



## Petersfield SEND Report September 2023

**God teaches us we are all equal, valued and unique.** We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

**Love: 1 Corinthians 13:4-7** It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

**Trust: Isaiah 26:4** It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

**Peace: Thessalonians 5:13** It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

**Friendship: Luke 6:31** We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

**Creativity: Romans 12:6** Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

This SEND Report should be read in conjunction with our SEND Policy.

### Special Educational Needs and Disability (SEND)

Our Primary School is an inclusive school and may offer the following range of provision to support children with any SEND, where the school has identified a need and staffing levels allow.

**Our school Special Educational Needs and Disabilities Coordinator (SENDCo) and Inclusion Teacher is Mrs Laura Penrose.**

### How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in at least termly pupil progress meetings between the Headteacher, SENDCo and every class teacher. If any child is not making the progress we would expect, this is discussed with the pupil, parents and school staff so that support is put into place. Should other concerns regarding cognition, learning, communication, interaction, emotional, behavioural, social, sensory or physical needs be raised between these meetings, discussions which will involve the pupils, parents, class teacher, SENDCo and Headteacher as appropriate to enable support to be arranged.

### What should I do if I think my child has (SEND) particular needs (including with cognition, learning, communication, interaction, emotional, behaviour, social, sensory, physical or medical needs)?

In the first instance please talk to your child's class teacher about your concerns. Class teachers are usually available every day on the patio after school or can be contacted via the school office – [office@petersfield.cambs.sch.uk](mailto:office@petersfield.cambs.sch.uk) or 01223 207382.

### How will I be involved in discussions about and planning for my child's education?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

- Your child's class teacher should always be your primary point of contact in school day-to-day.
- As SENDCo, Mrs Penrose supports pupils, parents and staff with all aspects of SEND. Please note Mrs Penrose usually works part time and is usually available at the end of the day on the patio on Monday and Tuesday. She aims to acknowledge communications (phone or email) within 5 school days and usually sets aside some dedicated SENDCo time weekly. Please see our Code of Communication for more information about how to communicate with school.

Parents are formally invited to Parent Teacher Consultations in the Autumn and Spring Term to discuss attainment, progress and next steps in their child's learning. At this time, books are shared with parents/carers. At each Parent Teacher Consultation, parents discuss, add to and receive a copy of the consultation report. This report identifies where pupils are having additional support. Parents are actively encouraged to discuss this with their child's class teacher to find out more information about the support being provided. An session is held to share books and achievements with parents in the Summer Term alongside the publishing of a written report. However, if there are any concerns about a child's progress between these times teachers will contact the child's parents. Class teachers are present on the patio daily after school and will approach parents to raise matters, including the need for support which works best when home and school work together. Parents are actively encouraged to seek out class teachers where they would like to ask questions, know more or raise a concern about any aspect of progress. Teachers can also be contacted via the School Office.

### How will my child be involved in discussion and planning for their education?

Pupil voice is central to all aspects of school life and pupils are asked to reflect on their learning and education on a daily basis. Pupils are involved in reviewing their targets and identifying their next steps in class and in Personal Learning Plan (PLP) meetings and intervention sessions. Pupils comment on the Parent Teacher Consultation forms and their end of year report.

The School Council represents the views of pupils across the school and is asked to comment on policy and other school changes. Pupil questionnaires shape the vision of the school including the SEND provision.

### **How will you help me to support my child's learning?**

Where pupils have PLPs, we hold termly meetings for parents and pupils to meet with the class teachers. These meetings may include support staff and the school SENDCo. The purpose of the meeting is to review previous targets and agree the targets and next steps in the child's education. These meetings include the opportunity for parents who are unsure how to support their child's learning at home to discuss strategies and plan how to work together to support their child's progress. We also offer booklets – Help your child with maths and phonics – information on our school website under the 'Curriculum' section as well as offering individual sessions to suggest activities which parents can try at home. The phonics articulation resources are available as a link on every class page of the website.

### **How will I know that the school is supporting my child?**

We have a range of means of communication with parents, including:

- Learning Link weekly update
- daily informal communication on the patio at collection
- face to face meetings
- TEAMS meetings
- telephone
- email

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

The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly, but usually more regularly in line with the intervention programme start and end date, to monitor the impact the support is having on the children. Interventions are then modified, if necessary, in light of these assessments. Class Provision Maps are compiled by the class teachers to document all forms of support being given to children in each class and the impact this support is having. Together these documents track the support being offered throughout the school and they are updated at least termly in discussions between the SENDCo, class teachers, Senior Leadership Team (SLT), pupils and parents.

### **What training have staff who are supporting children with SEND had?**

Our school has SENDCo, Mrs Laura Penrose (Headteacher) who has completed and delivered a series of training and is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. Mrs Penrose holds the National Award for Special Educational Needs Coordination. She can be contacted by email via the [office@petersfield.cambs.sch.uk](mailto:office@petersfield.cambs.sch.uk).

We have an ongoing programme of training (including training to meet medical needs, specific conditions, mental health, prejudice and current policies and procedures) that is in place for school leaders, teachers and support staff and which ensures that they have up to date knowledge of a wide range of needs and how best to meet these needs. The interventions at our school are delivered by staff who have had training in running these groups. The provision is overseen by our SENDCo.

### **What provision is made for pupils with SEND?**

Resources are sourced from a wide range of sources including those recommended by County Specialist teachers, advisors, external providers and as a result of collaboration with local cluster schools. These are in addition to the tiered model and menu of approaches in place to support all pupils which you can read more about here:

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered model and menu of approaches 1.0 pdf.pdf?v=1649418813>

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)
<ul style="list-style-type: none"><li>• Use of appropriate visual timetables</li><li>• Pre-teaching of strategies and vocabulary</li><li>• Post teaching additional support of strategies</li><li>• Access to a computers/I-pad</li><li>• Clicker</li><li>• Cambug</li><li>• Learning Platform – TEAMS &amp; Seesaw</li><li>• Easy Type</li><li>• Specialist equipment to access the curriculum</li><li>• A dyslexia friendly environment</li></ul>
Provision to facilitate/support access to the curriculum
<ul style="list-style-type: none"><li>• Small group support from a TA/ class teacher / Inclusion Teacher / Headteacher</li><li>• One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed)</li><li>• Individualised curriculum where necessary</li></ul>

<ul style="list-style-type: none"> <li>• Provision of quiet workstations to enable children to focus</li> <li>• Support for children to enable them to participate in school trips/ residential visits</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Use of visual timetables, checklists, personalised success criteria</li> <li>• Visual support e.g. sequenced pictures, mind maps etc</li> <li>• Scaffolding e.g. writing frames, story maps, task plans</li> <li>• Access to personal ICT</li> <li>• 'Dyslexia friendly' classrooms e.g. word mats</li> <li>• Accessible resources readily available in the classroom that children can fetch if they need them.</li> <li>• Use of step in, step out support to encourage independence</li> <li>• 'Chunking' activities (i.e. grouping information and tasks together into meaningful groups)</li> <li>• Extension challenges for more able learners</li> <li>• Metacognition strategies</li> </ul> <p><a href="https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=metacognition&amp;t=1660489260">https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=metacognition&amp;t=1660489260</a></p>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)</li> <li>• Implementation of speech and language programmes by TAs with support from Speech and Language therapists</li> <li>• Support from a member of staff trained in speech and language strategies</li> <li>• Talking partners</li> </ul>
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support)</p> <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist/Physiotherapist</li> <li>• Delivery of a planned Occupational Therapy/Physiotherapy programme by a trained TA</li> <li>• Practical fine or gross motor skills programme for a small group of children</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Emotional Literacy provision</li> </ul> <p><a href="https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=pupil_welfare&amp;t=1660489265">https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=pupil_welfare&amp;t=1660489265</a></p> <p>Individualised programmes of support implemented consistently by all staff</p> <ul style="list-style-type: none"> <li>• 1:1 sessions enabling pupil voice and responding to pupil needs and concerns</li> <li>• Counselling (including YMCA services)</li> <li>• Referral to appropriate outside agencies eg CAMHS (Child and Adolescent mental Health Service - should the child meet their thresholds)</li> <li>• School nurse support</li> <li>• Nurture groups to help children with anxiety, self-esteem and emotional difficulties.</li> <li>• Construction club - Lego therapy group using Lego to develop team work and cooperation</li> <li>• Social stories – using a purpose written story to explain and explore a social situation and different people's responses to it to develop children's understanding of that situation</li> <li>• Social Skills programmes/support including strategies to enhance self-esteem</li> <li>• Practical social skills programme for a small group of children (Talking Partners)</li> <li>• Talkabout</li> <li>• PSHE including British Values and valuing diversity</li> <li>• Buddy groups</li> <li>• Bubble time</li> <li>• Peer mentoring</li> <li>• School Council representatives and pupil questionnaire which encourage pupil voice</li> </ul>
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> <li>• Small group targeted English support to boost reading, writing and spelling (Literacy Tracks) throughout the school</li> <li>• Tracks Literacy</li> <li>• Use of SEN friendly resources</li> <li>• Programmes of work tailored to the needs of children with severe SEN</li> <li>• Use of writing slopes, pencil grips and wedge cushions</li> <li>• Extra opportunities to practice reading to a range of adults</li> <li>• Reading buddies for children who would benefit from extra reading practice</li> <li>• Reading comprehension support programme for KS2 pupils (Inference Training)</li> <li>• Reading Eggs lunchtime club</li> <li>• Write Away Intervention</li> <li>• Horner; Word Wasp</li> <li>• Dancing Bears</li> <li>• Five Minute Box</li> <li>• A range of assessments including PHab and YARC</li> </ul>
<p>Strategies to support and modify behaviour</p>

<ul style="list-style-type: none"> <li>• Use of school's behaviour policy, including anti-racism and anti bullying policy and PSHE policy</li> <li>• Step On programme</li> <li>• Anger management/ use of quiet areas/ time out zones</li> <li>• Home /school link books</li> <li>• Regular meetings with parents</li> <li>• Behaviour plans to ensure a joint home-school approach</li> <li>• Risk Reduction Plans</li> <li>• Support/supervision at less structured times of the day e.g. break and lunch times.</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Withdrawal in a small group for targeted intervention customised to the particular group of children</li> <li>• Small group support in class through guided teaching</li> <li>• Use of practical resources to support learning e.g. Numicom</li> <li>• Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.</li> <li>• Success at Arithmetic (KS2)</li> <li>• First Class Number</li> <li>• Five Minute Number box</li> <li>• Rekenreks</li> </ul>
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> <li>• Named teaching assistant at play time</li> <li>• Named midday supervisor at lunchtime</li> <li>• Mathletics club at lunchtime</li> <li>• Playleaders</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• Secure and regular tracking of individual progress</li> <li>• Regular review of targets with child and parents</li> <li>• Differentiated planning to cater for the needs of all our children</li> <li>• Access arrangements to enable children who have SEND to have scribes, readers and/or extra time for KS2 SATs test if they are entitled.</li> <li>• ECHP and ECHP review training &amp; meetings</li> </ul>
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication for specific long term medical needs e.g. asthma</li> <li>• Implementation of Health Care Plans</li> <li>• Access to the school nurse services</li> <li>• Individual support plans for pupils with short-term medical needs (e.g. a broken leg or arm)</li> <li>• Trained support for life-saving interventions (e.g. epi-pens for allergic reactions)</li> <li>• Staff asthma, epi-pen and diabetes trained</li> </ul>

### **What specialist services or expertise are available at or accessed by the school?**

We liaise with a wide range of professionals. Our school policy is to work with Local Authority and NHS practitioners. Professionals who regularly work with us include those from the Local Authority, educational psychologists, speech therapists, health professionals, school nurses, family support workers, parent partnership, YMCA, and voluntary sector organisations such as charities including the Ormiston Families. Where specialist advice is sought, we will discuss this with parents in advance. Whilst we welcome reports and discussions with external agencies, this will be on a case by case basis and we are not obligated to follow any external professional recommendations or reports. Any recommendations (directly or indirectly) from external practitioners should usually be documented in a written report and shared with the school in writing for consideration. Where reports are sought by the school, we can help with explanation of professional reports to parents. At Petersfield there are procedures for sharing information with external professionals. These procedures require consent from parents and the school. This will usually involve using standard written proformas. The school will then complete the sections they deem appropriate.

### **How will the school support my child in starting school and moving on?**

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class and specific individual programmes of transition activities.

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

Our school is an inclusive school and we ensure that every lesson is accessible to each child (both with and without SEND) whether it takes place in the classroom, the school grounds or off site. To ensure that all children are able to access clubs that run in school a number of free clubs are provided including sports clubs and Mathletics. All school clubs and extracurricular provision are offered to all pupils and where any pupil wishes to participate, we look to accommodate this wish whatever their need.

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

Our school building is on one level and a ramp provides access to the KS1 door which is raised. From the patio, there are several steps into the classroom but alternative routes are available and modifications can be made where a risk assessment dictates an alternative to a pupil using the steps.

### **How do the Governors monitor the effectiveness of the SEND provision?**

The Full Governing Body (FGB) has appointed a [SEND governor](#) to monitor the effectiveness of the SEND provision. At least annual visits are made to school and reported back to the Standards and Resources committee. In addition, SEND is a focus of other regular governor visits to school as everyone at Petersfield is responsible for meeting the need of pupils with SEND. The Standards Committee ensure the teaching and learning of SEND pupils is effective whilst the Resources Committee ensures effective use of the SEND funding.

### **School Local Offer for SEND**

Petersfield Primary School [Local Offer](http://www.cambridgeshire.gov.uk/localoffer) [www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer) is on our school website. This guides you through the support we provide for our pupils as a Cambridgeshire school. On this website, there is a link to Parent Partnership - [SEND Information, Advice and Support Service \(SENDIASS\)](#) which offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. The Parent Partnership service can be contacted on 01223 699214 or by email: [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

### **Who can parents contact for further information?**

In the event of any concerns about your child or our school's provision for children, parents should, in the first instance, discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENDCo (Mrs Penrose). The school's governing body are the final point of contact for these concerns. Our school's SEND governor is Colin Wilson who can be contacted via the school office [office@petersfield.cambs.sch.uk](mailto:office@petersfield.cambs.sch.uk) or the clerk to the governing body [clerk@petersfield.cambs.sch.uk](mailto:clerk@petersfield.cambs.sch.uk). The school Complaint Policy, which should be used to raise any complaint including one regarding the SEND provision, is available on the [school website](#) policies page.