
Peckover Primary School SEND Information Report September 2020

(in accordance with section 65(3) of the Children and Families Act 2014)

<p>1. What kind of special educational needs provision is accessible for children at Peckover Primary School?</p>	<p>Peckover Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.</p> <p>Children with Special Educational Needs and Disabilities (SEND) have access to the following provisions at Peckover Primary School:</p> <ul style="list-style-type: none">• Sensory Circuits <i>(currently on hold due to Covid-19 restrictions)</i>• Classroom based intervention• Learning mentors• Eagles Lunchtime club <i>(currently on hold due to Covid-19 restrictions)</i>• Morning and Afternoon Nurture groups• Support from a Pastoral and Inclusion manager• Support from within our new inclusion unit• An In-school trained Physiotherapist• A trained Emotional Literacy Support Assistant (ELSA)
<p>2. How do we identify children who may have an SEND need?</p>	<p>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 SENDCo 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</p>

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 SENDCo 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 of reading comprehension through a NARA II assessment and their mathematical knowledge through appropriate mathematical assessments including 'White Rose'.
- Pupil progress meetings are held after every data point from which we track and identify children who are not making expected national 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.

	<p>Additional information may also be collated through the following means:</p> <ul style="list-style-type: none"> ● Referrals from outside agencies ● Parents ● Observations ● Liaisons from outside agencies such as Educational Psychologists, the Specialist Teaching Team or Speech and Language Therapists. <p>Should you believe your child has SEND then you should contact the SENDCo (details in section 4) who will be able to undertake investigations, observations and appropriate assessments to see if they meet national SEND criteria.</p>
<p>3. What provision is made for children with SEND; with and without an Education Health and Care Plan (EHCP).-in respect of:</p> <p>a) How is the intervention/support monitored as to its effectiveness?</p>	<p>All pupils regardless of need are set targets. Strategies are put in place to support those who are not achieving as expected. Those children identified as benefiting from intervention/support are monitored against the progress they are making. This is normally at pupil progress meetings.</p>
<p>b) What are the Academy's arrangements for assessing and reviewing progress of children with SEND?</p>	<p>Those children identified as benefiting from intervention/support are monitored against the progress they are making at pupil progress meetings and working records are kept to track ongoing achievements and progress, including 'Learning Journeys'.</p>
<p>c) What is Peckover's approach to teaching children with SEND?</p>	<p>We are a fully inclusive school, which ensures that all pupils achieve to their full Potential. This may be through clear differentiation so that children with SEND are able to work independently, opportunities to work in small group or through 1:1 support from Teaching Assistants.</p>
<p>d) How does the school adapt the curriculum and learning environment for children with SEND?</p>	<p>The curriculum and teaching sequences are adapted to meet the needs of the Individual child. The school takes all reasonable steps to modify and adapt the learning environment to meet the individual needs of children.</p>

<p>e) What additional support is available for children with SEND?</p>	<p>Peckover provides various interventions/support that meet the individual academic, social, behavioural and speech and language needs of the children. Children who may require higher levels of support have access to appropriately trained support staff both within school and from Outside Agencies. Pupils with Education, Health and Care Plans (EHCP) are supported in class and around school according to the requirements of the Plan.</p> <p><i>Please note that due to the current Covid-19 pandemic, outside professionals will not be making visits into school. However, please be reassured that staff members, parents and children will still be fully supported by these agencies but through a virtual environment.</i></p>
<p>f) What support is available for ensuring the emotional and social development of pupils with SEND?</p>	<p>Children have access to a SEAL (Social Emotional Aspects of Literacy) curriculum through PSHE lessons and time to be PROUD sessions. In addition, nurture activities are available through the Pastoral and Inclusion manager and staff members who run Morning or Afternoon Nurture groups.</p>
<p>4. Who is the named SEND contact?</p>	<p>Charlotte Salter Peckover Primary School, Leverington Road, Wisbech, Cams, PE13 1PJ</p> <p>Tel: 01945 584741 Email: csalter@peckoverprimary.org</p>
<p>5. What specific expertise is available to children with SEND?</p>	<p>Children with SEND at Peckover Primary School, have access to the following support and provision in school:</p> <ul style="list-style-type: none"> • Classroom based interventions • Sensory Circuits (<i>currently on hold due to Covid-19 restrictions</i>) • Support from a Pastoral and Inclusion manager • An In-school trained Physiotherapist

- Eagles lunchtime club *(currently on hold due to Covid-19 restrictions)*
- Morning and Afternoon Nurture groups
- Support from a trained Emotional Literacy Support Assistant (ELSA)
- All staff delivering interventions are appropriately trained.
- Support within our new Inclusion Unit which is a safe calm space for children with SEND to use. *(Please note that due to the Covid-19 restrictions we are trying to limit our number of children and staff members that use the nest at any one time. This is to prevent cross contamination between bubbles. Once a child and staff member has used the nest, all surfaces, door handles and other areas are deep cleaned before the next child and staff member can use it. If at any point there is more than one child in the nest but from the same bubble then staff will adhere to social distancing rules. If unexpectedly another child arrives in the nest needing urgent support from the pastoral team and they are from another bubble then the pastoral team will ensure that the children from different bubbles are socially distanced and all surfaces, door handles and areas will be fully cleaned afterwards.)*

Children with SEND at Peckover Primary School have access to the following Outside Agencies by a referral process:

- Educational Psychologist (SEND Services)
- Specialist Teaching Team (SEND Services)
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Family worker support
- Child and Adolescent Mental Health (CAMH) support
- Community Paediatrician
- Support from the School Nursing Duty Desk

	<p><i>Please note that due to the current Covid-19 restrictions, outside agencies will not be making face to face visits in school until further notice. Please be reassured that their support will still happen but through a virtual way.</i></p>
<p>6. What specialist equipment and facilities are there for children with SEND?</p>	<p>Resources are purchased to meet the needs of individual children as appropriate, such as; sensory chews, sensory bracelets, fiddle toys, sensory cushions, ear defenders and weighted blankets and shoulder wraps.</p> <p>A disabled toilet is available in school with censored taps accessible also.</p> <p>Specialist IT equipment can be requested at Annual Reviews for children who have an EHCP in place.</p> <p>Areas of the school are highlighted with high visibility paint to support children with a Visual Impairment.</p> <p><i>Due to the current Covid-19 guidance, each child with SEND that require any of the above provisions will be assigned to that provision which will stay with them in their bubble throughout the year. If a child no longer requires that provision, then it will be returned to my office and will be fully deep cleaned before it is to be used by any other child.</i></p>
<p>7. What arrangements are there for consulting and involving parents of children with SEND?</p>	<p>Parents are actively encouraged to be partners in their child's education through; termly 'Parents Evening' meetings between parents, teacher and pupil to discuss progress in school. Staff at Peckover will share and review APDRs with parents. Staff at Peckover will consult and inform parents of children with SEND by telephone contact, home/school diaries, emails, progress reviews and yearly written reports.</p> <p>If there is an open Early Help Assessment (EHA) for the family then 6 weekly Team Around the Family (TAF) meetings will be held at school. Parents will be invited to every TAF meeting as well as the class teacher and any outside agencies that are involved with the child. The purpose of the TAF meetings are to discuss any worries and concerns about the pupil and implement strategies that will enable the pupil to be successful. These strategies are then reviewed at the next TAF meeting. If there is a still a need for the EHA to be open then TAF meetings will continue as appropriate. An EHA can be closed by the school and</p>

	<p>parents when in agreement that the need of the child has been met and small steps of progress are evident.</p> <p>If there is not a need for an EHA to be opened but parents of children with SEND have a concern, then we will arrange regular review meetings with parents and the relevant staff members to discuss progress and next steps for the pupil.</p> <p>If a pupil has an EHCP then Annual reviews will take place with the parents, class teacher and any relevant professionals from Outside Agencies once a year to review the outcomes highlighted in the plan and set new targets for the next 12 months.</p> <p>If a pupil is on a reduced timetable at school then parents will be invited to regular Risk Management Plan (RMP) meetings where relevant staff members will discuss the progress that is being made and implement strategies and provisions to help increase the child's time at school so it is positive and successful.</p> <p><i>Due to the current Covid-19 restrictions staff members will be holding meetings outside where possible. If the weather is rainy, cold or windy then we will consider having the meeting virtually. If meetings are unable to happen virtually then we will ensure that meetings take place in a well ventilated space and staff members wear visors. Social distancing rules will be adhered to during the meeting also.</i></p>
<p>8. What are the arrangements for consulting children with SEND about, and involving them in, their education?</p>	<p>All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets, which are set at 'Parents evening' meetings. It is discussed with parents and the pupil, and worked upon both at home and with those members of staff who are providing their additional support at school.</p>
<p>9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?</p>	<p>Parents who wish to complain are strongly encouraged to initially speak to the SENDCo to voice their concerns around the provisions or strategies implemented for their child. If the issue cannot be resolved at this level or the complaint is regarding the SENDCo, the parent should speak to the Principal of the school or the Head of Governors. If the issue is still not resolved, parents would be directed to the Academy's complaints procedure. A link to this can be found on the school website.</p>

<p>10. How does the Academy involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?</p>	<p>In order to meet the individual needs of a child, the school will work with and seek advice from SEND Services (Educational psychologist and Specialist Teacher), Speech and Language Therapist or a health colleague to support the child's academic; physical; and social and emotional progress. The school will refer children for Outside Agency support if the considered Special Educational Need and/or Disability is having a negative impact on the pupils academic and/or emotional progress despite school interventions.</p>
<p>11. What are the contact details of support services for the parents of children with SEND?</p>	<p>Speech and Language Therapy, New Horsefair Clinic, 27 Augustine's Road, Wisbech, PE13 1AR Tel: 01945 488030 ADHD Support Group: Queen Mary Centre, Wisbech Tel: 01354 750401 Family Support Worker: Nicola Bridge Via school 01945 584741 Pinpoint (Support group for ADHD): www.pinpoint-cambs.org.uk 01480 877333 Cambridgeshire's Parent Partnership Service: pps@cambridgeshire.gov.uk 01223 699214</p>
<p>12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?</p>	<p>If parents of children with SEND are concerned about transitions from year group to year group in school, we provide the following support:</p> <ul style="list-style-type: none"> • Transition meetings with parents/carers can be requested on how we can best meet the emotional and cognitive needs of the child. Other relevant staff members and/or professionals will be present at the meeting also. • TAF meetings towards the end of the year with parents and relevant staff members will have a focus on transitions to new classes and how we will support the individual child. <p>Transitioning from Nursery to EYFS:</p> <ul style="list-style-type: none"> • SENDCo, Pastoral and Inclusion manager and the class teacher will attend/hold transition meetings with the Nursery. • SENDCo, Pastoral and Inclusion manager and the class teacher will observe children with SEND in the Nursery setting to ensure a smooth transition to our setting.

	<ul style="list-style-type: none"> • SENDCo, Pastoral and Inclusion manager and the class teacher will arrange home visits with the parents to observe the child in play and interactions in the home and to have further discussions with the parents to ensure a smooth transition. <p>Transitioning from Primary to Secondary School:</p> <ul style="list-style-type: none"> • Consultations/Meetings with teaching staff, support staff and other professionals from Outside Agencies as to how we can best support the academic, medical and social needs of the child as they moves from our setting to the next. • Opportunities for the child and parents to have supported visit's to the new school setting. • Opportunities for the child to attend extra transition days in the new setting to ensure a smooth transition. <p><i>Due to the current Covid-19 restrictions staff members will be holding meetings outside where possible. If the weather is rainy, cold or windy then we will consider having the meeting virtually. If meetings are unable to happen virtually then we will ensure that meetings take place in a well ventilated space and staff members wear visors. Social distancing rules will be adhered to during the meeting also.</i></p>
<p>13. Where is the Local Authorities Local Offer published?</p>	<p>Cambridgeshire County Council, along with all other local authorities, is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).</p> <p>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 the Cambridgeshire Local Offer please visit:</p> <p>www.cambridgeshire.gov.uk/SEND</p>