



Special Educational Needs Information for Parents

Peafield Lane Academy Information Report.

What kinds of special educational needs does the school make provision for?

Peafield Lane Academy is a mainstream school. We recognise that every child, regardless of race, gender, culture or need, joining Peafield Lane Academy, will have access to a high-quality education, and we will ensure that all children will be given an equal opportunity to learn, enabling all children to reach their full potential. We will value the achievements and abilities of all children and include everyone in everything we do.

We will provide a caring and sharing environment, where the respect for one another is mutually fostered. The children will feel valued and able to make mistakes as they learn without fear of criticism. We recognise that very able children have special needs too.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At Peafield Lane Academy children are identified as having SEN through a variety of ways including the following: -

- Liaising with the previous school or setting and information provided by the parents when the child joins the school.
- Child performing below age-expected levels-monitoring the progress of all children through personalised learning.
- Concerns raised by parent/carer.
- Concerns raised by the pupil.
- Concerns raised by teacher.
- Liaising with outside agencies
- Health diagnosis through a paediatrician

These are all triggers to involve the Special Educational Needs Co-ordinator (SENCo) to possibly observe or screen the child to create a provision map for the child. This may or may not include small group or one to one teaching. This would depend on individual needs.

We pride ourselves on building positive relationships with parents/carers. We are open and honest and hope that you would be able to do the same with us. We would hope that you would firstly contact your child's class teacher, who would then draw your concerns to the SENCo. We would support you in a variety of ways depending on need and may direct you to outside agencies for support, sharing information with your permission. This will be explained to you at least termly, perhaps as part of a parents' evening, where we will discuss your child's needs, support and progress. Sometimes the SENCo would be involved with this too.

How does the school evaluate the effectiveness of its provision for pupils with SEN?

At Peafield Lane Academy we review children's targets to ensure they are being met and that the relevant provision is in place. The targets and provision are available on a SEND support document, and you will be given a copy of this at each review meeting.

We expect your child to be making progress academically against age expected levels and that the gap is narrowing, and your child is catching up to their peers or expected age levels.

We would expect verbal feedback from the class teacher, parent/carer and pupil.

Your child would be removed from the records as having current SEN but would remain under observation on a monitoring list to ensure progress continued.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

We offer an 'open door' policy where you are welcome any time to make an appointment to meet with firstly the class teacher and then maybe the SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We operate a home/school link via Class Dojo, where parents and teachers can communicate any worries or concerns. Sometimes your child may have a special daily home school link book, but this would depend on need.

If your child is recognised as having SEN, they will have a SEND support document, which will have individual targets. This is discussed at review meetings, and you are always given a copy. The targets are 'SMART' (Specific, Measurable, Achievable, Realistic and Time scaled) targets with the expectation that the child *will* achieve the target by the time of the next review, or the date agreed. When the support document is reviewed by the class teacher, a comment is made against each target to show what progression has been made. If the child has not met the target, the reasons will be discussed, then the target adapted into smaller steps, or a different approach may be tried to ensure that the child does make progress. At the end of the academic year both parent and pupil voice is gathered to reflect on progress.

If your child has complex needs then they may have an Education, Health and Care Plan (EHC Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written. See www.nottinghamshire.sendlocaloffer.org.uk

As a school we measure children's progress in learning against national and age-related expectations. 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 each child's progress from FS1 (entry into Foundation Stage) to the end of Year 6, using a variety of different ways including National Curriculum Attainment levels. Children who are not making expected progress are picked up through review meetings with the class teacher and the Assessment co-ordinator. In this meeting a discussion takes place about the difficulties pupils are experiencing and what further support can be given to aid their progress. If it is felt your child may have SEN, then the SENCo would be involved, and further observations and screening may take place. If further provision is required, then you will be informed. If discussions between the class teacher and the phase group leader take place between these review meetings, and there is a cause for concern, then provision will be put in place as soon as it is felt necessary. Pupils working below the levels of the National Curriculum for their age may be assessed on BSquared which is an assessment tool that breaks the National Curriculum down into smaller, more achievable chunks. This may be in one subject area, e.g. Maths or for all subject areas.

What is the school's approach to teaching pupils with SEN?

The SENCo oversees the support and progress of any child needing additional support across the school. This is in conjunction with the Assessment Co-ordinator and the Senior Leadership Team which includes your child's phase leader.

The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.

There may be a teaching assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions would depend on complexity of need and would be shown on the SEND support plan established at the review meetings. Every effort would be made to educate your child in class whether 1 to 1 or as part of a small group. If this were not the case, then this would have been discussed with the SENCo and you would be informed.

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

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. All children, with or without SEND, have access to Quality First Teaching, and adaptations may be made in order for your child to access the same learning as their peers.

The benefit of these types of adaptations is that all children can access a lesson and learn at their own level. Teachers set high expectations for every pupil including pupils with SEN. This includes stretching children whose attainment is significantly above the expected standard as well as those who have low levels of attainment. All targets set are ambitious.

How are decisions made about the type and amount of support my child will receive?

The class teacher, alongside the SENCO and Phase group leader will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to narrow the gap to achieve age expected levels. This may include the type of intervention needed and whether this is better accessed through small group or 1 to 1 support. This will continue to include on-going discussions with parents. Children who require more specialist advice and support may be referred to external agencies with your permission.

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, where possible, provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and 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, which will cover the same curriculum areas will be provided by school.

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

At Peafield Lane Academy we are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of children in their class; therefore, they would be the parent/carers first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health, Social Care, the local Children's Centre and the Behavioural and Emotional Support Team (SAP – Sherwood Area Partnership).

As part of our fundamental provision, children have access to interventions to support their emotional and behavioural needs, which is accessed based on need.

As a school we have a very positive approach to all types of behaviour with a policy that is followed by all staff and pupils. If a child has behavioural difficulties, a behaviour support plan may be drawn up alongside the child and parents/carers, to identify specific issues, put in relevant support and set targets. As a result of the support we give, we have a very low rate of exclusions.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This identifies why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis and lateness and absence are recorded and reported to the head teacher.

Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details.

The school SENCo, Nadine Trolley can be contacted at senco@peafieldlaneacademy.co.uk or on 01623460366.

What training have staff supporting special educational needs had and what is planned?

Training is based on the current pupils needs and so can change year to year. It is very much needs dependent. At present we have staff who have general training in the following areas: -

- Autistic Spectrum Disorder needs
- Pathological Demand Avoidance
- Communication needs- Makaton, Talk Boost,
- Emotional and behavioural needs- Drawing and Talking Art Therapy, MY Can, Zippy's Friends, ELSA
- Cognition and learning-Precision Teaching, Switch On, Dyslexia and Working Memory Screening

We have staff presently employed who have more specialised training in the following areas: -

- CRB (Coping with Risky Behaviours)
- Safe Handling Training
- FFT (Fisher Family Trust)

These staff are trained for particular children in school. Our training is based on training for children who are currently attending school. If your child has needs beyond this then training needs would need to be assessed.

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

As a school we work very closely with any external agencies and professionals that we feel are relevant to the individual needs of children who attend our school at the present time. These include at present:

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- Sherwood Area Partnership (Behavioural, Emotional Support Team)
- Educational Psychologist
- Manor Family SENCO
- Speech and Language Therapy Service
- Cognition and Learning Team
- Communication and Interaction Team
- Schools and Family Specialist Services (SFSS) Early Years and Pre-school Teams
- Paediatricians, GP's, Health Visitors, Physiotherapists, Occupational Therapists, Children's Centre Team
- Social Care, Mash Team (Multi Agency Support Hub), CAMHs (Child and Adolescent Mental Health)
- Mental Health Support Team (a branch of CAMHs)

The list is always changing as the children's needs change. All the outside agencies are accessible.

How is equipment and facilities to support pupils with SEN secured?

We ensure that all needs for children who have SEN are met to the best of the school's ability with the funds available. We have a team of Teaching Assistants who are funded by the school and deliver differentiated work and interventions to meet our children's needs. The budget is allocated on a needs basis. If the school cannot provide the facilities and support, then outside funding and support is accessed through The Manor Family of schools. This comprises of The Manor Academy and six other primary schools of which Peafield Lane Academy is one. The Manor Family has an allocation of money that is for pupils who have complex needs, and the school cannot provide for them solely from their own budget.

For children with more complex needs, an application for a higher level of funding from the Local authority can be considered.

This is clearly explained at www.nottinghamshire.sendlocaloffer.org.uk

How accessible is the school?

The school site is wheelchair accessible with a hygiene suite to accommodate changing. The school is on one level with ramps at specified fire exits.

What are the arrangements for consulting parents of pupils with SEN?

We offer an 'open door' policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe your child's education should be a partnership between parents/carers and teachers; therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We operate a home/school link via Class Dojo where parents and teachers can communicate directly. Sometimes your child may have a special daily home school link book, but this would depend on need. If your child is recognised as having SEN, they will have a SEND support plan, which will have individual targets. This is discussed at review meetings, and you are always given a copy. The targets are 'SMART' (Specific, Measurable, Achievable, Realistic and Time scaled) targets with the expectation that the child *will* achieve the target by the time of the next review, or the date agreed. When the support document is reviewed by class teachers, a comment is made against each target to show what progression has been made. If the child has not met the target, the reasons will be discussed, then the target adapted into smaller steps, or a different approach may be tried to ensure that the child does make progress.

What are the arrangements for consulting children with SEN and involving them in their education?

We value and celebrate each child being able to express their views on all aspects of school life. Children who have SEND support documents, are encouraged to discuss and set their own targets with the class teacher. We actively encourage pupils to seek out a familiar adult if they feel they need to have their viewpoint listened to or if they have a worry.

What do I do if I have a concern or complaint about SEN provision made by the school?

Please talk to us! Firstly, contact your child's class teacher, phase leader (EYFS – Mrs Cornell, KS1 – Miss Fairlee, Year 3/4 - Mr Henderson and Y5/6 – Miss Rowbotham) or the SENCo (Miss Trolley). If you feel the matter has not been resolved, then ask to see the Head teacher. If there is still a concern, contact the school governors. Their contact details are on the school web site. The complaints procedure is outlined on the school web site.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with SEN and supporting the families of such pupils?

The SENCo reports to the Governors every term to inform them about the progress children with SEN. This report does not refer to individual children and confidentiality is maintained at all times. One of the governors is responsible for SEN and meets regularly with the SENCo. They also report to the governors to keep everyone informed. The governors agree priorities for spending within the budget with the overall aim that all children receive the support they need in order to make progress.

How does the school signpost organisations, services etc. who can provide additional support to parents/carers?

According to the need of each pupil, the school will sign post organisations they judge to be of most value to the people concerned. We also signpost parents/carers to www.nottinghamshire.sendlocaloffer.org.uk or www.nottshelpyourself.org.uk where a current, comprehensive list of support agencies are available.

How will the school prepare my child to join the school and transfer between phases of education? (e.g. early years to primary, primary to secondary - and the years in between in some cases).

We encourage all new children to visit the school prior to starting when they will meet their peers, their teacher and teaching assistants. For children with SEN, we encourage further visits to assist with the transition to their new surroundings. We also visit them in their current school or setting. We write social stories with the child if transition is potentially going to be difficult.

When children leave the school, whether it be to a secondary school or not, we arrange additional visits, to ensure the transition causes as little disruption as possible, and the receiving school knows all the child's strengths as well as difficulties. There is transition funding available to help with this as well to enable training to take place or extra visits to be accompanied by familiar staff.

We also 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. Staff from the new school will be invited to attend reviews of provision maps before the transfer takes place. If your child has complex needs or an EHC plan, then a review will be used as a transition meeting during which we will invite staff from both schools to attend.

Where can I access further information?

Further information can be found in the detailed SEN policy on the school's web site or at Nottinghamshire's local offer site.

You can also access Parent Partnership and IPSEA (Independent Parental Special Education Advice)

www.peafieldlaneacademy.co.uk

www.nottinghamshire.sendlocaloffer.org.uk

www.ppsnotts.org.uk/

www.ipsea.org.uk/

www.nottshelpyourself.org.uk

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