# Piddle Valley CE First School
# SEND Information Annual Report 2022/2023

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| What types of Special Educational Needs are provided for at Piddle Valley CE First School? | Piddle Valley CE First School provides for pupils with all types of Special Educational Needs. We provide support for pupils across the 4 areas of need as outlined in the SEN Code of Practice 2014. They are as follows:<br>● Communication and interaction<br>● Cognition and learning<br>● Social, emotional and mental health difficulties<br>● Sensory and/or physical needs |
| What is the policy for the identification and assessment of pupils with SEND? | Progress of all pupils is ongoing and is monitored on a daily basis by teachers and teaching assistants.<br>Informal assessments are completed at the end of each term or at the end of a specific intervention to ensure all children are making the expected progress.<br>First step provision for all children is through adapted teaching, differentiated appropriately for individual pupils.<br><br>Some pupils, despite adapted teaching do not make expected progress. We quickly identify these gaps and ensure additional support is put in place. Concerns are shared with parents/carers, which may involve them being invited into school so these concerns can be discussed.<br><br>If the pupil continues to require additional support this will be actioned and included on the class provision map. The Provision Map will identify areas of need and how they will be delivered to achieve the desired outcome. The majority of children will have their needs met at this level.<br><br>We have a number of staff in school who deliver specialist programmes such as Learn to Move, Hamish and Milo, Trauma Informed, Little Wandle Phonics Catch up .<br><br>If a child continues to make limited progress or there are still areas of concern external agencies may be involved to support the child in their learning. These include speech and language, education psychologist, the specialist educational needs service or Portage. |

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| What are the arrangements for consulting parents/carers of pupils with SEND and involving them in their child's education? | We believe parents/carers play a vital role in supporting a child's learning journey and as a school offer a variety of opportunities to achieve this.<br><br>During the year there are 2 parents evenings (Autumn and Spring term) . Towards the end of the summer term a report is provided for parents informing them of their child's progress at school and whether they are meeting their expected targets. Clearly where there are concerns additional meetings will be made and parents can request a meeting at any point within the school year.<br><br>All the children have a reading diary. Both of these can be used for any communications between staff and the adults at home. |

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| | As a school, we follow the Little Wandle Letters and Sounds Phonics programme as well as Maths No Problem teaching.<br><br>Our website, newsletters and photographs all give an insight into daily life of the school as well as the Headteachers blog.<br><br>For those children with a Pupil Centred Plans, parents are asked to sign this alongside their child and a copy is given to them. This ensures that both home and school can be working on targets jointly.<br><br>For those children with a Statement of Educational Need or Education and Health care plan (EHC), a personal centred review (PCR) is held annually where a child, their parents/carers and any external agencies involved are invited to a meeting. This is an opportunity to share successes as well as discuss jointly future targets and provision. If needed the school can call a PCR earlier than scheduled to ensure the school is reflective and adaptive to the changing needs of the pupil. |

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| What are the arrangements for consulting pupils with SEND in their education? | All children assess their progress in their learning.<br>Feedback surgeries are held in class where individual children have the opportunity to talk with their class teacher or TA about their learning and to share next steps.<br>Pupils with SEN have Pupil centred Plans. The children are involved in the reviewing and setting of targets and will share their thoughts on their learning at the end of their Progress Plan when possible.<br><br>At Person Centred Reviews, pupils are very much at the centre of the process. Prior to the meeting, they will complete a questionnaire which is shared with the adults invited to the meeting. They are also invited to the initial part of the meeting where other people's thoughts and feelings on their successes and achievements are shared. |
| What are the arrangements for assessing and reviewing pupil's progress towards outcomes? | Children's progress is tracked termly in line with outcomes for their age/ability. Children with SEND are tracked and assessed alongside their individual targets as outlined on their Pupil Centred Plan.<br><br>Other assessments may be used to record a pupil's progress in reading, phonics, spelling and maths. Children in Years 2, 3 and 4 receive weekly spelling and maths tests. At the end of a term, phonic assessments and reading tests such as the Salford Reading test and the HAST spelling test are carried out.<br><br>When a child has a Statement of Educational Need or Educational Health Care plan (EHC), long term outcomes are reviewed at a Person Centred Review once a year, where all the people involved working with that child can contribute to the evaluation of the outcomes.<br><br>External agencies such as speech and language, special educational needs specialist service (SENSS), Portage and behaviour support may be involved with working with your child. Parents may be invited into school to discuss outcomes with these personnel from these services. |

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| What are the arrangements for supporting pupils at transition points? | Our school is part for the Wessex Multi Academy trust which is made up of 12 other schools including the local middle schools and upper school. Staff regularly meet with each other and share good practice. We share information to support pupils learning and wellbeing. In the second half of the summer term, key staff from the middle school will come into school on a weekly basis to work with those children who require additional support and/or are anxious about their transition. The Year 4 teacher and SENCO meet for a handover meeting to ensure the school has the information they need to support that child.<br><br>Children with an Educational Health Care plan (EHC) are reviewed during the Autumn Term through the Person Centred Review process. The Special Educational Needs Co-ordinator (SENCO) from the transitioning school is invited to this meeting to aide a child's transition to middle school. |

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| What is Piddle Valley's approach to supporting children with Special Educational Needs? | Where a child is identified as having SEN and or disability, the school adopts a process of 'Assess, Plan, Do and Review'. This method is detailed in the SEND Code of Practice: 0-25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.<br><br>Most pupils with SEND will receive the majority of their learning through adapted teaching where it is appropriately differentiated to meet their needs. The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEN pupils.<br><br>Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be 'additional to and different from' normal provision within the class. Children receiving this type of support with be monitored closely in school as 'school support'. A plan will be devised to record this additional support and a Plan, Do, Review Plan will be carried out to identify next steps in learning. Class teachers are responsible for the implementation and maintaining of these plans with monitoring of the plans and progress shared with the SENco.<br>Most targeted interventions will be provided by a qualified teaching assistant using plans provided by the teacher. Any interventions are monitored by the SENCO. Children are assessed at the beginning and end of these interventions.<br><br>The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEN<br><br>Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents will be formally informed that special educational provision in being made. A Pupil Centred Plan will be put in place where needed which is devised alongside parents and pupils. These are a set of targets drawn up by the class teacher in discussion with parents and the child. These targets are the next steps in his/her learning. Pupil Centred Plans are reviewed at least half termly by the class teacher and new targets set accordingly. The plans also state how the targets will be achieved – for example; additional reading with TA or catch up groups. |

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| | At the end of each term, or half term if needed, the class teacher will sit down with the child to assess whether their targets have been met. The class teacher will tick or highlight the targets which are then shared with the SENCO to monitor progress. The SENCO and class teacher will then discuss these in their termly meeting. The SENCO will use these data/results to assess provisions.<br><br>The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not having the desired impact then this will be adjusted appropriately to ensure the pupils with SEN are being appropriately targeted to make progress.<br><br>A small number of pupils with SEND may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy Service or other appropriate services. The school accesses support from the Special Educational Needs Specialist Services when required (SENSS). Parents are consulted when an assessment from an outside agency is being involved their permission is also required upon any referral.<br><br>A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may issue an Educational Health Care Plan. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEN and the Educational Psychologist and/or Advisory Teacher.<br><br>For those pupils with an Educational Health Care Plan the Local Authority and the school will ensure that the pupil's complex needs are met in accordance with the plan.<br>In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the agencies supporting the EHCP. This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However, it is for parents to make the final decision on this matter. |

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| How does Piddle Valley CE First school make adaptations to the environment for pupils with SEND? | The school's external design is accessible for wheelchair users which allows access to the main building. The playground and field are at the entry level so accessible from the school carpark and main entrance. We have a disabled toilet available within the school.<br><br>We have a range of equipment in school to support children with physical needs such as desk top scissors, writing slopes, cushions and sensory resources. We have a good number of IPad and laptops which the children use regularly. As a school, we ensure children have full access to the curriculum. |

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| | We have an Accessibility Plan which can be found on the school's webpage. |
| What expertise do you have within the school to support pupils with SEND? | Training needs are identified through a process of analysis of need of both staff and pupils as and when required.<br><br>The SENCO and class teacher will provide information on specific needs for new staff.<br>Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.<br><br>The SENCO attends regular Network meetings to be updated on changes and recommendations in reference SEN. The school SENCO and designated SEN Governor hold regular meetings to discuss pupil progress and the implementation of the policy.<br><br>The SENCO has the National Certificate Award for Special Educational Needs. Areas/programmes we are able to deliver are:<br><br>- Learn to move programme<br>- Trauma Informed Schools support<br>- Hamish and Milo<br>- Little Wandle Letters and Sounds Phonics Catch up<br><br>The Headteacher has completed Trick Box training to support managing behaviour and has also completed the Trauma Informed training programme. The Headteacher and Early Years TA have both completed the Hamish & Milo training.<br><br>We work alongside a wide range of outside agencies to help support the children in our provision. Agencies include: Educational Psychology (CPS), Special Educational Needs Specialist Service (SENSS), Speech and Language (SALT) Occupational Therapy (OT), Physiotherapy (PT), Behaviour Support (BSS), Outreach services and school health. |

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| How does the school evaluate the effectiveness of the provision made for children with SEND? | A child's progress is monitored throughout the year with more formal assessments happening at the end of each term. The Headteacher and class teacher hold termly meetings to look at pupil progress. The Headteacher and SENCO review progress as well to ensure that all pupils with SEN are making expected progress. If children are not, then the interventions in place will be reviewed and a different approach used or outside agencies consulted. The SENCO reviews individual targets on Progress Plans.<br><br>Children receiving additional support through the various catch up programmes and schemes are assessed at the beginning and end of the intervention.<br><br>Conversations between staff also indicate whether an intervention is helping a pupil to make progress. |
| How do pupils with SEND engage with pupils in the school who are not SEND? | We are a fully inclusive school and promote children playing an active role in all aspects of school life. All of the staff work hard to make learning accessible for everybody. When there are barriers to learning, staff will do what they can to overcome these. If we are unable to do this, we will consult with external agencies. A risk assessment is carried out for risks to individual children. |
| How does the school help support pupils with SEND to develop emotionally and socially? What arrangements do you have in place? | Every child is valued and encouraged to be the best they can. The school's ethos is based upon 5 core Christian values – responsibility, respect, confidence, creativity and forgiveness. These are taught and referred to on a daily basis. We hold a weekly „Celebration" assembly where individual pupil's achievements are recognised and celebrated with all the other children and staff. Individual children are also recognised for demonstrating one or more of our core Christian values as well as academic achievement.<br><br>Each class supports the school's house point system. Each child is allocated to a house name/colour. When he/she demonstrates any of our core Christin values or academic success/effort they are awarded house points which are then added up a week at a time. The house with the most points at the end of a half term earns an opportunity for that team to wear their own clothes for a day.<br><br>Some children may require additional emotional support. Through the 'Trauma Informed Schools' programme the school is able to offer support to children who may require support in recognising and dealing with emotions.<br>On occasions, external agencies such as Speech and Language and behaviour support or CAMHs may be consulted with on how to support an individual child. With consent from parents we will also make referrals to Dorset Family Counselling Trust and the school nurse. |
| How does the governing body support the school in meeting the needs of children with SEND? | The Local Governing body has a duty in supporting children with SEN. This is outlined in the Children and Families Act 2014 and the Equality Act 2010. They ensure that the school is supporting children with SEN to make progress in their learning. The newly appointed SEND Governor is Lucy Bowtell. She will meet with the SENCO termly to review provision at the school. This information will be shared with the rest of the governing body at a full local governing body committee meeting. |

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| Who are the key staff responsible for SEND? | Lucy Bowtell – Governor responsible for SEND<br><br>Mrs Jayne Browne – Headteacher<br><br>Mrs Vicki Nelson – SENCO<br><br>Reviewed January 2023 by JB & VN |