



Peckover Primary School SEND Information Report

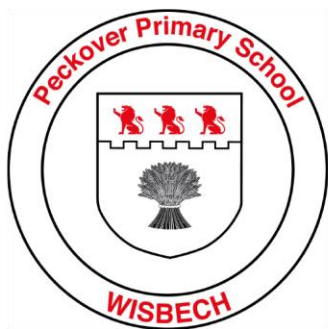
SEND INFORMATION REPORT

A valued member of the

Brooke Weston Trust



Date: September 2023



Peckover Primary School SEND Information Report

Since September 2014 the law for children and young people with special education needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college. The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

This SEND Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+policies&pid=45

Peckover Primary School is situated in Wisbech, Cambridgeshire. At Peckover we work hard to provide a happy, safe and language rich environment where children feel motivated and excited to learn enabling them to reach their full individual potential.

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A valued member of the

Brooke Weston Trust



Date: September 2023



What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

COMMUNICATION AND INTERACTION

This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD)

COGNITION AND LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues

SENSORY AND/OR PHYSICAL

This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment

A valued member of the

Brooke Weston Trust



Date: September 2023



1. Who is the SEN contact?

The school SENCo is Miss Charlotte Salter.

She can be contacted via email at Charlotte.Salter@peckoverprimary.org



2. What kind of SEN provision is accessible to pupils?

Peckover Primary School is a fully inclusive mainstream School catering from Pre-School to Year 6. Peckover Primary School ensures that all pupils achieve their full potential within the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All teachers and support staff in the school have been trained to support pupils with Special Educational Needs and Disabilities (SEND) and are committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Children with SEND have access to the following provisions at Peckover Primary School:

- Sensory Circuits
- Classroom based intervention
- Targeted/specialised intervention
- Eagles Lunchtime club
- Support from the Pastoral and Inclusion Team
- Support from within our inclusion unit
- Sensory support
- Forest School
- An In-school trained Physiotherapist
- A trained Emotional Literacy Support Assistant (ELSA)

A valued member of the

Brooke Weston Trust



Date: September 2023



3. How do we identify pupils who may have a SEN?

We will assess each pupil's current skills and levels of attainment on entry, which will be on previous settings and Key Stages where appropriate.

We have good links with pre-school settings which means that information about Special Educational Needs will usually accompany pupils upon entry to the school and this will be used by the SENCo and class teacher to make sure that appropriate provision is continued.

Transition meetings are held with nurseries and pre-schools and a Reception transition meeting is offered to parents in the summer term to discuss specific concerns with the SENCo and the class teacher.

For pupils transferring into the school at any other phase of their education, this information will be collated from the transfer of files from the previous school. If necessary, a transition plan will be drawn up for each pupil with SEND to ensure a smooth transition into the school and ensure that individual needs are met.

If a member of staff identifies a pupil whose individual needs are not met by the normal differentiated programme of study, and is consequently not making expected progress, then the class teacher will inform the SENCo and an 'Assess Plan Do Review' (APDR) document will be implemented. This document outlines clear, individualised, measurable targets for the pupil to meet. A range of interventions, provisions and strategies will be put in place to help the pupil meet their target. The targets and the impact of provision will be monitored closely and reviewed regularly by the class teacher. If the pupil meets their target then a new target will be set. If the child does not meet a target then that target will be broken down further to support the child and show measurable steps of progress. If the pupil progresses well and the situation improves then no further action is needed. The SENCo is informed at all stages and is aware of the progress the pupil is making. If the pupil continues to be unable to meet their individualised targets despite a range of provisions implemented then it will be decided whether it is appropriate to further monitor the student, whether further interventions need to be put in place, or if additional support should be sought from external agencies.

On-going assessments are completed throughout your child's time at school. These include:

- Baseline assessment carried out in September as children enter our Early Years Foundation Stage (EYFS). Baseline assessments are also carried out on all children as they enter their new year group in September.
- Detailed assessments carried out three times per year in Reading, Writing and Mathematics.
- Children with SEND are closely monitored in their progress of phonic sounds and High Frequency Words (HFW) in Key Stage One. Children with SEND in Key Stage Two are closely monitored in their progress through the use of Pixl assessments.
- Pupil progress meetings are held after every data point from which we track and identify children who are not making expected national

A valued member of the

Brooke Weston Trust



Date: September 2023



progress. Discussions will be held of what needs to be done in order to support each child who are not making expected progress.

- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaisons from outside agencies such as Educational Psychologists, the Specialist Teaching Team or Speech and Language Therapists.

If you believe your pupil has special educational needs, then you should contact the SENCO (as outlined above) who will be able to undertake the investigations and appropriate assessments to see if they meet national SEND criteria.

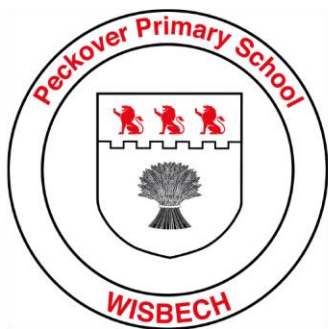


A valued member of the

Brooke Weston Trust



Date: September 2023



4. How does the school evaluate the effectiveness of its SEN provision?

a) How will school staff support a pupil?

b) Who will oversee, plan work with pupils and parents?

c) How often will this happen?

d) Who will explain to parents what is happening for the pupil?

e) How does the School assess and review the progress of pupils with SEN?

f) How is the decision made about the type and how much support a pupil will receive?

g) How does the school listen to pupil's views?

All pupils regardless of need are set targets using robust systems.

The SENCo will work with all parties involved. The SENCo will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.

The class teacher has full responsibility for overseeing the work the pupils do in class, making resources and liaising with parents.

Ways in which we support a pupil:

Interventions: At Peckover Primary School, we offer a variety of additional interventions that we use to support pupils. These include small group interventions to support social, emotional needs, friendship skills, speech and language, English and Maths. Pupils are identified for additional interventions according to the assessments discussed in section 3 and 6; the progress they have made; the recommendations from teachers and support staff and concerns raised by parents.

We have based our interventions using the three tiers or "waves" (levels of support) of increasingly individualised support based on educational outcomes and needs.

- **Level 1:** inclusion of all pupils in high-quality lessons through quality first teaching
- **Level 2:** small-group intervention/closing the gap sessions, designed to support pupils to 'catch up' with their peers
- **Level 3:** one-to-one targeted interventions for pupils identified as requiring academic support

Access arrangements: From entry into the school, data is analysed and pupils are identified that may require additional support. The support a pupil can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the SAT arrangements identified by the DfE for that year. When internal assessments are taking place class teachers will request support from the SENCo to enable pupils to develop their skills and ensure that all pupils are included despite any SEND need.

Parents Evenings take place twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time and the progress the pupil is making towards these. End of year reports are sent home to parents before the Summer holidays. If a pupil identifies as SEND or has additional needs, further meetings can be arranged between parents, class teacher and SENCo to discuss the progress of the pupil.

If a pupil has an EHCP then an Annual Review is held where parents, SENCo, class teacher and any outside agencies involved meet to discuss how the pupil is getting on, set new targets and review the provisions outlined in the EHCP. If the





child requires additional funding or a specialist placement request this would be discussed during the Annual Review process.

We have an ethos across the school in that if the parents wish to discuss their child's progress or anything else then they can arrange a formal meeting with their pupil's class teacher whenever they like as well as talking informally on the playground daily and access to Class Dojo as further communication.

Each pupil is treated as an individual. The amount and type of support a pupil receives is based on the individual needs. This decision is made by the class teacher and in liaison with (if needed) the SENCo. Some of the interventions and work may also be advised by outside professionals e.g. speech and language interventions, Specialist teacher etc.

Some pupils with an EHCP may also receive extra support and therefore may receive more support than others.

Support for a pupil can be in many ways, these include:

- Intervention groups/work (academic or wellbeing related)
- Activities/Tasks to be adapted, scaffolded and/or differentiated to enable them to access lessons/work independently
- Access arrangements for assessments
- Bespoke timetables for pupils who may have a blended package of support e.g. some classroom time then time out of the classroom to receive pastoral support.
- Risk Management Plans and/or Temporary Reduced Timetable Plans for pupils who may be finding full time education or the demands of the curriculum challenging, may need to be considered for reduced hours in School for a short period of time. Time in School will gradually be increased until the pupil is in a place where they are finding School less overwhelming.

All pupils in the school are involved with setting themselves targets whether academic or SEND related. The school has an active School Council where pupils from each year class is represented in a group to share thoughts and concerns from their classes. These meetings occur regularly and the representatives from each class are asked to feedback to their classes after each meeting.



Where appropriate, Pupils with EHCPs are involved in discussions about their annual review and are encouraged to contribute actively to the process.

A valued member of the

Brooke Weston Trust



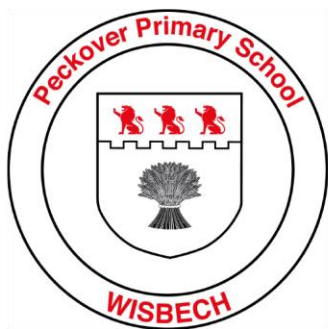
Date: September 2023



A valued member of the

Brooke Weston Trust 

Date: September 2023



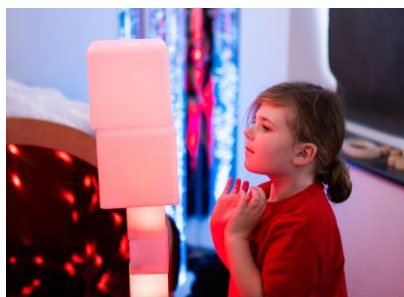
5. How does the school support pupils with SEN?

- a) will the curriculum be matched to a pupil's needs?
- b) What is the school's approach to differentiation?
- c) How are the school's resources allocated and matched to pupils' special educational needs?
- d) What support will there be for a pupil's overall well-being?
- e) Pastoral, medical, social emotional in and out of school?

We are a truly inclusive school and all pupils regardless of need are provided access to a broad and balanced curriculum that is differentiated/scaffolded to address the needs of all. The school takes reasonable steps to modify or adapt the learning environment to meet the needs of the individuals. The SENCo supports all staff around planning for pupils with SEND to ensure pupils' individual needs are being full met as part of a broad and balanced curriculum.

All pupils within the school are set targets in Reading, Writing and Maths. These are discussed at regular Pupil Progress meetings with the Year group staff members, Principal, Vice Principals and SENCo. Pupils that are not at expected levels within Reading, Writing and Maths will be identified on a provision map and will be given additional sessions or interventions to support them out of the usual timetables sessions. These are intensive programmes which are there to enable the pupils to progress and close the gap between themselves and their peers.

Throughout the school year, the school considers the needs of pupils and appropriate interventions on offer to address their needs. The school will consult with pupils and where appropriate parents to ensure that the most appropriate interventions are on offer to all pupils. Some pupils may be placed on APDRs, these are personalised to the needs of the pupil and targets are worked on in class and through additional provisions or interventions.



Peckover Primary School works with the Health team including Physiotherapists and Occupational Therapists to ensure that the pupils have access to appropriate equipment in order to support them with appropriate levels of independence and ensure that a pupil's physical needs are being fully met in their day to day School life. Each year, the accessibility of the site is reviewed in line with existing needs of pupils and/or any new pupils to the School. We have experience of working with pupils with physical disabilities, visual impairment and medical needs.

PSHE is a pivotal part of our curriculum at Peckover and is incorporated into a pupil's weekly timetable. At Peckover Primary School we have one fully trained ELSA who support pupils with their Emotional Well-Being, Emotional Literacy, Emotional Regulation and Mental Health needs where appropriate. If the ELSA feels that the pupil may need more specialised support then referrals can be made for specialist outside agency support such as; YOUunited, MHST or CAMH. As a School we ensure we work closely with any outside agencies that are involved with our pupils.

A valued member of the

Brooke Weston Trust



Date: September 2023



At Peckover Primary School, we have a well-established Pastoral and Inclusion team which meets regularly to address the needs of any students that have been referred for concerns with Mental, Emotional and Social concerns. Initial meetings with parents may be offered to address any concerns the child/family may be having and further support could be offered for the family such as through an Early Help Assessment (EHA). Following on from this, additional support may be offered to these specific children through 1:1 time with our Pastoral and Inclusion team, accessing a lunch time games club to support social skills and specific further interventions depending on the child's needs. The Pastoral and Inclusion team work closely with a wide range of individuals such as accessing support from the SENCo and other external agencies including; Educational Psychologist, Social Services support teams, MHST and the SEND Team.

Pupils identified with complex behavioural needs are identified on a Risk Assessment and a Risk Management Plan (RMP) would be implemented to support the pupil. This plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons and/or on the playground. The SENCo and Pastoral and Inclusion team work closely with these pupils who have these specific behavioural needs. Peckover is a STEPs trained School and we have a therapeutic approach to behaviour.

The Pastoral and Inclusion team have their own interventions where they work closely with small groups of pupils or on a 1:1 basis for a range of areas including Anger Management, Emotional Literacy, Protective Behaviours, social skills, friendships, eating disorders, LGBTQ support and much more. They also contribute and lead Early Help Assessments (EHA) to ensure families are supported to meet all of their pupil's needs.





6. How does the School adapt the curriculum and learning environment for pupils with SEN?

How will pupils be included in activities outside the classroom, including school trips?



SEND is at the heart of the curriculum and ways to adapt/modify/scaffold the curriculum for individual children within year groups is discussed with the SENCo. Environmental adaptations are considered for individual children for example dyslexia friendly fonts, the use of visual timetables/schedules, the use of Widgit symbols, the use of coloured overlays, writing slopes, the use of coloured paper for pupils to complete writing tasks etc.

We offer a range of trips and extra-curricular activities to all pupils, as found on our website. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the Senior Leadership team/SENCO, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and wellbeing of all concerned has to be considered as part of this process.

On-going assessments will be carried out throughout a pupils time at school and at key points throughout the year. These include:

- Assessment towards the Early Learning goals for EYFS, Foundation Stage
- Reading, writing and maths formal assessments each term
- Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify pupils who are not making the expected progress.
- Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress.

End of Year Reports are sent home to parents before pupils break up for the Summer holidays.

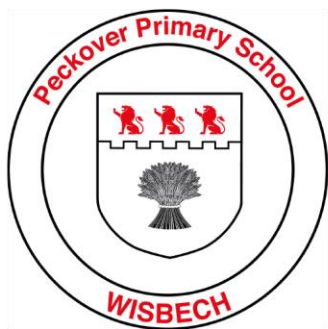
Parents Evenings take place three times over the year where the progress of each pupil is shared with the parents. Any interventions or extra provisions in place for the pupil is shared with the parents during this time

A valued member of the

Brooke Weston Trust



Date: September 2023



7. Parent/Carer Involvement

- a) How will both the school and parent know how a pupil is doing?
- b) How will the school support parents to help their pupil's learning?
- c) When will parents be able to discuss a pupil's progress?
- d) How are parents involved in the school, and how can they become involved?
- e) Who can parents contact for further information, or raise concerns?

and the progress the pupils are making towards these. If a pupil is SEND or has additional needs further meetings can be arranged between parents, class teacher and SENCo to discuss the progress of their pupil.

If a pupil has an Educational Health Care Plan (EHCP) then an Annual Review is held where parents, SENCo, class teacher and any outside agencies involved meet to discuss how the pupil is developing and to discuss next steps.

We have an ethos across the school in that if the parents wish to discuss their pupil progress or anything else then they can arrange a formal meeting with their pupils class teacher whenever they like as well as talking informally on the playground daily and communication with the class teacher via class dojo.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist teacher advisor (such as teacher of the deaf or visually impaired team, or the Specialist Support Services).

Reports from these services are shared with parents and school whenever there are updates.

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evenings, School events, home/school diary, coffee mornings, reports as well as staff being available both before and after school to support with concerns.

There are also many events involving parents over the year including half termly coffee mornings, school shows and Class Assemblies. More information would be available on the school website.

In the first instance, for further information about any support the pupil may or may not be getting speak to the class teacher or the SENCo. The class teacher will liaise with the SENCo on your behalf if needed.

Parents who have concerns are urged to speak with the SENCo regarding their complaint. If this cannot be resolved, or it is regarding the SENCo, the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the School's complaints procedure, a link to this can be found on the School's website.



A valued member of the

Brooke Weston Trust



Date: September 2023



8. What specific expertise is available to pupils with SEN?

What training will the staff supporting pupils and young people with SEND have had or receive?

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

Miss Salter is a qualified teacher and was awarded the National SENCO Qualification with Bedford University in July 2017. Miss Salter has been at Peckover School since September 2010 and has a fountain of experience and knowledge of working with children with SEND and/or additional needs.

All staff are highly trained and have a wide range of qualifications to enable them to support pupils. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, Literacy Difficulties, Maths, Phonics, English as an additional language, Behaviour and ASC. The Pastoral and Inclusion team are highly qualified to support pupils with Mental, Social and Emotional needs.

Specific training needs are identified through the needs of the pupils. These can include manual handling, epilepsy, asthma, TEACHH, PECS and medical training specific to pupil's needs.

As a School we have also set up a Specialist Classroom called Doves. This classroom replicates that of a Specialist provision classroom and we have up to 6 children who access this provision. This classroom is purely designed for children who have an EHCP and a diagnosis of ASC. We are currently at capacity in Doves but the staff that work in Doves have been sharing their knowledge and skill set with other members of staff in the School to help children who require specialised support.

Alongside the staff that work within the school, we work closely with outside agencies to support pupils. These include Physiotherapists, Occupational Therapists, Visual Impairment Specialist Teacher, Educational Psychologists, Speech and Language, School nurses, Child and Adolescent Mental Health Service (CAMHS), Family Advisors, Social Care and Specialist Support Services and any other available agencies.

A valued member of the

Brooke Weston Trust



Date: September 2023



9. How accessible is the school environment?

Peckover Primary School is a two form entry School including an additional building for our Pre-School. Peckover Primary School have open plan classrooms meaning this make it easily accessible to enter and leave the classroom. The corridors are wide and we have ramps available for wheelchair users or trolleys used for other medical needs. We have a disabled toilet and two disabled parking bays. Corridor doors have finger guards on them throughout parts of the School.

All children with an EHCP have their own Personal Emergency Evacuation Plan (PEEPs) Some children who have other SEND needs but do not have an EHCP also have their own PEEP to ensure their own route and evacuation procedures are clearly outlined to staff working with the named children.

Within the school, if there is a need, pupils will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.

10. Transitions

a) How will the school prepare and support a pupil to join the school.

We work hard to ensure smooth transitions for all pupils when moving through the school. Transition days are provided to all pupils where they spend time with their new class teacher and peers in their new classroom. Additional transitional sessions are arranged depending on the needs of the pupil. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would be beneficial to the pupil.

At the end of an academic year all staff complete a transition meeting with the new class teacher to share information of all children in their class in preparation for the pupil's arrival in September. The SENCo and the Pastoral and Inclusion team will also share recent information from external agencies and updates.

b) Transfer to a new school or the next stage of education or life?

When moving onto Secondary School, transition meetings happen with all Secondary Schools. Transition forms are also completed by Year 6 staff with information about the pupil and any strategies teachers find useful when supporting that child or outside professionals that are currently involved. Visits are arranged with local schools and extra transition visits are arranged for children with SEND, vulnerable and any other pupil we feel need some extra transition. All of the children's SEND files or appropriate documentation is passed on to their new Secondary School.





11.

Governance

a) Who are Governance Contacts?

b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

The Chair of Governors is David Oliver. The SEND governor is Chris Black.

We share reports to Governors with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour and any other related SEND information. The Governors also review policies, attend school meetings and monitor and challenge provisions through talking to staff, pupils and parents. The SENCo has termly meetings with the SEND governor.



12.

Admissions

How do pupils gain admission to the School or any specialist units/provision on the school site?

For admissions into our Early Years foundation stage, then applications are via the usual means of the Cambridgeshire County Council (CCC) School Admissions and pupils will then be allocated a school place. Children in Care or pupils of the armed forces are considered first, followed by SEND needs.

If there are mid-year transfer, then this is again done via the CCC School Admissions.

A valued member of the

Brooke Weston Trust



Date: September 2023



13.

Where can I access other information around support for pupil, young people and families for SEN and disabilities (including the LA's Local Offer)?

Cambridgeshire County Council, along with all other authorities, are required to publish information about services they expect to be available in their areas for pupils and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This is known as the 'Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families.

For further information about Cambridgeshire Local offer please visit: [Local Offer - Cambridgeshire County Council](#)

A valued member of the

Brooke Weston Trust



Date: September 2023