



Pawlett Primary  
School Academy

Pawlett Primary School Academy  
Gaunts Road  
Pawlett  
Bridgwater  
Somerset  
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www.pawlettprimaryschool.co.uk

**Principal** - Mrs Emma Barker

**SENDCo** – Mrs Ruth Baltzer

## **Special Educational Needs and/or Disabilities (SEND)**

### **Information for Families**

Updated September 2020

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or a Disability (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in the mainstream setting wherever possible and where families want this to happen

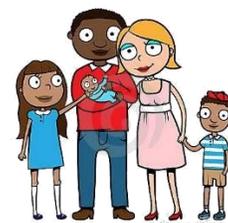
#### **Our School**

Pawlett Primary School Academy (PPSA) is part of The Priory Learning Trust (TPLT). PPSA is a very small school where children are valued on an individual level. We are a Learning Without Limits school and as such we believe that each child's potential for learning is limitless and we will make reasonable adjustments and strive to reduce barriers to progress for all children by embedding the principles of the National Curriculum Inclusion Statement <https://.gov.uk/government/collections/national-curriculum> and by taking action to increase access to the curriculum, the environment and to printed information for all. Children with SEND tell us about the kind and caring nature of the staff at PPSA. Children are taught in mixed age classes and are supported by a number of Higher Level Learning Support Assistants and Learning Support Assistants. Children are regularly taught in small groups which are commensurate with age or ability. The older children are encouraged to be responsible for the younger children and to help them throughout the school day; this promotes a kind and caring attitude, tolerance and respect of each other and boosts self-esteem. All children are provided with a range of learning experiences that include trips out and visitors.

<b>Type of School</b>	Primary School
<b>No. on roll</b>	63
<b>Pupils at Special Needs Support in School</b>	6
<b>Pupils with a Statement or Education Health Care Plan (EHCP)</b>	2
<b>Pupils with High Needs funding</b>	2
<b>Specialist Provision on site</b>	None

### **Pawlett Primary School Academy (PPSA) and Special Educational Needs/Disability (SEND)**

A pupil has special educational needs and/or a disability (SEND) where their learning difficulties or disability calls for provision that is different from or additional to that normally available to pupils of the same age. Children may have SEND either throughout or at any time during their school career.

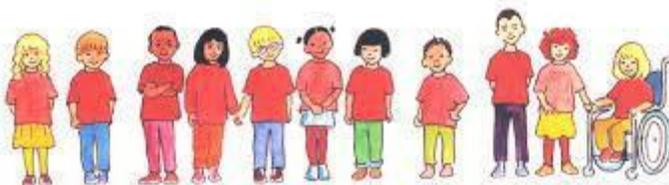


### **Children and Families Act 2014**

The Children and Families Act (2014) underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and SEND.

The Act makes several changes to the law, regulations and practices on SEND; these include:

- Replacing statements of SEND and learning difficulty assessments with a new, birth to 25, Education and Health Care (EHC) Plan
- As part of these reforms the Local Authority has responsibility for changing existing statements to EHC plans by 2018 and with immediate effect for new applications.
- Improving cooperation between all the services that support children and their families.



## **Pupil Premium**

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive funding for children who have been looked after by the Local Authority continuously more than six months and children of service personnel.

The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what the pupil needs.

Schools are held accountable for the decisions they make through performance tables and the new Ofsted inspection framework.

Our **Pupil Premium Lead and Pupil Champion** is: Mrs Sally Jeffries, HLTA

Please see the school web site for more information on how we support children receiving Pupil Premium funding

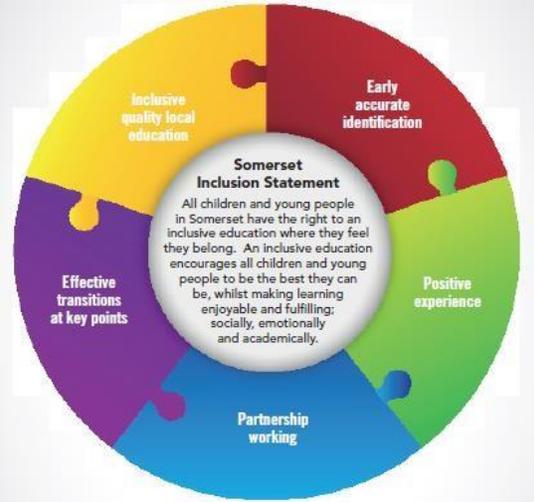
## **Somerset Choices**

Support for children and young people with Special Educational Needs or a Disability (SEND) is provided in line with the **Somerset Core Standards**. The Core Standards are Somerset Local Authority guidance on delivering the support for children with SEND and can be found in the Somerset Local Authority website:

[www.somersetchoices.org.uk](http://www.somersetchoices.org.uk)

**What are Somerset Core Standards?**

***These education standards describe what all Somerset schools, settings and colleges can do for children and young people with special educational needs and/or disability (SEND)***



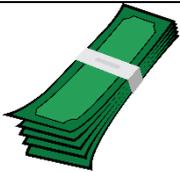
## Identification

**How does PPSA identify pupils with Special Educational Needs?**

- A Special Educational Need can be several different things. For example, a child may be having difficulties with reading, maths or behaviour, which can be improved by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for additional help.
- Teacher's continual assessment, experience of the pupil, their previous progress and attainment will form the basis of investigating further as to whether a child has special educational needs.
- The school provides a graduated response to SEND so that any child not making sufficient progress or any child who is finding their learning difficult will be supported in smaller groups or by individual work. Differentiated teaching and learning is the first step in responding to pupils who have or may have SEND. ***(Many children receive support at this stage who will not necessarily have special Educational needs)***
- The SENDCO monitors the progress of children who are having additional support. They are recorded on a school concern list. The staff and SENDCO will review the progress of pupils who are not making progress after targeted interventions to identify specific needs and plan next steps.
- Parents and children (if age appropriate) will be included in any decisions made by the school regarding the identification and support of their child and special educational needs.
- The SENDCO will analyse the pupil's needs using teachers' assessment, the individual's development, the experience of parents, the pupil's own views and if relevant advice from external support services.
- Concerns raised by parents will be taken seriously and will be compared to our own assessment of that child. It may be necessary for the SENDCO to complete some further assessment in order to address the parents' concerns.
- Children who are identified as having special educational needs will be recorded on the school's Record of Need/ SEND register and will usually fall into one of the following four categories: Cognition and Learning, Language and Communication, Social Emotional and Mental Health and Sensory and/or Physical Needs.
- Further information on what constitutes a special educational need can be found in the Special Educational Needs and Disability Code of Practice.



[SEND Code of Practice January 2015](#)

<p><b>What is SEND support?</b></p>	<p>If, despite high quality teaching and additional support from in class interventions, your child has still not made progress, the SENDCO will arrange for further assessments in school, testing reading, spelling, reasoning and sometimes memory skills to determine whether any additional appropriate interventions can take place or to be used as evidence for a referral to outside professionals.</p> <p>Parents will be informed that their child has been identified as having SEND support needs.</p> <p><i>Children are identified as having a significantly greater difficulty in learning than the majority of others of the same age.</i></p>
<p><b>What is High Needs?</b></p>	<p>Additional funding can be applied for to meet the needs of children with Education and Health Care Plans (EHCP) as part of the Annual Review process, if it is shown that the child is not making accelerated progress despite the school delivering appropriate provision through the Assess. plan, do, review process.</p>  <p>This is called High Needs Funding and is reviewed every 3 years.</p> <p>A personalised plan with outcomes to be achieved is drawn up and carried out by teacher / teaching assistant within school.</p> <p>Reviews are completed with parents / carers and the child, as well as all staff who work with the child. Progress reviews are held at least 3 times per year and are used to inform next steps.</p> <p>When making sufficient progress, the child will be discharged and removed from the SEND register – Parents / carers are informed of each step.</p>
<p><b>What is an Education Health Care Plan (EHCP)</b></p>	<p>This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching which is extra or different to what is normal provision in school and so cannot be provided from the budget available.</p> <p>Usually your child will also need support from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language Therapy (SALT) Service, Learning Support Service or Educational Psychology Service.</li> <li>• Parents and/or school can apply to the Local Authority for an Education, Health and Care Plan (EHC Plan). The LA will look at all the evidence and will decide if your child’s needs are severe, complex and lifelong and therefore need significantly more hours of support in school, by an additional adult to make good progress. If agreed, an EHC Plan will then be issued.</li> </ul>

	<ul style="list-style-type: none"> <li>The EHCP will have outcomes and strategies in place which will then be implemented. It will also have long and short- term outcomes for your children.</li> </ul>
<p><b>Who is the best person to speak to if I am concerned about my child's progress or other difficulties in school?</b></p>	<ul style="list-style-type: none"> <li>In the first instance parent carers should raise their concerns with the class teacher.</li> <li>Class teachers will ensure your child's learning needs are being met.</li> <li>Teaching staff will work closely to ensure 'High Quality First Teaching' is taking place to meet the needs of children with Special Educational Needs and Disabilities.</li> <li>Teaching staff may then suggest a meeting between themselves and the SENDCO.</li> <li>The SENDCO, is another point of contact if parent carers have further concerns after speaking to the class teacher.</li> <li>If parent/carers still feel matters have not been resolved they could arrange an appointment to speak to the Principal.</li> </ul> 
<b><u>Provision</u></b>	
<p><b>How is the decision made about the additional support provided for pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>SEND support is provided on a four- part cycle of '<b>Assess, plan, do and review.</b>' Strategies implemented for each child are revisited, refined and revised, leading to a greater understanding of the child's needs and what helps them to make good progress in their learning.</li> <li>The school provides a <b>graduated</b> response to SEND so a child will receive a more personalised approach to teaching and learning within a whole class situation. For example, the teacher may use strategies within their whole class teaching to support a child who has poor working memory by using prompts, presenting information in different ways, giving children single instructions at a time or teaching them how to use mind maps so they are able to help themselves. This will be referred to as <b>Quality First teaching</b> or <b>Universal support</b>.</li> <li>Additional SEND support is currently planned by teacher with support from the SENDCO who might signpost a teacher and give advice as to suitable interventions, with input sought from parent carers and any involved outside agencies.</li> <li>Children are also supported in group work. This work is planned and differentiated by the class teacher and is delivered by a TA, an HLTA or the Class teacher. This provides focused support for a number of children who may or may not have SEND. This group work can be linked to any area of the curriculum. This is often referred to as Wave 2 support.</li> <li>Children requiring specialist interventions may be supported by the school on a 1:1 basis. This may be for a whole lesson or an individual activity. This need and support will have been carefully planned as part of the assess, plan, do and review cycle and will be completely individual to each child. This is Wave 3 support. Usually children who have this level of need</li> </ul>

	<p>have had some involvement from outside agencies such as Speech and language therapist or an Educational psychologist. Actions that they suggest are included in the assess, plan, do and review cycle.</p>
<p><b>Which type of SEND does PPSA support?</b></p>	<p>Currently the school is supporting pupils with:</p> <ul style="list-style-type: none"> <li>• Speech, language and communication difficulties</li> <li>• Cognition and learning difficulties</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Dyspraxia/Developmental Co-ordination Difficulties.</li> <li>• Social, Emotional and Mental Health needs</li> <li>• Autism Spectrum Disorder</li> </ul>
<p><b>What type of provision is available for pupils with SEND?</b></p> <p><b>How will teaching be adapted for my child with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Pupils at PPSA are taught within mixed aged classes as whole classes and in small groups commensurate with requirements or age.</li> <li>• All children will be supported at an appropriate level for their needs. They will receive effective differentiation</li> <li>• Recent developments in teaching provision now ensure that children have access to the following: <ul style="list-style-type: none"> <li>– Precision teaching</li> <li>– Read, Write Inc phonics support</li> <li>– Individual spelling programmes</li> <li>– Specialist writing equipment e.g. pencil grips, sloping writing board, stand up desks</li> <li>– Booster groups / catch up groups - with class teachers</li> <li>– Pre-teaching / over teaching</li> <li>– Additional thinking time and processing time</li> <li>– Individual targets / personal curriculum</li> <li>– Coloured overlays, reading rulers</li> <li>– Table top tool kits</li> <li>– Personal use of computers/ electronic devices</li> <li>– Visual timetables/other visual aids including 'now and next'</li> <li>– Speech and Language support</li> <li>– Forest School</li> <li>– Learning mentor</li> <li>– Oracy skills intervention</li> </ul> </li> <li>• As part of the Assess, plan do and review process, each child has an SEND file in which all additional provision is documented and small steps of progress measured to show the impact of each intervention.</li> <li>• Interventions usually run for a period of 4 – 6 weeks – entry data is recorded, and the impact of each intervention is measured by exit data. If a child has not made progress the intervention will be reviewed and adapted.</li> </ul>

<p><b>How will PPSA support my child with self-confidence and emotional issues?</b></p>	<ul style="list-style-type: none"> <li>• All our staff are aware of mentoring activities which can be carried out in class weekly e.g. focused circle times, to promote a positive ethos, social stories, buddies.</li> <li>• When we have children, who need more than this, a referral will be completed to inform the HLTA/ Pupil Champion who is responsible for mentoring children.</li> <li>• A range of assessments may be used to identify the child's needs and a programme of support implemented.</li> <li>• She/he will spend time with the Pupil Champion talking to, listening to and offering support through a range of strategies.</li> <li>• The Learning Mentor will inform the SENDCO and parents of support being given.</li> <li>• Oracy skills interventions</li> </ul> <p>If further support is needed, then the SENDCO will make a referral for outside support after consultation and consent from parent/carers and taking account of the views of the child.</p> 
<p><b>What support does the school offer to parents of pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Your child's teacher will firstly discuss any initial concerns with you regarding your child's progress.</li> <li>• Parents are kept up to date with their child's progress through parent teacher consultation events, SEND reviews and reports during and at the end of the school year.</li> <li>• In cases where more regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.</li> <li>• If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.</li> <li>• Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.</li> <li>• One- page profiles are created with children with SEND to support others to understand each child's difficulties and how they can be supported in school.</li> <li>• Learning Passports are put in place for all pupils with SEND and these are reviewed termly as part of the Assess, Plan, Do, Review cycle. Parents and children are invited to contribute to these</li> <li>• Termly and Annual Reviews are held for pupils with EHC Plans and High Needs funding.</li> <li>• For pupils entering YR with SEND a School Entry Planning meeting will be set up in the summer term before they start school. This will be reviewed in</li> </ul>

	<p>the autumn term after they have started school. Their previous setting will be invited to attend.</p> <ul style="list-style-type: none"> <li>• Transition plans will be put in place for pupils with SEND at important times of transition in their school journey. For some pupils this could even be on a daily basis but most often at a change of school or key stage.</li> <li>• Parents are welcome to speak to class teachers. The best time to catch them is after school. If matters are urgent a call to the office in the morning is best.</li> <li>• The SENDCO operates an ‘open door’ policy and will meet with parents as soon as is practicable or can be contacted via email or via the school office.</li> <li>• The Principal will see parents as soon as possible. Parent carers should contact the office to arrange an appointment in the first instance.</li> <li>• Further support for parents can be accessed at Somerset Choices <a href="https://www.somersetchoices.org.uk">https://www.somersetchoices.org.uk</a> and also Somerset SENDiAS <a href="http://www.somersetSEND.org.uk/welcome/">http://www.somersetSEND.org.uk/welcome/</a></li> </ul>
<p><b>What specialist services are available or can be accessed by the school for pupils with Special Educational Needs?</b></p>	<p><b>In school:</b></p> <ul style="list-style-type: none"> <li>• The SENDCO is currently undertaking the National SENDCO award and in the past has had training in Dyslexia, Autistic Spectrum Disorders, Speech and Language disorders, Specific Learning Difficulties such as vision and auditory. Other staff members have had training in areas such as dyscalculia, behaviour support and sensory difficulties, and attachment disorders.</li> </ul> <p><b>External Services:</b>  Educational Psychologist  Learning Support Service  Integrated Therapy Services – Speech therapy, Occupational therapy, Physiotherapy  Autism and Communication Team  Special Educational Needs Information Technology Advisory Service (SENITAS)  Physical Impairment and Medical Support Services  Hearing Impaired Service  Visual Impairment Service  Parent Family Support Advisor (PFSA)  Specialist Nursing Teams  School Health Advisor  Child Paediatricians</p>  
<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>• The school has a current accessibility plan available on the School’s website. <a href="http://www.pawlettprimaryschool.co.uk/">http://www.pawlettprimaryschool.co.uk/</a></li> <li>• Most of the school building and all of the outside area and playgrounds are accessible for wheelchair users.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school is single storey and there is no requirement for ramps indoors.</li> <li>• The main playground is level and fully accessible.</li> <li>• The car park and playing field are all on level ground and are fully accessible.</li> <li>• There is a disabled toilet situated in the hall building.</li> <li>• There is a designated disabled parking bay.</li> </ul> 
<p><b>Who will oversee my child's support?</b></p>	<ul style="list-style-type: none"> <li>• The class teacher will be responsible for your child's daily support. The SEND code of practice states that 'Every teacher is a teacher of SEND'</li> <li>• The SENDCO, class teacher and support staff will meet regularly to review progress and plan support.</li> <li>• The Principal, SENDCO and class teachers will review your child's support at least termly.</li> <li>• Parent/Carers and pupils will also contribute to reviews of interventions, provision and progress through the Assess, Plan, Do, Review cycle.</li> </ul>
<p><b>How does PPSA support children with Medical needs?</b></p>	<p>PPSA is mindful of the need to safeguard the well-being of all children. Any children with a medical need will have a personalised Health Care Plan which will be reviewed annually or updated whenever necessary.</p> <p>Any specific training needed to enable staff to meet the medical needs of a child, will be carried out for staff by an outside healthcare professional and reviewed annually. The healthcare plan will state any procedures or medicines to be carried out and what to do in an emergency. Contact details will be included. All necessary staff will be informed of any medical needs.</p> <p><i>Please note if a child has medical needs it does not necessarily mean he/she has special educational needs.</i></p> 
<p><b><u>Assessment</u></b></p>	
<p><b>How will school measure the progress of my child?</b></p>	<ul style="list-style-type: none"> <li>• Pupil's progress is monitored by the class teacher through observation and assessment of their work in class and through the school testing cycle (formative and summative assessment)</li> <li>• Progress is also reviewed by the class teacher, SENDCO and the senior leadership team.</li> <li>• Pupils who are in Y1 and above but not yet accessing National Curriculum levels will be monitored using a more sensitive assessment tool known as P Scales or A small steps approach. This allows the school to measure progress in smaller, more detailed steps.</li> <li>• Pupils who are having specific focused interventions will have their progress monitored regularly. This is usually after a set period of time</li> </ul>

	<p>which has been designated for the intervention to run. (6 – 10 weeks or half termly)</p> <ul style="list-style-type: none"> <li>• Pupils who have an Education, Health Care Plan will have their progress monitored at termly reviews and the Annual Review.</li> <li>• Pupils who receive SEND Support will have their progress reviewed through the Assess, Plan, Do, Review cycle.</li> </ul> 
<p><b>How will I know that my child is progressing?</b></p>	<ul style="list-style-type: none"> <li>• All parents and children are invited to attend parents' evenings.</li> <li>• An individual written report, that details progress being made by a pupil, is sent to all parents in the summer term.</li> <li>• Parents who have a child who is receiving SEND Support will be invited to termly reviews as part of the Assess, Plan, Do, Review cycle. Progress will be discussed at this review.</li> <li>• If the school feels that outside service support is required to support a pupil, parents' written permission will be sought, and they will be invited to meet with these agencies whenever possible.</li> <li>• Parents will always be sent a copy of any written reports.</li> <li>• Parents are also welcome to arrange additional meetings with the class teacher, SENCO or Principal to discuss progress.</li> </ul> 
<p><b>How do I proceed if I'm not happy with the schools response to my child's SEND?</b></p>	<ul style="list-style-type: none"> <li>• In the first instance talk always share any concerns with the Class teacher and then approach the SENDCO or the Principal</li> <li>• Parents can contact the SEND governor Paul Scott or the Chair of Governors – Moira Allen.</li> <li>• There is a school policy that outlines the procedures for complaints published on the school website.</li> </ul> 

**Further Frequently Asked Questions**

**What is the Code of Practice?**

*The Special Educational Needs and Disability Code of Practice, 0 – 25 years, is the legal document which all providers of education and health have to follow to ensure the needs of children with special educational needs are being met. This legislation has been in place since 1<sup>st</sup> September 2014.*

**What are Somerset Core Standards?**

*These education standards describe what all Somerset schools, settings and colleges can do for children and young people with special educational needs and/or disability (SEND).*

- *SEND is everyone's business*
- *All teachers are teachers of all children/young people*
- *The right support in the right place at the right time*

**What is transition?**

- *Transition is the term used when your child moves on from one year group to another or from one phase to another e.g. Early Years Foundation Stage to Key stage 1 or when moving from school to secondary school.*

**How will your school meet my child's medical needs?**

- *All children with medical needs will have a healthcare plan updated annually or whenever changes.*
- *The healthcare plan will state need and actions along with any training requirements and what to do in an emergency.*

*A child with medical needs will not be listed on the SEND register for having a medical need, unless they have a special educational need.*

**Do I have to apply for an Education Health and Care Plan (EHCP) if my child already has a statement?**

*No. The Local Authority will change over any existing Statements to EHCPs within the next four years. Everything detailed on the current statement remains the legal requirement.*

**Will the Local Offer improve services for my child?**

*The local offer is a database on the local authority's website made up of all the provision, including school provision, in the county, to help families of children with Special Educational Needs and Disabilities be more aware of what's available and where and what you can expect and when so having a clearer understanding and confidence in ensuring the best support if provided for your child.*

*The Local Offer and information about EHC Plans can be found in Somerset Choices*

[www.somersetchoices.org.uk](http://www.somersetchoices.org.uk)

**We value feedback from our parents and carers so please write to or email Mrs Ruth Baltzer our SENDCO [info@ppsa.theplt.org.uk](mailto:info@ppsa.theplt.org.uk) at school to help us continue to provide the best service we can for all our families**

**SIGNED:**

Emma Barker  
**Principal**

Ruth Baltzer  
**SENDCO**

