

Pegswood Primary School's SEND Provision - September 2024



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SENDCo: Mrs J Smith & Mrs L Vallons

Pegswood Primary School's Vision for children and young people with Special Educational Needs and Disability (SEND)

We want all our children to enjoy school, to be enthusiastic and to work hard, in order to achieve their full potential. Therefore, we give our children the widest and best educational opportunities possible, by striving to provide inspirational, challenging and creative learning opportunities.

We endeavour to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school.

Pegswood Primary School's Local Offer

Question	Answer
How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>How does Pegswood Primary School identify children/young people with special needs?</p> <p>We identify children with SEND by:</p> <p>Having good communication with feeder establishments e.g. childminders and other nursery settings. We receive information (both verbal and paper documents) about children from previous schools/settings that identify any child with SEND or concerns they have about a child, prior to them joining our school.</p> <p>Having good links and communication with other professionals e.g. Health Visitors share information about children and their needs.</p> <p>Early Years Foundation Stage (EYFS) staff offer home visits to all new Nursery children prior to them entering our Nursery. At these visits we can discuss any concerns parents may have about their child.</p> <p>We ensure 'Quality First' Teaching. The progress of all children is monitored and tracked regularly by class teachers and the senior leadership team, so that when a child is not making expected progress for them in a particular area of learning the school can quickly identify the need for additional support.</p> <p>Reliable baseline information highlights if expected progress for a particular child is not being made.</p> <p>Teachers regularly share any concerns they may have about a child with the Schools SENDCos Mrs J Smith or Mrs L Vallons.</p> <p>Teachers/Parents/SENCO share concerns they have about children.</p> <p>If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will</p>

	<p>be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.</p> <p>How will parents/carers be able to raise any concerns they may have? Pegswood Primary school offer the following: Open door policy. Parent partnership is actively encouraged and parents are encouraged to raise concerns if they are concerned about their child's progress. If parents do have a concern about their child's progress they can arrange to speak to class teacher in the first instance and then or the SENDCos (Mrs Jenny Smith or Mrs Lisa Vallons). School sign post parents to parent support groups/parent carers association. School sign post parents to outside agencies such as Gp's and Health professionals if needed.</p>
How will early years setting/school/college staff support my child/young person?	<p>Who will oversee and plan the education programme? Mrs Jenny Smith & Mrs Lisa Vallons are the school's SENDCos They are responsible for creating the school's provision map that identifies individual's specific needs and matches this to additional intervention to enable a child to make expected progress for them. The best person to deliver this intervention is then identified (see attached model) When the school identifies the need for additional intervention to enable a pupil to make expected progress, an intervention plan is created and shared with parents/carers.</p> <p>Who will be working with the child/young person and how often? Pegswood Primary school have a highly qualified and experienced staff. All teachers deliver good 'quality first' teaching. Differentiation is clearly planned for and implemented. We have 1 HLTAs (Who is Forest School trained) 6 TAs that are level 3 trained. All TAs have had a variety of experience and/or training in delivering: A range of literacy and Numeracy interventions Paediatric First Aid Letters and sounds (Bug Club phonics) TAs trained to deliver Talk Boost and EYFS Talk boost TAs trained in delivering Nurture group/Social skills support TA trained in delivering speech and language support All staff have received training in an overview of Thrive approach through Thriving minds.</p>

	<p>All staff (Teaching and TAs) have had basic Down syndrome training, ASD awareness and support training and basic Makaton training. All are aware of zones of regulation.</p> <p>We have a teacher who is about to embark on mental health training.</p> <p>Who will explain this to the parent/carer? The school's SENDCos or class teacher will explain the type of intervention and support a child is receiving. How the intervention is going will be shared with parents at appropriate times.</p> <p>How are governors/trustees involved and what are their responsibilities? Governors are responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they will receive a report from the SENCOs on the progress of children with SEND.</p>
How will the curriculum be matched to my child's/young person's needs?	<p>What are the setting's/school's/college's approach to differentiation? All teachers and TAs will have the highest possible expectations for all children in their class. All teaching is based on building on what children already know, can do and can understand. Staff plan and implement differentiated activities and learning opportunities across the curriculum to meet individual's needs. This may include putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child If good quality first teaching with clear differentiation is not meeting the needs of your child then intervention plans are written. Intervention plans clearly identify what individual children's need are and smart objectives relating to these needs are set out. Intervention plans incorporate putting in place specific strategies (which may be suggested by the SENDCos or staff from outside agencies) to enable your child to access the learning task.</p>
How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p>In addition to normal reporting arrangements what opportunities will there be for parent/carers to discuss their child/young person's progress with staff? Staff operate an open door policy and will inform parents at regular intervals of children's progress. EYFS use School360 online learning journal and have shared learning journals that identify progress. KS1 and KS2 both use Class Dojo to share learning online. If a child (family) has an Early Help Assessment then review meetings (TAFs) are held according to the family's needs. If a child has an Education Health Care Plan then review meetings will be held at appropriate times.</p>

	<p>How does the setting/school/college know how well children/young people are progressing? Staff regularly make assessments relating to the objectives about individual children's learning identified on their intervention plan. Staff make termly teacher assessments for all children identifying where they are currently working at within that year. The senior leadership team analyse this data for different groups of child including those with SEND. Any child not making expected progress for them is then identified and interventions altered accordingly.</p> <p>What opportunities are available for regular contact e.g. home school book Open door policy actively encourages the engagement of parent/carers with all school staff. In the EYFS School360 online journal and paper learning journals provide a good contact with parents, sharing children's learning both in school and at home. Reading record provides a daily link with parents. Class Dojo use in KS1 and KS2 provide communication with parents.</p> <p>How can parents/carers support their child/young person All parents/carers of all children including children with SEND are encouraged to engage with their child's differentiated homework. Intervention plans are shared with Parents/carers and how they can support their child's needs are identified on the plan. Parents/carers are asked to sign and comment on the plan. At the end of the intervention plans they are reviewed and this is shared with parents/carers. Families who have an Early help Assessment (EHA) are encouraged to carry out any actions identified on the plan. Parents are encouraged to follow any recommendations for support identified by outside agencies.</p> <p>Does setting/school/college offer any parent training or learning events? Pegswood Primary school signpost parents to support and training e.g 'The Incredible Years' and autism drop-ins at hubs in our community.</p>
<p>What support will there be for my child/young person's overall wellbeing?</p>	<p>What pastoral, medical and social support is available in the setting/school/college for children/young people with SEND? The well-being of all of our children is our primary concern at Pegswood Primary school. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught explicitly on a weekly basis.</p>

	<p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.</p> <p>We receive advice and consult with the Emotional Wellbeing team and are actively upskilling through mental health training to identify mental health needs. There are expert discussions and training delivered by the educational psychologist that supports our school.</p> <p>All staff have a paediatric first aid qualification 1 TA is the lead first aider All staff have had training in how to use an epi-pen All staff have had rainbow training, and can implement support groups for those children who have suffered from 'significant loss.' 2 TAs are trained in delivering nurture/social skills support All staff have had basic Makaton training. All staff have had downs syndrome awareness training All staff have had ASD awareness training All staff are aware of read write Inc, zones of regulation All staff have received training in an overview of Thrive approach through Thriving minds.</p> <p>How does setting/school/college manage administration of medicines and provide personal care? If a child has a medical need then a medical plan is identified for that child. It clearly states what their need and requirements are eg inhaler usage for asthma, when an epi-pen should be used etc. If a child needs prescribed medication then parents have to complete a medication form. A first aid trained member of staff will administer the prescribed medication at the appropriate times. In Nursery/school if a child with SEND has a toileting issue then staff follow the intimate care policy. Appropriate facilities to accommodate this are provided.</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance? Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. A range of strategies are in-place to avoid persistent inappropriate behaviour. Each key stage have their own class based behaviour strategy. Nurture/social group interventions along with Thrive are used to prevent unwanted behaviour and highlight expectations for behaviour. We regularly monitor attendance, support pupils returning to school after absence and take the necessary</p>
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	<p>actions to prevent prolonged unauthorised absence.</p> <p>Pegswood Primary School work closely with the EWO to monitor and ensure persistent absence is not a problem.</p> <p>If a child with SEND is absent due to medical reason then Pegswood Primary school sign post parents to outside agencies for support.</p> <p>How will pupils be able to share their views and how will they be supported to do this?</p> <p>All children complete questionnaires about school and school life.</p> <p>School council actively work with all children to ensure their views are shared.</p> <p>Staff work closely with children to obtain their views on school and their current provision especially prior to Early Help Assessments and Education Health Care plan meetings where appropriate.</p> <p>Children are invited to participate during part of meetings regarding their views and needs if it is deemed appropriate.</p>
What specialist services and expertise are available or accessed by the setting/school/college?	<p>Are there any specialist staff working in the setting/school/college? What are their qualifications? What other services does the setting/school/college access including education, health, therapy and social care services</p> <p>See above for school based staff experience</p> <p>School also work closely with:</p> <p>Central Hub</p> <p>Children's services</p> <p>Northumberland Inclusive Education Services (NIES)</p> <p>SALT (Speech and Language Team)</p> <p>Health Visitors</p> <p>School Health</p> <p>Primary Mental health (PMH)</p> <p>CYPS (Children's and young peoples services)</p> <p>GPs (who can also access OT's and Physio's)</p> <p>Parent support</p> <p>Portage</p> <p>Primary Support Bases</p> <p>PRU (pupil referral unit)</p> <p>EOTAS (Education other than school)</p> <p>We also have links with special schools including Collingwood, Cleasewell Hill and Ashdale.</p>
What training are the staff	This should include recent and future planned training and disability awareness

supporting children and young people with SEND having or have had?	See above Future training: More Makaton Training Emotional wellbeing training Speech & Language training
How will my child/young person be included in activities outside the classroom including school trips?	Will all pupils be able to access all activities of the setting/school/college and how will they be assisted to do so? All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate. If safety is an issue then risk assessments are written and implemented. How will parents/carers be involved in planning activities and trips? Parents will be involved with the planning as required.
How accessible is the setting/school/college environment?	Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? Wheelchair access via Early Years and KS1 Pegswood Primary school have permanent ramps to its Early Years and KS1 parts of the school. KS2 are less accessible due to steps up into building. Temporary ramps are put into place when the need arises. Visual enhancements Railings have been painted bright to aid visual accessibility. Safety Doors have had high locks added to them in the EYFS/KS1 section of the building to ensure the building is secure. External gates are locked during the school day.
How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?	What preparations will be put in place before child /young person joins the setting/school/college and for moving on to next stage? What information will be provided? What support will the child/young person be given? <ul style="list-style-type: none"> • Nursery staff offer home visits prior to children joining the Nursery so parents can share concern and provision can be put into place to meet individual needs before they start our Nursery. • Opportunities for children with SEND to spend time with their new Teacher and other staff who will be working with them the term before they move classes. • Opportunities to make a 'My New Class' (photo book) that identifies who the key people are, where they will be working and key routines. • We have carefully planned and structured transition programmes between us and secondary schools. This will include visits in Year 6. A sharing meeting where staff chat about the needs of individual

	<p>children with their new school.</p> <ul style="list-style-type: none"> • A form is completed and shared with new schools if they move school prior to transition times. This form and a discussion between Pegswood Primary and the new school identifies information about the child and any needs they may have
How are the setting's/school's/college's resources allocated and matched to children/young people's special educational needs?	<p>How is the setting's/school's/college's special educational needs budget allocated?</p> <p>The SENDCo creates a provision map according to individual needs. Having identified individual need's TA skills and resources are then matched to best fit the child. The budget is then allocated accordingly. Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. Our governors, business manager and SENCOs oversee the SEND budget.</p> <p>We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.</p>
How is the decision made about the type and amount of support my child/young person will receive?	<p>Describe the decision making process. Who makes the decision and on what basis?</p> <p>Who else will be involved? Will parents/carers be involved?</p> <p>How does the setting/school/college judge whether the support has had an impact?</p> <p>Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCos oversee all additional support and regularly shares updates with the SEND Governor.</p>
Who can I contact for further information?	<p>Who are the key points of contact?</p> <p>Who else has a role in the child/young person's education?</p> <p>Contact details of LA Officers and admin</p> <p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For children with SEND, further information and support can be obtained from the SENDCos.</p> <p>For any complaints please follow the school complaints procedure in the first instance. Further information can be obtained from the county council.</p> <p>Support for parents with SEND procedures can be obtained from the parental support service at the following website address: http://www.northumberland.gov.uk/Children/Needs/SEND.aspx?nccredirect=1</p> <p>For additional information please use the Northumberland county council SEND Local offer, which can be found here.</p>