

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

PETERBOROUGH SCHOOLS LOCAL OFFER

PASTON RIDINGS PRIMARY SCHOOL INFORMATION REPORT

GLOSSARY OF TERMS USED:

CAMHS: CHILD AND ADOLESCENT MENTAL HEALTH SERVICE

CSC: CHILDRENS SOCIAL CARE

EP: EDUCATIONAL PSYCHOLOGIST

HLTA: HIGHER LEVEL TEACHING ASSISTANT

KS: KEY STAGE

LM: LEARNING MENTOR

OT: OCCUPATIONAL THERAPY /THERAPIST

PSHE: PERSONAL, SOCIAL AND HEALTH EDUCATION

PTFA: PARENT, TEACHERS AND FRIENDS ASSOCIATION

SALT: SPEECH AND LANGUAGE THERAPY / THERAPIST

SENCo: SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

SEND : SPECIAL EDUCATIONAL NEEDS AND DISABILITY

TA: TEACHING ASSISTANT

Paston Ridings Primary School takes children from 4-11 years old. There are three classes in each year group, with twenty one classes in total.

At Paston Ridings we are committed to providing high quality education to all children, regardless of age, gender, ethnicity, impairment, attainment or background. The broad and balanced academic and social curriculum is accessible and inclusive.

All children have access to quality first teaching and the curriculum is adapted to meet the individual needs of children (differentiation).

How we give our pupils a voice.

Pupil voice is important in our school. There is a regular forum for the discussion of learning within the whole class and opportunities for Pupil 1-1 interviews with Class Teacher discussing achievement, attainment, target setting, support and attitude to learning. In addition, pupils may also be involved in outside agency professional meetings and reviews where appropriate.

Children with SEND are given the opportunity to work with their parents/carers to complete a One-Page Profile of themselves, to share information with their new teacher about how they like to be supported.

They are also invited to complete a section of the end of year report to give their comment on what they have learned.

Every child in the school has the opportunity to stand for election to the school council, regardless of any SEND.

All pupils are involved in the formulation of the schools behaviour policy and are encouraged to take responsibility for their own behaviour.

How parents/carers are involved in the education of their child with SEND

Parents/carers are invited to complete a One Page Profile with their child, to help their child to explain how they like to be supported.

Children with SEND have an individual provision map which is shared with parents. This is reviewed at least termly by parents, teachers and children.

Parents/carers are invited to give their written comment on the annual end of year report.

Parents, carers and pupils, where appropriate, are invited to take part in the Early Help process, setting up Team Around the Child (TAC) meetings to facilitate an ethos of co-operation.

All parents/carers are invited to become part of the school community by joining the PTFA , through which they can take part in a variety of fundraising and social events such as The Leavers Ball and Film Nights . Parents are encouraged to attend Book Fairs, Fetes, Sports Days, assemblies and performances. Coffee afternoons are held by the Learning Mentoring team.

How do we know if a child has SEN?

There is a process of assess-plan-do-review for all children. This process takes into account an individual pupil's cognition and learning, social and emotional needs, sensory and physical development and communication and interaction skills. There are different tests and assessments that can be carried out to pinpoint specific difficulties. Information from parents/carers is key to establishing needs. If a child needs support that is ADDITIONAL TO or DIFFERENT FROM that given to the majority of learners, then they may have SEN of either a temporary or permanent nature.

How do we support a child with SEN?

We work in close partnership with parents/carers to prepare an individual provision map, which shows the additional support to be given and most importantly, what the expected outcomes are for that support. The provision map is reviewed at least termly with parents/carers children but will be modified more frequently if the child's needs dictate this.

The class teacher manages the day to day delivery of the support in the provision map but this is overseen and co-ordinated by the SENCo who will involve other agencies when appropriate.

Depending on individual need, children may be supported through a differentiated curriculum, additional resources, small group work, 1:1 programmes. They may work with a TA or LM to meet learning or social needs and may follow programmes planned by therapists from outside agencies.

All classrooms have a visual time-table but some children may need their own personal visual time table.

Children with very specific learning needs will have additional support planned with advice from outside agencies such as OT, SALT, physiotherapy and sensory impairment services.

The school offers daily sensory integration circuits for some children, set up with advice from the OT service.

All children, regardless of ability, are set individual targets to move their learning forward. The children are involved in the setting and review of these targets.

How do we know how effective our arrangements are?

Rigorous and comprehensive systems of tracking, monitoring and regular reviews of pupil progress involving the school and the team around the child e.g. Health Services, Educational Psychology Service, help us to ensure that the support we give is effective.

How do we adapt our teaching for children with SEN?

Our approach to differentiation and inclusion is to support individual pupil need within the school through planning, which may include liaising with outside agencies, assessment, use of resources and deployment of staff. All pupils have access to quality first teaching.

How do we decide what resources we can give to a child with SEN?

Our SEND budget is allocated according to individual need. Support is matched to need taking into account parent voice and the advice of other professionals working with the child. Pupil voice is taken into account depending on the age and ability of the child.

Support we offer for well-being and health

In addition to our PSHE curriculum, our school offers pastoral, medical and social support to the children through working with Learning Mentors in 1:1 and small group sessions, the Early Help Process, CSC, our Parent Partnership Co-ordinator and drop -in sessions run by the school nurse.

When we think that specialist external help is needed, we work with Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, teachers from the Visual Impairment and Hearing Impairment services and from Autism Outreach. We also work with the ADHD team and with the staff from the Pupil Referral Unit at St Georges.

Staff training

There is a comprehensive programme of professional development in place for all staff, provided both in and out of school. There are annual updates on Autism Awareness, Deaf Awareness and Safeguarding.

Two TAs have followed the Elklan SALT programme and deliver SALT programmes planned by the therapist. These TAs and the SENCo have undertaken training at the Southfields Enhanced Resource Provision for Speech and Language in order to carry out the Silver Shoe Assessment for language development in children on entry in Reception.

Training and disability awareness sessions are undertaken by specific groups and individuals as and when the need arises.

Qualifications

The school has TAs qualified to Level 1, 2 and 3. There are two HLTAs and an NNEB. There is a Reading Recovery Teacher and TA. The SENCo holds the National SENCo Award.

Giving all children access

The school is all on one level and can be accessed by wheelchair users. There are toilets with wheelchair access. We have regular contact with Occupational and Physiotherapy and the Sensory impairment Service.

An environmental audit was carried out in the Autumn term of 2015 by the teacher from the Visual Impairment Service to improve the school environment for children with visual impairment. Room signs are being prepared in Braille.

We enable all children to access all activities by making reasonable adjustment to the school environment for those children with physical need, the delivery of a differentiated curriculum, allocation of support staff with relevant expertise, commitment for professional development

Preparing for transition

Nursery to school

We hold a New Intake Evening for Foundation Stage parents and pupils prior to starting school and a programme of visits to experience the classroom setting. Home and Nursery setting visits are made by Reception staff and the SENCo prior to entry.

From year to year within school

There are information sharing meetings between teachers, visits to new classrooms and sessions spent with the new teacher. The one-page profile is used to assist this process. Children with very specific difficulties may have a bespoke transition package.

For new pupils entering school during the academic year, there is the opportunity to visit prior to transfer and a meeting with parents by school intake personnel. The School brochure provides information for parents to take away.

KS2 to KS3

There is liaison with secondary schools prior to transfer. Additional visits to transferring schools for individual pupils are arranged, according to need. A transition programme for Y6 pupils lead by the school's SENCo , Learning Mentor and Y6 Class Teachers. We arrange bespoke transition packages for children with specific difficulties, working with the relevant outside agencies, such as Autism Outreach.

Who to contact for help and advice

The **first person** to speak to is **your child's teacher**.

The school SENCo is Mrs K Giaffreda M.A. (Ed) and she can be reached by calling 01733 762742 or calling in at the school office to make an appointment.

Other people who may be able to help are Mrs Joanna Cook, headteacher; Mrs N Harradine, Deputy Head; Miss G Hayes, Assistant Head and the SEN Governor, Ms Liz Ryan.

- SEND Information Advice Support Service - Tel. 01733 863979
email pps@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service - Tel. 01733 863689

City Council Website <http://www.peterborough.gov.uk/education>

Date: September 2015

Review: By September 2016.