

## **Pownall Green Primary School Information Report for Pupils with Special Educational Needs or Disabilities (SEND)**

### **What is the definition of SEND (Special Educational Needs or Disability)?**

The SEN Code of Practice (2014) defines Special Educational Needs as follows:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

\*has a significantly greater difficulty in learning than the majority of others of the same age, or

\*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.

### **What should I do if I think my child may have Special Educational Needs or a Disability?**

\*Speak to your child's class teacher. They will discuss your concerns with you and may seek advice or a further meeting with the Inclusion Coordinator.

\*You may also contact the school's Inclusion Coordinator directly.

### **How does Pownall Green Primary School know when a pupil has Special Educational Needs or a Disability?**

\*Class teachers are continuously observing and assessing their pupils. Adjustments and additional provision is put in place to support pupils with a wide variety of needs as part of our Inclusive High Quality Teaching. These adjustments and provision are outlined in the Universal section of our Provision Map. They may be recorded in an Individual Strategy Plan (ISP). If further support is needed, we look to the Targeted section of our Provision Map. When a child's need for targeted additional provision persists over time, we consider whether the child may have SEND. This is done in consultation with parents / carers. We meet to discuss the child's strengths and needs and we use Stockport's Guidance for Early Years Settings, Schools and SEN Practitioners working with Children and Young People with Special Educational Needs & Disabilities (Autumn 2016) to help us establish whether or not the pupil has special educational needs. Pupils may also be identified as having SEND through the following channels:

- Admissions information provided by parents / carers and previous schools and settings.
- Information provided by external agencies (such as paediatrician or Speech and Language Therapist).

## **How does Pownall Green support pupils with SEND?**

\* Pupils with SEND have a SEND Support Plan which records the additional provision and day-to-day strategies which support them. It also records individual targets relating to their specific areas of need. SEND Support Plans are co-produced and reviewed termly by class teachers and parents/carers, and pupils are encouraged to share their aspirations and views. Strategies to help the pupil to meet their targets vary depending on individual need, but can include, for example, personalised in-class teaching and learning approaches, additional one-to-one or small group learning support from a teacher or teaching assistant (in or out of lessons), weekly intervention groups designed to develop motor skills, social communication skills or self-esteem. The school's Provision Map outlines the different support which pupils can access at our school.

\*Pupils with disabilities are supported by a range of strategies, depending on their individual needs. These may include adaptations to equipment and resources, differentiated activities or adult support.

\*At certain times of their school life, some pupils may need more expert support from an outside agency. Similarly, school staff may need to seek advice from outside agencies in order to ensure we are meeting a pupil's individual needs. Outside agencies include Speech and Language Therapy, Occupational Therapy, Social Services, Educational Psychology, CAMHS (Child and Adolescent Health Service), the Inclusion Service, Primary Jigsaw and the Sensory Support Service. If it is thought that your child may need access to an outside agency, either your child's class teacher or the Inclusion Coordinator will discuss the matter with you and your consent will be sought.

\*Some pupils have a very high level of SEND and may need adjustments or additional provision in line with the Individualised section of our Provision Map. For pupils who have very complex needs, the Inclusion Coordinator may, with parental consent, request that the Local Authority carry out an Education, Health and Care Needs Assessment. Through this process a pupil may receive an Education, Health and Care Plan (EHC Plan).

## **How are decisions made about the type and level of support that my child will need?**

\*Decisions are based on ongoing assessment, observations and tracking of progress. The class teacher and Inclusion Coordinator discuss the child's needs and the additional provision that would best enable them to progress. If it is felt that your child would benefit from support from an outside agency, you will be consulted.

\*We recognise that the dialogue between staff and parents / carers is vital in ensuring that we are all working together to meet individual pupils' needs. If you have any questions about the level or type of support that your child is receiving, please contact your child's

class teacher or our Inclusion Coordinator. If your child has Special Educational Needs you will be invited in to school to review her/his Support Plan on a termly basis. However, you are welcome to make an appointment to chat to the class teacher or Inclusion Coordinator at any time.

## **Which members of the school community are involved and what is their responsibility?**

\*Class Teachers are responsible for the teaching and learning of all pupils in their class, including those with SEND. This means that lessons are differentiated to ensure all learners can access the curriculum.

\*Our Inclusion Coordinator carries out the role of SENDCo (Special Educational Needs and Disabilities Coordinator), overseeing provision and progress for pupils with SEND and providing advice and support to school staff.

\*Teaching Assistants provide additional support for pupils needing extra help, including those with SEND. Some pupils with very high levels of need have some one-to-one support from a Teaching Assistant.

\*The responsibility of the school governors (in relation to SEND) is to provide both support and challenge to the head teacher and staff so that the school is as inclusive as possible and that pupils and staff are treated in a fair and equitable way.

## **What training and advice is in place for staff in relation to SEND?**

\*The school's SENDCo is an experienced teacher who has achieved the National SENDCo Award.

\*SEND forms an integral part of our CPD (Continuous Professional Development) for all teachers and support staff. This is provided in a variety of ways including bespoke guidance and training from external professionals, e-learning courses, 'in-house' training from our SENDCo and access to courses delivered by outside agencies.

## **How will I know how my child is doing?**

\*Each year, parents / carers receive two written reports and are invited to two Parents' Evenings. In addition to this, parents / carers of pupils with SEND are invited to discuss their child's Support Plan which is reviewed three times a year.

\*Parents / carers of pupils with an EHC Plan will be invited to an Annual Review meeting each year, as well as two termly review meetings.

\*If you have any concerns about your child's progress, you should speak to her/his class teacher.

\*If you have further concerns, contact the school's Inclusion Coordinator.

## **How can I work with school to support my child's learning?**

\*Your child's class teacher may suggest ways you can support your child at home.

\*If your child has an ISP or SEND Support Plan, it may describe strategies which you could use to support your child at home.

\*If outside agencies are involved, they often recommend strategies and programmes of activities which can be used at home as well as at school.

\*At Pownall Green Primary School we strive to work in partnership with parents / carers so that we can provide the most relevant support for each pupil. You can help by sharing (with your child's class teacher or with our Inclusion Coordinator) any information you may have about your child which may impact upon his/her learning or wellbeing at school.

## **What are the admission arrangements for pupils with SEND?**

Admissions to our school are governed by the local authority regulations. This may be affected by where your home is located and whether your child has siblings already at Pownall Green School. Each Stockport primary school has a defined 'catchment area'. Admissions to our Reception classes are administered by the local authority admissions section and the following criteria are applied:

\*Children in Public Care

\*Children considered to have highly exceptional medical/social reasons

\*Children who live in the catchment area of the school and will have a sibling at the school at the time of admission

\*Children resident outside the catchment area of the school with a sibling at the school whose 1st child was admitted in September 2008, 2009 & 2010 (Primary Only)

\*Children who live in the catchment area of the school

\*Children who live outside the catchment area and will have a sibling at the school at the time of admission

\*Any other applicants, in order of straight line distance measured between home and the school

\*Applications received after the closing date ordered by the criteria detailed above

\*Pownall Green's published admission number (PAN) is 60 in each year group

Within the local authorities admission processes we will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

The latest information is available from Stockport Council's website [www.stockport.gov.uk/schooladmissions](http://www.stockport.gov.uk/schooladmissions) Tel: **0161 217 6028**

Although we are generally full and an oversubscribed school we occasionally have places available for admission into other year groups – please call us on **0161 439 1105** for further information.

### **What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?**

Please see our SEND Policy and Accessibility & Equality policy and plan for details of the steps we take to prevent pupils with SEND from being treated less favourably than other pupils. There are links to these documents on the school's website.

### **What support will there be for my child's overall wellbeing?**

\*All pupils take part in lessons which are designed to support understanding of emotions and wellbeing.

\*Pupils at Pownall Green are encouraged to talk to adults about their anxieties, be that a teaching assistant, class teacher or another member of staff, such as our Pastoral Mentor.

\*If you have concerns over your child's wellbeing, please make an appointment to see your child's class teacher in the first instance. You may also wish to talk to our Head Teacher, Julie Kersh, or our Inclusion Coordinator, Nina Nikolaidis.

\*Your child may be invited to take part in group sessions, run by our Pastoral Mentor, a Teaching Assistant, Class Teacher or our Inclusion Coordinator. The focus of these groups varies depending on children's needs, but examples could be dealing with worries or developing greater confidence.

\*Some children may need more specialist support, which can be accessed via outside agencies such as the Inclusion Service, Primary Jigsaw or CAMHS (Child and Adolescent Mental Health Service). The support available varies according to individual need, but can include one-to-one or small group support for a number of sessions, along with support and advice for parents / carers and school staff.

### **How does Pownall Green Primary School manage the administering of medicines?**

\*If your child has an ongoing medical need (including asthma) please inform the school via the office and complete the appropriate form ('Long Term Permission to receive medicine', Appendix 2 of Medical Conditions in School Policy) available on the school's website or the office.

\*Pupils with asthma requiring use of an inhaler should have an inhaler and spacer in school at all times. These are kept in a clearly labelled bag in the child's classroom.

\*If your child requires any medicine to be administered in school time, you must complete the appropriate 'permission to receive medicine' form and hand it to the school office. All medicines must be handed to the school office and be clearly labelled with the child's name, class and date. Please collect any unused medicines from the office when they are no longer needed in school, and ensure that any medicines held at school for your child (including inhalers) are within their expiry date.

\*Medicine will be administered by a member of staff with the appropriate training.

\*Children with specific medical needs may have an Individual Healthcare Plan, compiled by the school nurse, hospital or Inclusion Coordinator, in consultation with parents / carers.

\*For further information, please consult our Managing Medical Conditions Policy.

### **What support is there for encouraging appropriate behaviour, avoiding exclusions and increasing attendance?**

\*At Pownall Green Primary School we have a positive approach to behaviour. We recognise that there may be times when some pupils need a more individualised strategy to help them to improve their behaviour for learning and we work in close collaboration with parents/carers to implement the most successful strategies for each child.

\*We are committed to developing and embedding the principles of Restorative Approaches to help children to reflect on how their behaviour impacts on themselves and those around them, equipping them to make the right choices in the future.

\*If a pupil continues to display inappropriate behaviour, it is possible that s/he may have an underlying Special Educational Need. We would therefore seek to identify the child's needs, in accordance with our SEND Policy, and ensure the appropriate additional provision is in place to support them. The Inclusion Coordinator may, with parental consent, seek further support for the child from an outside agency.

\*Our administrative team work closely with our Young Person's Worker to monitor punctuality and attendance. Pownall Green Primary School endeavours to work in a supportive way to help families overcome obstacles to full attendance. This could include TAF (Team Around the Family) meetings to support a family to improve their child's attendance.

## **How will my child be able to contribute their views?**

\*Pupils are encouraged to talk to staff about any concerns. We also have a School Council, with representatives from Year 1 to Year 6. Pupils can pass on their ideas or concerns about school life to their representative.

\*Pupils with SEND are encouraged to share their views and aspirations, and these are recorded in their Support Plans.

\*Pupils with EHC Plans are invited to share their views during their Annual Review meeting. Where appropriate, the child may take part in all or some of the meeting. Where this is not appropriate, their views are sought prior to the meeting by way of a simple 'pupil voice' questionnaire.

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

\*Our drive to be fully inclusive encompasses the whole school curriculum, including those activities out of the classroom and out of school. We will therefore endeavour to make any reasonable adjustments necessary, including providing appropriate support.

\*A risk assessment is carried out before any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional adjustments to enable a pupil to take part in a school trip.

\*In the very unlikely event that it is considered unsafe for a pupil to take part in an activity, alternatives will be arranged which will cover the same curriculum areas.

## **How accessible is the school environment?**

\*Our school is entirely on the ground floor and all areas have step-free access. We have two accessible toilets which include facilities for those with self-help needs.

\*We have access to the Ethnic Diversity Service to enable us to support those with English as an Additional Language. This includes an interpreting service. If you require information in another language (or if you know of someone who would benefit from this), please contact the school office and we will do our best to offer support.

\*We are committed to ensuring our communication with our families is accessible to all. If you require information in a different format, maybe due to a vision or hearing difficulty, please contact our Inclusion Coordinator.

## **How will the school prepare my child for joining the school, moving classes and transferring to a new school?**

\*We seek information about new pupils from their parents / carers and their previous setting. Where necessary and appropriate, the Inclusion Coordinator may facilitate a pre-admission meeting to discuss the pupil's additional needs.

\*Class teachers meet to discuss all pupils in their class as they prepare to move up in July. This includes passing on information about individuals with SEND.

\*All pupils in school have transition sessions with their future class teacher during the final term of the year. For those pupils who need it, additional transition support is provided. This might include extra visits to their new classroom or tailored support from the school's Pastoral Mentor.

\*When pupils move on to a new school, information is passed on to the new school. Information relating specifically to SEND is passed on to the new school's SENDCo.

\*Most High Schools hold induction days so that Year 6 pupils can begin to get to know key staff and become familiar with the building. Some pupils with high levels of SEND benefit from additional transition visits which are organised by our Inclusion Coordinator and the new school.

\*Pupils with EHC Plans will have a Transfer Review meeting, usually held as part of the Annual Review meeting. The SENDCo of the High School which parents / carers are considering are invited to this meeting to aid discussion over transition arrangements. Where appropriate, support with transition to High School can be accessed from relevant outside agencies.

## **How are the school's resources allocated and matched to the needs of a pupil with SEND?**

\*The budget for SEND is allocated each financial year. The money is used to ensure additional provision is available for pupils based on their individual needs. The Head Teacher decides the SEND budget, in consultation with the school governors, on the basis of the needs of the pupils currently in the school.

\*Resources are allocated based on assessment of needs for each pupil following Pupil Progress Meetings between class teachers and the senior leadership team.

\*At Pownall Green Primary School we recognise that individual pupils' needs change over time. This is reflected in the way that additional provision is reviewed regularly and changes are made as necessary.



## Who can I contact in school for further information?

\*The first point of contact is your child's class teacher. Please speak to them at the beginning or end of the school day, or phone the school office, (0161 439 1105) to arrange a mutually convenient time to meet.

\*You can also contact the Inclusion Coordinator (Nina Nikolaidis) or Head Teacher (Julie Kersh). Appointments can be made via the school office (0161 439 1105) or by email to [inclusion@pownallgreen.co.uk](mailto:inclusion@pownallgreen.co.uk) or [headteacher@pownallgreen.stockport.sch.uk](mailto:headteacher@pownallgreen.stockport.sch.uk).

\*If you have a complaint regarding the provision made at school for your child, please contact the Head Teacher, Julie Kersh, in the first instance.

\*If your child is not currently at our school but you are considering sending your child here and you have questions relating to SEND, please contact our Inclusion Coordinator.

## Where else can I find support or further information?

\*The Information, Advice and Support Service (IASS) is an independent organisation which supports parents / carers of pupils with SEND.

Together Trust Centre, Schools Hill, Cheadle, Cheshire SK8 1JE

Tel: 0161 283 4848

Email: [enquiries@togethertrust.org.uk](mailto:enquiries@togethertrust.org.uk)

Website: <https://www.togethertrust.org.uk/SENDIASS>

\*Parents and Carers Together Stockport (PACTS) is Stockport's official local parent carer forum run by parents for families who have a child / young person with SEND.

Tel: 07786 101072

Email: [info@pactstockport.co.uk](mailto:info@pactstockport.co.uk)

Website: <https://pactstockport.co.uk/>

\*Information about support and services available from Stockport Local Authority can be found via the Local Offer:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=4A28F2E382CF50E9441B8A7FF9232B16?localofferchannel=0>

\*At Pownall Green, we are committed to working closely in partnership with families. We are proud to have signed up to Stockport's Co-production Pledge. Find out more about Stockport's Co-production Charter here: <https://www.stockport.gov.uk/co-production>

\*The following links will enable you to find out more about Stockport's approach to supporting pupils with SEND and their families:

Entitlement Framework:

<https://www.stockportinclusionsservice.co.uk/stockports-entitlement-framework/>

Stockport Local Offer:

<https://www.stockport.gov.uk/sendlocaloffer>

\*You can sign up to receive Stockport's SEND Newsletter here:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=aweWP5FCzOg>