

## Pinewood Infant School

### SEN INFORMATION REPORT    March 2023

Following the publication of the SEN Code of Practice 2014 the school is obliged to publish on its website information relating to the school's provision for children with Special Educational needs (SEN).

#### Section 1

**The kinds of Special Educational Needs for which provision is made at the school.**

*What kinds of Special Educational needs does Pinewood make provision for?*

Pinewood is a community maintained mainstream Infant School with two additional resourced provisions.

The resource Provision for Speech, Language and Communication Needs (SLCN) caters for 15 children who have an Education Health and Care plan for SLCN.

The resource provision for Autism (ASD) caters for children in the year 2022-23, rising to 8 children in September 2023.

We serve the local community of Pinewood Park. We are able to meet the needs of children with moderate learning difficulties. Pupils may also have autism, physical difficulties, and sensory impairments. We are an inclusive school and provide all children the equal opportunity to access the full curriculum and work in partnership with parents. Children are all individuals, being recognised and valued for themselves. Children experience creative and practical learning opportunities which are designed to develop their communication skills and independence which are nurtured within their Pinewood experience. They develop their social and emotional awareness and resilience and learn social skills to be team players. It is our intent to support children to develop their skills to be fully ready to transfer to their next stage of education, with both their education and life skills enhanced and improved.

#### Section 2

**Information in relation to mainstream schools and maintained nursery schools about the**

At Pinewood we work closely with the Parents and the Pre-schools or Nurseries the children have attended prior to entry. Where a child has already been identified as having SEN the support in place would continue.

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### **school's policies for the identification and assessment of pupils with Special educational needs.**

*How would Pinewood identify and assess my child's special Educational needs?*

*What do I do if I think my child has special educational needs?*

All children are assessed within the first 6 weeks of school using the national Baseline and at the end of the Year R using the; Early Years Foundation Stage Profile. All children's understanding of language is assessed after the first term using commercial programmes called "Language Link", "LanguageScreen" and BPVS (British Picture Vocabulary Screening). In the Summer term of Year R, we use a commercial programme called "DEST", a Dyslexia Early Screening Tool. These screening tools, along with observations by staff and other checklists are used to identify any areas of difficulty. Children identified are categorised as 'SEND support' and placed on the SEND register.

Regular discussions take place between parents and school staff. If at any time you have concerns about your child's development please talk to us. If we have any concerns, we will talk with you.

Further assessments may be made if concerns are raised about a child's rate of development. We will also seek advice from external agencies eg Educational Psychologists, Therapists or Teacher Advisors to help us to identify a child's needs.

There are two levels of SEND:

SEND Support (SS) is for children who require additional support than that in the classroom. Children on SS will have an Individual Education Plan (IEP) that outlines specific targets to support learning / communication / emotional, social, mental and / or physical needs. These targets are written and reviewed by parents, teachers and the SENDCo.

For a small number of children experiencing more complex difficulties, it may be that an assessment for an Education, Health Care Plan (EHCP) is appropriate. The SENDCo will co-ordinate the application process if one is required and not in place, supporting parents with the process. This is done via the HUB, (a Hampshire tool).

An EHCP runs from birth to age 25 years and specifies the support a child should have in order to achieve specified outcomes.

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	Children with an EHCP will have the outcomes from their EHCP reviewed through an Annual Review. This process includes professionals working with the child, alongside pupil and parent views. This is also completed via the Hub.
<p><b><u>Section 3</u></b></p> <p><b>Information about the school's policies for making provision for pupils with Special educational needs whether or not pupils have EHC plans.</b></p> <p><b>a) How the school evaluates the effectiveness of its provision for such pupils.</b></p>          <p><b>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</b></p> <p><i>b) How do you and I know how well my child is doing at school?</i></p>	<p>We have a robust system of reviewing our provision using the Ofsted framework. This includes looking at:</p> <ol style="list-style-type: none"> <li>1. Quality of Education</li> <li>2. Behaviour and Attitudes</li> <li>3. Personal Development</li> <li>4. Leadership and Management</li> </ol> <p>Governors receive regular reports through Governor meetings held once a term: the Children and Learning committee. We have an allocated Governor for SEND whom conducts close work with the school termly to triangulate evidence.</p> <p>Any interventions such as Speech or Language programmes and targeted group work are tracked and adjusted to ensure their effectiveness by the SENDCo and Speech and language Therapist attached to the school.</p> <p>The learning of <b>all</b> children is observed and recorded and their progress is tracked and reviewed each half term.</p> <p>Pupil progress is assessed against their own prior learning. Attainment is assessed through the Early Years Foundation Stage, Wakefield Progression Spines, Pre-Key Stage statements and Hampshire Assessment Model, as appropriate. High expectations of learning from starting points are applicable for all children.</p> <p>A formal meeting is held each half term between teachers and senior leaders to monitor progress and plan further interventions.</p> <p>See also para 3a above. We meet with you as parents each half term through parent consultations and target sharing meetings. Here you will discuss progress and our</p>

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<p><b>c) The school's approach to teaching pupils with Special educational needs.</b></p> <p><i>c) How will the staff support my child? How will the curriculum be matched to my child's needs?</i></p> <p><b>d) How the school adapts the curriculum and learning environment for pupils with special educational needs.</b></p> <p><b>e) Additional support for learning that is available to pupils with Special educational needs.</b></p> <p><i>e) How is the decision made about the level of support my child receives?</i></p>	<p>expectations for your child, and targets for your child, explaining ways in which you can support them. You will also receive an Annual Report from us in July of each year.</p> <p>Every child with SEN has their own individual education plan (IEP) which identifies short term objectives. These are reviewed with parents termly and new targets agreed.</p> <p>Every pupil in the Resourced Provision has an Education, Health and Care Plan. These are reviewed annually.</p> <p>If your child is placed in the Resourced Provision for SLCN or Autism, and travels to school by school transport we will also communicate with you daily via a home school book.</p> <p>The school has an inclusive model of teaching and learning with pupils taught as much as possible and for the areas of learning they can access, within the mainstream class. Year R receive focused teaching in a small group in the morning and supported application time in the mainstream class in the afternoon.</p> <p>All curriculum planning is differentiated within each class. Each class has 1 teacher and at least 1 learning support assistant, depending on the level of SEND needs. Butterfly class (the mixed KS1 RP class) has 1 teacher and 1 learning support assistant with additional time for implementing language programs. Owl class (the EY RP class) runs in the mornings with a teacher to provide the opportunity for learning important skills in a small setting before applying them in the mainstream ladybird class in the afternoon with their peers. Those children who need additional support to access the curriculum will be supported within the class in small groups. These groups may be led by a teacher or a learning support assistant. Tadpole class (the ASD RP class) has one teacher and one HLTA currently. This will be revised for September 2023.</p> <p>If your child needs extra support for a particular area of learning they will be supported in a small group to acquire the skills or knowledge they need to access the curriculum. In</p>
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***f) Activities that are available for pupils with Special educational needs in addition to those available in accordance with curriculum.***

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

**Support that is available for improving the emotional and social development of pupils with Special educational needs.**

*What support is there for my child's overall well-being?*

order to help children to close the gap between them and their peers we may use paired reading, precision teaching or another targeted programme. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists and Specialist Teacher Advisors when appropriate.

Those children who have a programme for speech sound development will practise their programme at least 4 times each week with a member of the school staff. Those children who have a programme for language development will be supported at least once a week by a Learning Support Assistant. Those placed in the Resourced Provision for SLCN will also receive support from the Speech and Language Therapist who works in school weekly. Those placed in the Resourced Provision for Autism will receive support from the Communication and Interaction team. All staff are made aware of current targets so they can give additional support for these during the school day in order to generalise their learning.

All children access the Early Years Foundation Stage Curriculum and then Key stage 1 of the National curriculum, differentiated to meet their individual needs and learning styles. Language and practical opportunity is used to support children who have receptive language issues. All children are given adequate time to think of their answers and share these with class, opportunities are also made for children to display their learning non-verbally. Visual cues and prompts are used routinely as these benefit all children. Signing (Makaton and Signed English/BSL) and PECs are used where appropriate. There is also tailored use of ICT. Widgit is used for labelling and supporting written learning.

The school is conducting training on becoming a Communication Friendly Setting where strategies for language and communication is consistent across the school.

Discussions are held between staff and parents to decide on the most appropriate type of differentiation and support. The interventions outlined above may be applied.

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	<p>All extended schools activities are open and accessible to all pupils in Years 1 and 2. These include dance, gym and multi-skills clubs. Children in Yr R may attend in their second term if there are places available.</p> <p>At Pinewood every child has the opportunity to access trips. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. No child is excluded from activities at Pinewood, there is usually a way!</p> <p>We have a robust safeguarding policy and protocols in place. Pupils' health and well-being is paramount throughout the daily school activities and personal care is conducted discreetly and with dignity, fostering independence whenever possible.</p> <p>Your child may be given individual support to develop social skills. There are also class based Personal Development Learning topics and interventions e.g. circle time, SCARF, rights respect and responsibilities.</p> <p>Consultation meetings can be arranged with the Educational Psychology service if you have concerns about your child's behaviour.</p> <p>We have a member of staff trained in FIEPs. She may work with individual children if appropriate.</p> <p>We work closely with medical practitioners if your child has a health need and will discuss with you a Health care Plan and administration of prescribed medication. We also work with Social Care and The Children with Disabilities team.</p> <p>We can make referrals to CAMHS (Child and adolescent mental health services) if your child needs that level of support.</p>
<b><u>Section 4</u></b>	<p>The SENCo is Mrs Carolyn Burleigh. She is Head of School and Teacher in Charge of the Resourced Provisions. She holds a BA Hons in Education and the SENCO accreditation. Mrs Burleigh can be contacted via the school office.</p>

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<p><b>In relation to mainstream schools and maintained nursery schools the name and contact details of the SEN Coordinator</b></p>	<p>The SEND Governor is Mrs Stephanie Hartley.</p>
<p><b><u>Section 5</u></b>  <b>Information about expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</b></p>	<p>All of our teachers are qualified. Class based staff undertake professional development on a regular basis. This includes training in managing the needs of children with ASD and Speech, Language and communication needs. They have also received training on a range of interventions e.g. The Narrative approach, Cued articulation and basic sign language.</p> <p>This is not an exclusive list and an ongoing needs analysis is key to ensuring staff of all categories remain updated and skilled.</p> <p>In the Year 2022-23, we will be working hard to train all staff to become a Communication Friendly School. As inclusion is part of our ethos, we wish all staff to be trained in order to support children throughout the school.</p> <p>If your child has a Special educational need which staff have not been trained to support advice and training will be sought from the appropriate agency e.g. Physiotherapist, Educational Psychologist and the guidance supplied will be followed.</p>
<p><b><u>Section 6</u></b>  <b>Information about how equipment and facilities to support children and young people with Special educational needs will be secured.</b></p> <p><i>How accessible is Pinewood School?</i></p>	<p>Our school is fully accessible with</p> <ul style="list-style-type: none"> <li>• an accessible parking bay</li> <li>• Accessible toileting facilities</li> <li>• The school is on one level and has a level entry</li> <li>• Our grounds are accessible</li> <li>• A loop system for people who use hearing aids</li> <li>• Tactile cushions to support attention control</li> </ul>

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	<ul style="list-style-type: none"><li>• Writing slopes</li></ul> <p>If your child needs specialist equipment advice will be sought from the appropriate agency e.g. Physiotherapy, Occupational therapy service and the equipment borrowed or purchased where appropriate.</p>
<p><b><u>Section 7</u></b></p> <p><b>The arrangements for consulting parents and carers of children with special educational needs about and involving such parent and carers in the education of their child.</b></p> <p><i>How are Parents involved in the school? How can you get involved and who should you contact?</i></p>	<p>We like to meet new Parents at the stage when you are deciding which school is your preferred choice for your child. The SENCo will show you around the school, you will be able to share information about what your child is like and their needs, and have a discussion about how these needs might be met.</p> <p>We hold a new Parents evening prior to your child starting school and a programme of transition visits which you and your child attend together. During these sessions you will have a meeting with the class teacher to discuss how we can work in partnership with you to best support your child's learning. For some children with EHCPs, it will be necessary to hold an additional multi-agency transition meeting called a TPA so that important additional information can be shared to make the child's start at Pinewood as smooth and happy as possible.</p> <p>We meet with you as parents each half term to discuss progress and our expectations for your child. We will also discuss targets for your child and explain ways in which you can support them. You will also receive an Annual Report from us in July of each year.</p> <p>If your child is placed in the Resourced Provision for SLCN and travels to school by school transport we will also communicate with you daily via a home school book. 'Walk and Talk' boards are shared through photos to aid discussions with your child about their learning that day.</p> <p>We hold workshops for the parents of children in each Year group, in the Reception years these will focus on early phonics, reading skills, early maths and mark making. In</p>



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	<p>Years 1 &amp; 2 these will discuss phonics, reading and maths. All children are members of the school library and may borrow a book each week. Children are provided with a log in to our subscription of Maths Seeds to practice their maths skills. We welcome parent helpers in school.</p> <p>All parents are automatically members of the Pinewood PTA (our parent association). Details of events are published in monthly newsletters and the name of the chair of the PTA can be obtained from the school website and office.</p>
<p><b><u>Section 8.</u></b></p> <p><b>The arrangements for consulting young people with special educating needs about and involving them in their education.</b></p> <p><i>How do children get involved in their education?</i></p>	<p>When targets have been set and shared with parents (para 3b) all pupils are made aware of their targets and how they can achieve these targets. These are regularly discussed with them in the classroom within the context of a particular activity and a visual reminder is provided using words, pictures or symbols to illustrate the target. Children with a statement of SEND or an EHC plan are asked for their views of school to contribute to the annual review. This may take the form of a questionnaire which the children are supported to complete or an opportunity for the child to draw pictures of things they like in school and things they find tricky. For some children, observations of their preferred activities will be observed and noted.</p>
<p><b><u>Section 9</u></b></p> <p><b>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parent carers of pupils with special educational needs concerning the provision made at the school.</b></p> <p><i>What do I do if I have a concern about the school provision?</i></p>	<p>In the first instance we encourage you to speak to your child's class teacher or the SENDCo. If you still have concerns then please speak to the Executive Head teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.</p> <p>A copy of our complaints policy may be requested from the Admin office.</p>

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<p><b><u>Section 10</u></b>  <b>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting families of such pupils.</b></p>	<p>We work closely with the following agencies to support your child’s needs.  All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy – currently managed by Solent NHS Trust. Specialist services including Teacher advisers for Hearing impairment, Visual impairment and Physical disability. The Educational Psychology services, CAMHS – Child and Adolescent Mental Health Services.</p>
<p><b><u>Section 11</u></b>  <b>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 of the Children and Families Bill</b></p>	<p>Support for parents of Children with SEN is available from:  SENDIASS  Basepoint Business Centre  1 Winnall Valley Road  Winchester  SO23 0LD  Tel: 0808 164 5504                                  Email: info@hampshiresendiass.co.uk</p>
<p><b><u>Section 12</u></b>  <b>The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</b>  <i>How do you prepare my child for joining your school or transferring to another school?</i></p>	<p>We offer a structured induction to your child once you have accepted a place with us.  When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories, photo albums and extra visits if necessary.</p>
<p><b><u>Section 13</u></b>  <b>Information on where the Local Authority’s Local offer is published.</b>  <i>When can I get further information about services for my child?</i></p>	<p>The information in this report forms a part of Hampshire’s local offer which can be accessed at <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page"><u>https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</u></a></p>

**Pinewood Infant School**

Responsibility:	Full Governing Body
Review cycle:	Annual
Date:	March 2023
Review Date:	March 2024