

Perton Primary Academy					
Approved by:	PPA LAC	Issue date:	Sept 22	Review date:	Sept 23
Written by:	Mrs S Place	Policy Title: SEND and Inclusion Information Report			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

SEND and Inclusion Information Report

2022-2023

Author: Mrs S Place

Effective: September 2022

Review date: September 2022

What is the Local Offer?

Staffordshire's Local Offer describes provision that is available for children and young people with Special Educational Needs and disabilities (SEND) and their families. The Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

This website helps families by gathering information in one place. This enables families to make informed choices about the support they receive.

How does Perton Primary Academy know if my child needs extra help?

Staff (Teachers and Teaching Assistants) might notice signs such as:

- a child may start to fall behind- they may not be working at the level expected for their age.
- there is limited progress being made
- there is a change in the pupil's behaviour or progress
- a child may come into school with an Education and Health Care Plan (EHCP) in place with an identified need.
- a parent or a child may raise concerns with us about progress or if there have been changes in behaviour at home.

Support can be given for a child with additional needs in one of the four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. They will be able to give you the most accurate information about how your child is performing in school compared to what is expected for their age.

You can also make an appointment to see the SENCO to discuss your concerns. They will be able to offer support and refer to specialist services if and where appropriate. Your GP may also be able to help with onward referrals.

How will I be consulted if school feel my child needs additional support?

If the class teacher feels there is a concern they may ask you to come and see them or may telephone you in between scheduled parents evening appointments. They will always speak to you first and will not seek advice from other agencies without your permission. They may also ask the SENCO to contact you if that is appropriate.

Parents will be informed and will be asked to give permission for their child to go on the SEN Register and additional interventions to be facilitated. These interventions will work towards specific SMART targets on an Individual Teaching Plan (ITP).

What will happen once a concern has been raised?

We have a variety of ways to begin to identify any additional needs that your child may have. These may include:

- Observation of your child in class by the class teacher or the SENCO.
- Observation by an outside agency. This would need your written permission and you will be made aware of this happening.
- Analysis of any recent assessment or testing- the aim is to give you a snapshot of where your child is working now.

We will always meet with you to discuss any outcomes and decide together what the best course of action may be. The interest of the child is always paramount and staff are aware that it can be very upsetting for parents to think that their child may have SEN. By working together, hopefully parents will feel reassured that school only want the best for their child.

How will Perton Primary Academy support my child if they have SEND?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, reading, fine motor skills, numeracy and literacy skills and social and emotional needs. The pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term.

The interventions are reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. These interventions are recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Your child may need more specialist support from an outside agency and with your consent a referral could be made. These agencies may include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service

- Paediatrician Services at The Bridge or The Gem Centre
- School Nursing service or Health Visiting Team (age-dependant)
- Autism Outreach Team
- Early Year Forum
- Hearing Support Team, Specialist Teaching Support Team
- Play Therapy Outreach at Cherry Trees School
- Child and Adolescent Mental Health Services (CAMHS)
- Amy Hatfield Wellbeing Support Worker as part of SUAT (Staffordshire University Academy Trust).

The Local Academy Council (LAC) of Perton Primary Academy are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a pupil has been identified as having an additional need, they will be given an Individual Target Plan (ITP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. ITPs will be discussed with parents at Parents' Evenings and a copy given to them or alternatively at a pre-arranged meeting. If appropriate, specialist equipment may be given to the pupil to use e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How is the decision made about what support my child will need? How much support will they receive?

For pupils with SEN but without an Education Health and Care plan (EHCP), the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with an EHCP, this decision will be discussed when the plan is being produced or at the Annual Review. Funding is not automatically applied for if a child has SEN or receives a new diagnosis. The decision to apply is based upon whether the individual meets the threshold using the needs matrix as specified by Staffordshire County Council. For Wolverhampton residents, the EHCP process follows the Wolverhampton County Council procedures. This includes the initial application for EHCNA (Education Health Care Needs Assessments). The SENCO will then be invited to present to

the SAM Panel (Single Assessment Moderating Panel) for the referral to progress to the next stage of the needs assessment.

[How will I know how well my child is doing?](#)

Perton Primary Academy operates an open door policy. You may contact school at any time to arrange a meeting with the class teacher or SENCO. Alternatively, parents can contact the class teacher, SENCO, Deputy Head teacher and Head teacher via Dojo. Parents will also be able to discuss your child's progress termly throughout the academic year.

[What support will there be for my child's overall well-being?](#)

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include members of staff such as the class teacher, TA and SENCO. They are readily available for pupils who wish to discuss issues and concerns. An evaluated Personal, Social, Health and Economic (PSHE) curriculum (1 Decision) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing. We have a trained Positive Play Facilitator who can offer timetable play positive play sessions across the school for pupils that require support with friendships, co-operation, emotions and wellbeing.

Perton Primary Academy follows the Healthy Schools Standards to support pupils' wellbeing and mental health. The school has completed the Anti-Bullying Pledge and audited annually for its provision with regard to ensuring pupils safety by external agencies.

[How will my child be supported through any future COVID-19 lockdown?](#)

Perton Primary Academy will continue to engage with all pupils during any period of home learning or partial school closures. Pupils with EHCP's will be invited to attend school with the key/critical worker pupils. If they are unable to then staff will make provision for online tasks that support their EHCP and/or

provide individual activity boxes. This can also be supported by individual sessions via Teams with the pupil's individual key worker or class teacher.

Children with ITP's may also be invited to small group online sessions and continue to receive their interventions.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. Epi-pen training is annual and open to all staff. We aim for all staff to have completed the Awareness in Type 1 Diabetes Training through the Virtual College and the Diabetes Care Team. Staff in close contact with children with specific medical needs will also receive additional training to support the child and their role.

All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2015.'

Where necessary and in agreement with parents/carers medicines are administered in school but only where signed consent is given by person/s with parental responsibility.

What services and expertise are accessed in school?

In some cases, it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)

Amy Hatfield - Resident Wellbeing Support Worker as part of SUAT

Autism Outreach Team

Child Protection Advisors

CAMHS (Child & Adolescent Mental Health Service)

Children's Therapy Team (Speech & Language/Occupational Therapy)

Educational Psychology Service

Hearing Impairment and Visual Impairment teams

Inclusion Team

Local G.P surgeries

Saplings

School Nurse

SENDIASS- previously known as SEND Family Partnership.

Social Services

Our SENCO is Mrs Sarah Place who is a qualified and experienced teacher with the National Award for Special Educational Needs Co-ordination (NASENCO) and Early Years SENCO Award.

All staff receive continuous updates and relevant training on SEND, provided where possible, by the outside agency most appropriate.

How will my child be included in activities outside of the classroom?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

Pupil Voice

Pupils' voice is very important at Perton Academy. They can share their opinions through the school council, pupil questionnaire, self-evaluation stamps and reviewing target plans with their teacher and parents/guardians.

How well will my child be supported at times of transition such as joining the school or from year 4 to middle school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils within CLASP (Codsall Local Area of Schools Partnership) attend induction day in the summer term where they spend some time with their new class teacher.
- Additional visits are arranged for pupils who need extra time in their new school.
- Mrs Jackson, Miss Willis and Mrs Place are always willing to meet parents/carers prior to their child joining the school.
- If appropriate, children arriving at our school may be given a booklet with key photographs such as key staff, their classroom, the cloakroom, toilets and playground.
- Middle school staff visit pupils prior to them joining their new school.
- Staff liaise with the SENCOs from the receiving schools to pass on information regarding SEN pupils and where a pupil may have more specialised needs, a separate meeting may be arranged with Perton Primary Academy, the middle school SENCO, parents/carers and where appropriate the pupil.
- The SENCO meets with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

How accessible is Perton Primary Academy to anyone with a specific need?

As a school, we are happy to discuss individual access requirements.

In the last five years, the following adaptations have been made to the school environment:

- Resurfacing and levelling of the car park, including easier accessibility with disabled parking.
- Access to regulation stations in each year group.
- The development of the Bubble room to support social, emotional interventions. This includes sensory resources.
- The resurfacing of the playground to enable safer surfacing and accessibility for additional physical needs.
- Specific adaptations to toilets for ease and safety.
- One toilet has been adapted to ensure accessibility for visitors with a disability in reception and a toilet has been adapted in school for children with a disability to use.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A ramp is attached to the outdoor classroom to ensure ease of access.

How are LAC Governors involved with SEND?

Perton Primary Academy has a named Governor responsible for SEND, Mrs Jessica Dunn, who has the responsibility to ensure that Perton Primary Academy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school. Mrs Dunn meets termly with the SENCO to monitor progress.

The role of the LAC: Local Academy Council.

The LAC supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Local Academy Council has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Local Academy Council reviews this policy annually and considers any amendments in light of the annual review findings.

Mrs Vicky Jackson, Headteacher reports the outcome of the review to the LAC.

Parents & Partnerships

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have the unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, in the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents will be invited to a meeting at the start of each term to review previous targets, discuss progress and set new targets if necessary.

Parent views will be monitored once a year using questionnaires. This will contribute to the SEND Action Plan and the School Academy Development Plan.

A 'Meet the SENCO Coffee morning' is held on the first Friday of the month and is hosted by Mrs Place, the SENCO. Parents are invited to drop in informally to discuss any concerns or provide updates or just to stay connected with school.

[What should I do if I am worried about SEND or wish to make a complaint?](#)

If you wish to discuss your child's educational needs or to discuss something regarding your child's schooling, please contact your child's class teacher or our SENCO in the first instance.

If you wish to make a complaint please contact Mrs Jackson or put the complaint in writing for the attention of the Chair of Local Academy Council, Mr Marcus Francis.

Contact details: (01902) 742686 reception@pertonacademy.co.uk

If you require further information, please visit Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Linked Policies and Documents

Accessibility Policy

Medicines in school policy

DfE (2015) Supporting children in schools with medical conditions.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

DfE (2018) Mental health and behaviour in schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf