steps).

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion highlights any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician, Speech and language etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of Perton First School are responsible for entrusting a named person (Mrs Bennett) to monitor Safeguarding and Child protection procedures. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

All class teachers deliver differentiated lessons to enable children to access the curriculum. Teaching Assistants (TAs) will be directed to work with children to target more specific needs.

If a child has been identified as having a special need, they will be given an Individual Support Plan or Individual Provision Plan (IPP). Targets will be set according to area of need. IPPs will regularly be monitored by the class teacher and reviewed three times per year during a dedicated meeting. Parents will be given a copy of each IPP.

Where necessary specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy grip scissors...

How will I know how my child is doing?

Perton First School operates an open door policy. You may contact school at any time to arrange a meeting with the class teacher, SENCO or Headteacher. You will also be able to discuss your child's progress at Class Parents' Evenings, SEND parents evenings and during separate IPP meetings termly.

How will you help me to support my child's learning?

The class teacher will suggest ways of how you can support your child and IPP targets will have ideas for activities that can be done at home.

If outside agencies have been involved suggestions and programmes of study are normally provided that can be used at home.

How will my child be consulted and involved?

It is important from a young age that children with SEND have a voice and are able to express their views and feelings regarding their education. This is encouraged and recorded as part of termly IPP meetings where children talk about: things they are good at, things they'd like some help with and how they feel they have got on with their targets. Children's views are always gathered for EHC annual review meetings but as we are a first school it is rare they attend reviews as they would be very daunting for a young child.

What support will there be for my child's overall well-being?

Perton First School firmly believes in nurture and achievement for all children. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, TA and SENCO being readily available for pupils who wish to discuss issues and concerns.
- Nurture support for individuals or small groups of pupils.

- Perton First School adheres to a health and well-being policy for all staff and children.

Pupils with medical needs

If a pupil has a specific medical need then a personalised Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff regularly receive asthma and Epi-pen training, delivered by the school nurse. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

A number of our staff have paediatric first aid training.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to access their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Inclusion Team
- Social Services
- Children's Therapy Teams (Speech & Language/Occupational/Physio Therapy)
- Local G.P. surgeries and Paediatrician, School Nurse & Health visitors
- Children and Young Persons Autism Service
- PDSS (Physical Disability Support Service)

An Educational Psychologist will work under the Local Authority's instruction with a child accepted for an assessment of education, health and care needs. Schools may purchase a limited number of Educational Psychologist support sessions for children with significant needs who have not made progress with interventions under the guidance of other outside agencies. The Educational Psychologist's role is to observe, assess and give advice on how to best support the pupil in order to take their learning forward.

What training have staff supporting children and young people with SEND had?

All staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum, including Tier 1 Autism training
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to identify, understand and support children with sensory processing issues.
- How to support children with a SpLD - Dyslexia, Dyspraxia and Dyscalculia.
- How to support pupils with attachment and trauma needs.

How will my child be included in activities outside the classroom including school trips?

As an inclusive school our aim is that activities and school trips are available to all. Risk assessments are carried out to identify risk and put in place suitable control measures. However, if despite planning appropriate visits and intensive levels of 1:1 support the risk to a child's safety remains high a decision will need to be made by the Senior Leadership Team.

How accessible is the school environment?

The school has several entrances that are wheelchair accessible and has disabled toileting facilities. The school is Dyslexia and Autism friendly, all classes are equipped with provisions to meet the needs of all children.

As a school we are happy to discuss individual access requirements.

How will the school prepare and support my child when joining Perton First School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils will attend an induction day in the summer term where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Bennett and Mrs Culverhouse are always happy to meet with parents/carers prior to their child joining the school to discuss their particular needs.
- Early Years staff endeavour to visit and meet children in their pre-school settings.
- Mrs Culverhouse liaises with the SENCOs from the receiving schools to pass on information regarding SEND pupils.
- Where a pupil has more specialised needs, a separate meeting may be arranged with Mrs Culverhouse, the middle school SENCO, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

Support of up to 10 hours a week (individual or small group) is decided in consultation with class teacher, parents, SENCo and Senior Leadership Team. These decisions are based upon termly tracking of pupil progress and attainment, school assessments and assessments by outside agencies. In line with the graduated response if a child requires higher levels of support the SENCo can apply for additional Funding or an EHCP assessment of need from the Local Authority where the child resides. A panel will decide: whether to grant additional funding, how many hours per week and for what length of time.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions/meetings with the class teacher, SENCo or other professionals.
- Parents also meet with the class teacher three times a year to review IPPs and are encouraged to share information and suggestions.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about their SEND provision please contact the following:

- * Your child's class teacher
- * The SENCo
- * The Headteacher

For complaints please follow the school complaints procedure available on the school website.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.