



**Petersfield Church of England (A)
Primary School
Special Educational Needs,
Disability and Inclusion (SEND)**

At Petersfield Primary School we value the individuality of all pupils. We are committed to achieving the highest standards. We take account of pupil's varied life experiences and needs. We plan a balanced creative curriculum and have high expectations for all. The achievements, attitudes and well-being of all our pupils is vital. This leaflet briefly outlines how we promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

Identifying Special Educational needs

Early identification of a pupil's needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation. The class teacher and the SENDCo assess and monitor the pupils' progress regularly in line with the assessment policy. The class teacher and SENDCo will seek to work closely with parents and teachers to plan an appropriate programme of intervention and support.

At Petersfield we identify pupils with SEND as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using the Foundation Stage Profile.

Throughout the school we monitor and track the progress of all pupils through an ongoing process of planning, teaching and assessment. Pupils with SEND may be identified at any stage of this process during their school life.

A Graduated Response to Pupils' Needs

We recognise that there is a wide range of SEND amongst our pupils and match the level of intervention to each pupil's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made. The graduated response is outlined as follows:

1. Identified Concerns

If a teacher is concerned about some aspect of a pupil's progress, behaviour or well-being, (s)he will decide what action to take within the normal daily classroom routine. If the pupil is experiencing learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that pupil. The classteacher identifies a need and adapts high quality teaching and differentiation to meet these pupil needs.

2. School Support

If further support is planned as adequate progress is not being made, an Assess, Plan, Do, Review cycle (APDR) is written by the class teacher and overseen by the SENDCo for the pupil. This sets out the learning or behavioural targets (usually up to 3) that the pupil is working towards, and describes the strategies and arrangements needed to help the pupil achieve these targets. Ongoing formative assessment ensures the pupil is on track to achieve their targets or the PLP will be adapted.

At the review meeting, decisions are made about the future actions that may be taken to meet the pupil's needs. If barriers to learning remain resulting in inadequate progress, the SENDCo may ask for help from specialists outside school. This is in addition to the extra support the pupil is already receiving within school. These specialists may

include the Educational Psychologist, the School Nurse, and Specialist Support Teachers. With their help, additional or different strategies will form the basis of future APDR cycles.

3. Education and Health Care Plan

If further support is needed to enable a pupil to achieve, the school, through the SENDCo, requests the Local Education Authority make a statutory assessment of the pupil's SEND. If the Local Authority agrees and the child meets the thresholds for assessment, the Authority collects information from all the people who have been involved with the pupil. From this, the County Special Needs Officer decides whether the pupil needs an Education and Health Care Plan to meet their needs.

An EHCP is a legally binding document, which sets out the provision the pupil **must** receive to meet his/her SEND. This document involves a multi-disciplinary team from health, education and social care when a pupil has needs in those areas. The school meets the first £6,000 of the cost, and the County then provides the school with additional funds to cover the costs of this provision. This is used for a planned programme of support including TA support, interventions, specialist teaching and equipment. Personal Learning Plans are used to set targets each term. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the pupil to assess the pupil's progress. A representative from the County may attend these reviews.

Managing the needs of pupils with SEND

In addition to ongoing informal monitoring and support from the SENDCo, every term, in consultation with all relevant staff including the Headteachers, the provision for each pupil is reviewed in Pupil Progress Meetings. Following

this, the classteacher updates the class provision map, detailing the intervention work that will take place over the term.

The class teacher then writes the APDR for those pupils setting SMART (Specific, Measurable, Achievable and Time Bound) targets.

Throughout the time the actions on the plan are being enacted, the targets and progress are monitored and reviewed as appropriate before being reviewed so the APDR cycle begins again.

Mrs Penrose meets, at least annually, with the County Link SEND Specialist to review the support needs in school.

Raising a concern

Should any parent have any questions or concerns about their child's progress, they should speak to their child's classteacher in the first instance. We ask that this is an ongoing dialogue and that concerns are raised initially rather than being left until they are more major concerns so that they can be promptly addressed.

In addition, Mrs. Penrose can also be spoken to informally before or after school at the gate or you can make an appointment through the school office.

The Local Offer

All local authorities must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools & GPs,

- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

This information can be found online at the following address and as a link from the Special Educational Needs and Disabilities page on our website.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>



Mrs Penrose
SENDCO



Please visit our website to find out more about SEND and Inclusion at Petersfield

Special Educational Needs, Disability and Inclusion at Petersfield

Welcome to Petersfield Church of England (A) Primary School

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www.petersfield.cambs.sch.uk

Co-Headteachers

Mrs Laura Penrose & Ms Perkins

SENDCo

Mrs Penrose

Please take a leaflet.

Working together both to safeguard and to enable all our children to reach their full potential.

God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values (Love, Trust, Peace, Creativity & Friendship) which motivate and inspire us to provide a rich & diverse education. **I have come that they may have life, and have it to the full.**

If you are unsure about anything or have any questions or concerns during your visit, please inform a member of staff immediately or let the school office know.

Sept 2024