

Pennyhill Primary School – SEN Information Report

All Sandwell maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils having Special Educational Needs and Disabilities being met in a mainstream setting wherever possible and when families want this to happen.

More information about Sandwell's local offer can be found here.

<http://www.sandwell.gov.uk/send>

What are the different types of support available for children with SEND at Pennyhill School?

Class teacher input via excellent classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child needs some extra support to help them make the best possible progress.

All children in school will be receiving this as a part of excellent classroom practice.

Specific work within a small group.

These groups are often called Intervention groups, these may be

- Run within the classroom or in a quiet space outside of it.
- Run by a teacher or most often a Learning Support Assistant (LSA) who has had training to run these groups.

Special Educational Needs Support (SEN Support)

This means that a pupil has been identified by the class teacher as needing some extra support in school.

For your child this could mean:

- He/She will engage in group sessions with specific targets to help him/her to make more progress.
- An LSA will run these small groups with the support and guidance from the class teacher, SENCO or outside professional (speech and language therapist for example).

This type of support is available for any child who has gaps in their understanding of a subject/area of learning.

Specialist Support from Outside Agencies

This may be from:

- Local Authority central services such as Inclusion Support including;
 - Sensory Support Team for pupils with a Hearing Impairment or Visual Impairment
 - Complex Communication Team for pupils with autism or other communication difficulties
 - Learning Difficulties including support for specific learning difficulties
 - Educational Psychology
 - Support for pupils with Social, Mental and Emotional Health difficulties
- Health agencies such as the Speech and Language Therapy (SALT) Service or Occupational Health (OT) Service
- Other Outside Agencies, such as the WBA foundation may also work with pupils.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional
 - Group or individual work with outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

Please note that from September 2014 Statements have been replaced by EHCPs and as a result no new statements will be issued by the Local Authority, however a statement may be issued where the process for statutory assessment began before September 2014.

Current Statements will remain in place; the local authority has until April 2018 to conduct Transfer Reviews for pupils currently with Statements of Special Educational Needs.

This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support from a professional outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are currently providing.
- The Statement or EHCP will outline the support that your child requires within school and suggest how this may be provided. It will also have long and short term goals for your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor. Details may be gained from the school office.
- If you are still unhappy you may contact the Local Authority

Special Educational Needs
Sandwell Council House
Freeth Street
Oldbury
B69 9EX
TEL: 0121 569 8240
sen_team@sandwell.gov.uk

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making sufficient progress the school will write to you or will set up a meeting to discuss this with you in more detail, we will:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they move between the different levels?

- The school SEN notional budget, received from the LA, includes money for meeting the needs of children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children already receiving extra support
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expectedand decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- There are also LSAs in school who have attended training courses on specific needs who support and advise other adults in school about the most effective strategies to use to support individual children within school.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels (for Years 2 & 6)/National Expectations (for other year groups), a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

- If your child is in Nursery or Reception their progress will be followed using the developmental age bands set out in the Early Years Foundation Stage Curriculum, and then at the end of Reception will be reported on the Reception Profile. This will indicate whether your child is emerging at age related expectations, expected at age related or exceeding age related levels. These levels will be handed up to your child's Year 1 teacher and will form the basis of planning for your child's needs within year 1.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN support level will have a Pupil Profile which will be reviewed, with your involvement, every term and then a plan for the next term will be made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education, Health and Care.
- Children with a Statement of SEN can be dis-applied from SATS (if required) testing if they meet the criteria for this, some children will be permitted extra time, a reader or a scribe.
- The SENCO's will also check that your child is making good progress within any individual work and in any group that they take part in.

How is Pennyhill accessible to children with SEND?

We benefit from several adaptations to support children and parents with mobility issues. There is a ramped entrance to the main building via the Willett Road entrance, disabled parking is available adjacent to this entrance. There is a wheelchair lift

We ensure that equipment used is accessible to all children regardless of their needs.

- We regularly liaise with outside professionals to ensure that we have the necessary equipment for children with SEND and make the adaptations to this where necessary.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All relevant information will be shared with the new teacher.
- We currently carry out a programme of activities for children who require additional support with transition and these activities are adapted where necessary to meet the individual needs of each child.
- In Year 6:
 - The SENCO will contact the SENCO at your child's secondary school to ensure that information is passed on in ADVANCE highlighting the provision your child currently receives.
 - Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead, and also complete the transition programme where necessary.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Useful Contacts

SENCO: Mr Neil Kennard	Pennyhill Primary School Hollyhedge Rd West Bromwich, B71 3BU Telephone: 0121 588 2230 E-mail: neil.kennard@pennyhill.sandwell.sch.uk
Sandwell Parent Partnership	Sandwell Parent Partnership Community Centre West Bromwich Fire Station Hargate Lane West Bromwich B71 1PD Telephone: 0121 552 0047 It may sometimes be necessary to leave a message as we are often out of the office supporting parents. Email: sandwellparentpartnership@prospects.co.uk
Sandwell Special Educational Needs	Special Educational Needs Sandwell Council House Freeth Street Oldbury B69 9EX Telephone: 0121 569 8240 Email: sen_team@sandwell.gov.uk

Useful links

Sandwell Local Offer	www.sandwell.gov.uk/send
Transfer Arrangements to EHCPs for Pupils with a Statement of SEN	
Sandwell Guide for Parents and Carers of children with SEN	
Sandwell Parent Partnership	www.sandwellparentpartnership.co.uk