



SEND Information Report

2021-2022

1. What kinds of SEND are provided for at Pebworth First School?

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

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments and processing difficulties

2. How are pupils with SEND identified and how are their needs assessed?

We assess each pupil's current skills and levels of attainment on entry to Pebworth First School. We continue to gather assessment information in a range of subjects throughout their time and to create a detailed picture of the needs of the child. We liaise closely with previous and onward settings to ensure that a consistent experience is available for children.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

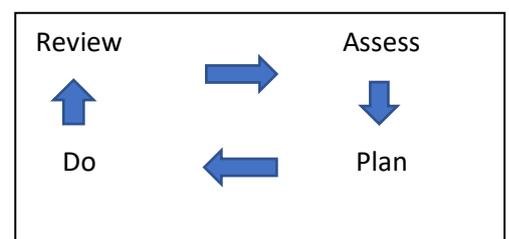
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Faltering despite additional support during quality first teaching

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 SEND.

Concerns raised by parent/carers, class teachers and children are cross referenced and taken into account during the assessment process.

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.

A cycle of Assess – Plan – Do – Review is utilised to identify areas of need and plan for next steps to support the child. The Worcestershire Graduated Response is referred to





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throughout the process to ensure systematic and accurate identification of any additional need. The Worcestershire Graduated Response can be found here:

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp/1798/send_education_provision/3

3. How are parents/carers and pupils consulted?

Parents/carers and pupils are engaged throughout the Assess- Plan – Do - Review cycle/s and the child remains at the centre of the process.

We will have an early discussion with the pupil and their parents when identifying whether special educational provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Records of these conversations will be added to the pupil's file and copies are available for parents. We will formally notify parents when it is decided that a pupil will receive SEND Support.

4. How are pupils' progress towards outcomes assessed and reviewed?

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class teacher (in conjunction with teaching assistants working directly with the child) 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 and 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

Clear targets will be set through the Assess-Plan-Do-Review cycle and these will be assessed regularly. An Individual Provision Map (IPM) will be generated where a pupil is identified as requiring special educational provision and this will draw on information gathered during graduated response cycles and be used to track progress towards targets.



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All teachers and support staff who work with the pupil will be made aware of their needs through the sharing of IPMs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Any additional support and intervention will be carefully planned and the effectiveness of the support and interventions and their impact on the pupil's progress will be monitored regularly by school and federation leaders. Governors will also monitor this provision.

5. How are pupils supported moving between phases and preparing for adulthood?

As a small school, children generally come into contact with all members of the teaching staff on a daily basis. As a result children are supported to develop effective relationships with all adults in school. This is strengthened further when transitioning between year groups and classes by ensuring adequate transition activities into new rooms and routines and allowing pupils time to develop new relationships and prepare for changes in routine where possible. When a pupil is identified as requiring additional support with these transitions, this is put in place on an individual need basis.

By working in federation with Blackminster Middle School, pupils are supported to build their confidence in a middle school environment and key information regarding how best to support the child (including IPMs if appropriate) is shared at an early stage to ensure a smooth transition for the child. Induction sessions are planned for all pupils and additional induction and transition activities are arranged for children with SEND as required on a case by case basis.

Parents/carers are, of course, consulted on the information shared at every stage.

6. What is our approach to teaching pupils with SEND?

Class Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils to ensure they can access the learning. Support for staff is provided by the SENDCO to ensure that appropriate strategies to support SEND pupils to engage are in place in all sessions.

In addition to quality first teaching in the classroom, pupils may receive additional support through:

- Speech and language interventions
- Occupational Therapy interventions
- Support with emotional regulation
- Extra teaching closely matched to gaps in understanding of the core areas of the curriculum.

These sessions are also carefully planned and monitored and records of learning kept to feed into IPM reviews and future cycles of Assess-Plan-Do-Review.



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7. How is the curriculum and learning environment adapted to support pupils with SEND?

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 to provide the best level of support for all pupils
- Using recommended aids as identified in school and by external agencies, 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.
- The classroom environment is adapted to support engagement as suggested by external agencies and in response to identified areas of need eg. colours used in displays muted to support sensory processing difficulties and dyslexia friendly fonts/coloured paper used in classroom environment.

8. What additional support for learning is provided?

- We have 2 teaching assistants who are trained to deliver interventions such as specialist speech and language support, occupational therapy directed sessions and curriculum intervention.
- TAs and teachers work with pupils individually or in small groups during taught lessons to support children to engage with the learning. As a small school, adult to pupil ratios are high and as such lots of additional support can be put in place in the classroom.
- TAs and teachers may also work with pupils outside of main sessions on same day catch up or pre-teaching to prepare children for future learning and consolidate concepts previously taught. This may also be 1:1 or in small groups.

9. What expertise and training do staff have?

Our staff have regular training to help us meet the needs of students, most recently this has included training in autism and mental health. Our teaching assistants are trained to deliver SEND provision and often support children in lessons and in both 1:1 and small group interventions. We have TAs trained in specific interventions including speech and language. Ms McQuone (Executive Headteacher) has overall responsibility for ensuring the quality of provision and we work in collaboration with Blackminster Middle School to coordinate provision across the federation.



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10. What equipment and facilities are available? How would additional facilities be put in place?

Every child's need for equipment and facilities is assessed on an individual basis. Initially a meeting would be held with parents, class teacher and the SENDCO to identify what is required. Agreed equipment and facilities required over and above those readily available will then be sourced as quickly as possible.

At school we are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all of our children.

At present in school we have:

- Access ramps to doors.
- 1 disabled toilet/hygiene suite
- Ramps to lower level outdoor areas
- A translation service can be arranged for those parents whose first language is not English.
- Classrooms are mainly carpeted throughout to reduce noise for the hearing impaired.
- Doors are wheelchair accessible.

11. How is the effectiveness of SEN provision evaluated?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using Individual and Whole School Provision Maps to measure progress
- Holding annual reviews for pupils with EHC plans (Education and Health Care Plans)

12. How are pupils with SEND supported to engage in activities available to those who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including breakfast club and wrap around care at Sunflowers Nursery. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. If required, a meeting will be held with parents and carers to agree any adaptations required to ensure every child can engage fully.

Our accessibility plan is also reviewed regularly and available on our website.



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13. How do you improve children's emotional and social development?

As a small school we take pride in working closely with every child, whether they have SEND or not, to support their emotional and social development. Children are actively encouraged to represent school at a range of local events and performances. Music is a big part of life at Pebworth and all pupils are supported to learn a musical instrument, building confidence, life skills and a feeling of success and achievement.

We have a zero tolerance approach to bullying.

14. How do you work with other agencies?

We work closely with other agencies, seeking advice where appropriate, to ensure the best possible provision for all pupils. We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology
- Complex Communication Needs Team (Autism)
- Speech and Language Support (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Looked After Child and Previously Looked After Child Teams
- Children's Services
- Worcestershire County Council SEND Team and Caseworkers
- School Nurses
- Visual Impairment Service
- Hearing Impaired Service
- Outreach from The Vale of Evesham
- Parent Support Partnership
- Local Children's Centres
- Family Support Workers
- Occupational Therapists
- Physiotherapists
- Educational Welfare Officers

If required we will seek appropriate additional professionals to best support children.



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15. How do I complain about SEND provision?

Complaints about SEND provision in our school should be made to the Class Teacher or School leader in the first instance. They will then be referred to the school's complaints policy if appropriate.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Where can I get more information?

If you'd like more information about our school please look at the SEND policy on our website or contact the school leader.

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<http://worcestershirelocaloffer.org.uk/>

Special Educational needs and Disabilities information advice and support service
<http://www.worcestershire.gov.uk/info/20208/sendiaass> Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/