



Pawlett Primary  
School Academy

Pawlett Primary School Academy  
Special Educational Needs Information Report

# **Pawlett Primary School Academy Special Educational Needs Information Report**



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## **How we support children with special educational needs and disabilities**

September 2023



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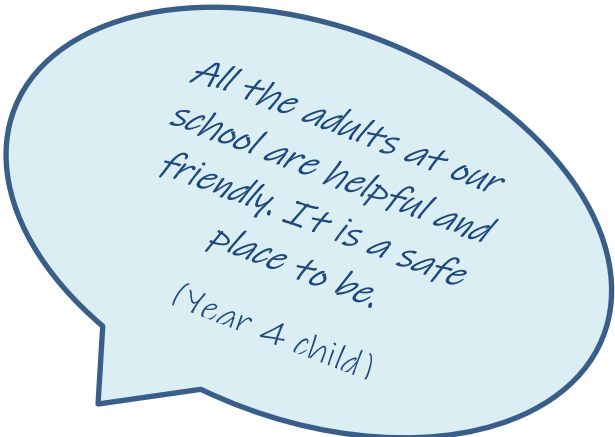
### Introduction:

- At Pawlett Primary School Academy (PPSA), Special Educational Needs and Disabilities (SEND) is a **whole school responsibility**, this includes the Academy Council, the school Principal; Emma Barker, the SENDCo; Ruth Baltzer, the SEND Governor; Natalie Baker and all other members of staff.
- We welcome everybody into our community and strive to make the school accessible to all. We work together to make PPSA a happy, safe place, where children can achieve their full potential and develop as confident individuals.
- Pupils with additional needs follow a curriculum that develops life skills and builds self-confidence. It enables them to work with independence and maximise future opportunities.

This report aims to inform parents and carers about how we welcome, support and make effective provision to include children with special educational needs and/or disabilities (SEND). This report should be read in conjunction with the SEND policy which contains links to other agencies and Local Authority support.

PPSA is part of The Priory Learning Trust (TPLT). We are 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 full time 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.



*All the adults at our  
school are helpful and  
friendly. It is a safe  
place to be.  
(Year 4 child)*



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We welcome value and respect the achievements of **all** children and we will always listen to and involve parents and children in the planning and review of provision. We will ensure that children with SEND who attend our school will engage in the activities of the school alongside pupils who do not have SEND. In addition, we will use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need as decided by the department for education. If your child has SEND, then their needs will fit into one or more of these:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health
4. Sensory/physical



*As a parent, I feel listened to,  
and then my child's needs are  
met. I can't tell you how  
important that is.  
(Parent of Year 3 child)*

As a school we aim to request, monitor and respond to our parents/carers and pupils' views in order to evidence high levels of confidence and partnership. We ensure a high level of staff expertise to meet pupil's special educational needs, through well-targeted continuing professional development.

Children and young people with SEND are welcome to apply for a place at our school, in line with the school admissions policy. For children with an EHCP (Educational Healthcare Plan), parents have the right to



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request a particular school. Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

### Staffing, training and specialist support

Our fully qualified staff comprises:

**Principal:** Emma Barker

**Vice Principal:** Lesley Grant

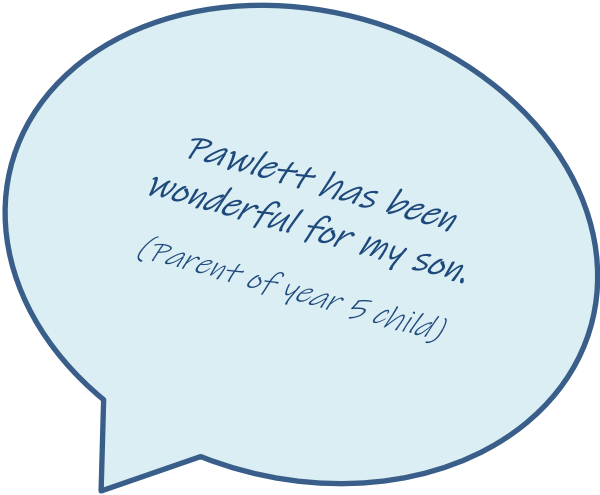
**SENDCo:** Ruth Baltzer (01278 684151)

**SEND Governor:** Natalie Baker

At PPSA, SEND is a whole school responsibility, this includes the Governing Body and all members of staff, including Teachers, LSAs and HLTA/Learning Mentors. Specific qualifications held by members of staff are available on request.

The school has access to a range of specialist support and in the last two years, school staff have received a range of training on:

- ACEs Adverse Childhood Experiences Early Trauma
- PDA
- ADHD
- Making Sense of Autism
- How to support pupils on the autism spectrum (ASD)
- Autism Awareness (Open University/Bath Spa University/Weston College/Autism Advisory Service)
- How to support pupils with dyslexia and literacy difficulties
- Anxiety issues ~ Bridging the Gap.
- Sensory Processing Awareness
- Attachment behaviours
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties The school has visits from SEND specialist teachers who provide advice to staff and support the success and progress of individual pupils.
- Self-harm training
- Mental Health in Education/Mental Health First Aider
- Managing Behaviour that Challenges
- Online Interim Working Together Update
- Cyber Security Awareness
- Bullying and Harassment for Employees



*Pawlett has been  
wonderful for my son.  
(Parent of year 5 child)*



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- Conflict Resolution
- Medication Awareness
- Behaviour for learning
- Supporting the development of handwriting
- Oracy ~ closing the vocabulary gap
- Precision teaching

### Somerset Graduated Response Tool

Somerset's Graduated Response Tool (SGRT) now replaces the Somerset Core Standards. This has been co-produced with stakeholders from education, health, social care, parent carers and support service teams. SGRT sets out the barriers to learning that children and young people may have and the strategies and provisions that could be in place to support them.

The document is clear in terms of 'what to expect' from the current legislation in supporting children and young people with Special Educational Needs. For more information you can visit the link below:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

### Identifying a pupil's additional needs at PPSA:

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014).

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. However, sometimes we recognise some pupils need more help than others in their class if they are to make good progress

At PPSA we know a child needs extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school or by the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs





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## Meeting the needs of a child with SEND

PPSA uses a 'graduated approach' to meeting the needs of SEND Children

<b>WAVE 1: High quality teaching for all (QFT)</b>			
Teacher is concerned about a child who is not making progress (below are examples of process involved)			
<b>EYFS – YEAR 6</b>			
<ul style="list-style-type: none"> <li>• Complete reading comprehension of vocabulary assessment</li> <li>• Complete maths assessment of fluency, problem solving and reasoning</li> <li>• Discuss in Pupil Progress Meetings (PPM) to identify areas of concern</li> <li>• SENDCo observation in class</li> <li>• SENDCo recommendations given</li> <li>• Initial assessment</li> <li>• Conversations with stakeholders (support staff, families)</li> </ul>			
<b>WAVE 2: Interventions are then put in place, alongside QFT</b>			
Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or physical needs
<ul style="list-style-type: none"> <li>- Differentiated work</li> <li>- Literacy/Maths interventions run by LSA</li> <li>- Retrieval practice interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Oracy skills intervention</li> <li>- Time to talk</li> <li>- Helicopter Stories</li> </ul>	<ul style="list-style-type: none"> <li>- Emotional literacy support work</li> <li>- LEGO therapy</li> <li>- IBPs</li> <li>- Family Support Worker involvement</li> <li>- Gardening Club</li> <li>- Forest Schools</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated Therapy Services recommendations</li> <li>- Equipment e.g. ear defenders, fidget toys, water beads, playdough</li> </ul>
<b>Pre &amp; Post data taken and reviewed at next Pupil Progress Meeting:</b>			
<ul style="list-style-type: none"> <li>• If intervention is effective, look at existing strategy to continue progression</li> <li>• If progressing is poor-teachers much ask why e.g. poor attendance? Lack of engagement of child? Are lessons/interventions accessible? etc.</li> <li>• It might be that the child's initial difficulties were not fully understood. Intervention may need to be adjusted.</li> </ul>			
<b>WAVE 2: Plan new programme</b>			
<ul style="list-style-type: none"> <li>• If no progress has been made, look at other reasons e.g. external factors, moved schools frequently, child protection concerns or additional needs etc.</li> </ul>			
<b>WAVE 3: Assessments/Strategies carried out by SENDCo or referral to outside agencies. Child added to SEND register</b>			
SENDCo Assessments/Strategies and Outside Agencies (examples not exhaustive list)			



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- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Dyslexia portfolio</li><li>• BOXALL</li><li>• YARC</li><li>• TALC</li><li>• Early Help</li><li>• Speech and Language service</li><li>• SALT (Speech and Language Therapy)</li><li>• Traveller Support (EMTAS)</li><li>• SCAMP</li><li>• Transition support KS2 –KS3</li><li>• CAMHs</li><li>• Return to Learn</li><li>• Enhanced Provision Service</li><li>• Occupational Therapy</li><li>• Physiotherapy</li><li>• Lifetime Service</li><li>• Diabetes, Asthma, Epi-Pen</li><li>• Paediatric First Aid Training</li></ul> | <ul style="list-style-type: none"><li>• First Aid Training</li><li>• Team Teach</li><li>• Manual handling training</li><li>• Tourettes training</li><li>• Pathological Demand Avoidance</li><li>• Attachment Disorder Training/ACEs</li><li>• Sensory Processing Disorder</li><li>• Working Memory</li><li>• Dyslexia /dyscalculia</li><li>• Emotion Coaching</li><li>• Attention deficit, hyperactivity disorder (ADHD)</li><li>• Autistic Spectrum Disorder</li><li>• ASCEND</li><li>• Vulnerable Learners Service: (Educational Psychologist, Advisory Teacher)</li></ul> |
|--|--|

All SEND support will follow an Assess, Plan, Do and Review (APDR) model.



If progress rates are still too slow despite the delivery of high quality school based interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as the School Nursing Service

For a very small percentage of pupils, whose needs are significant and complex and the support required to meet their needs cannot reasonably be provided from within the school's own resources,



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a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum help pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SENDCo.

Pupils with medical needs will be provided with an Individual Health Care Plan, compiled in partnership with the SENDCo and parents and when possible health care professionals. If appropriate, the pupil themselves will contribute to the plan.

We aim to support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs. We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

PPSA uses pupil centred profiles, 'all about me'. These are completed by the pupils themselves with the support of a member of staff who knows the child well. Together they will identify the child's abilities and strengths, their personal aims and the action needed to be taken by the school to reduce barriers to learning and social success.

### Evaluating our SEND support

As a school we measure children's progress in learning against national age-related expectation. The class teacher continually assesses each child and notes areas where further support is needed. We track progress from reception through to Year 6.

The impact of our SEND support is measured by finding out how much children know and can do from entering into an intervention to exiting it.

We evaluate what knowledge and understanding our children have gained and what they need to do next.

Targets are set out in Learning Passports and take into account children's learning needs, their social and emotional wellbeing and their barriers to learning. The aim is for intervention to be relevant and motivational:

**"Study without desire spoils the memory, and it retains nothing that it takes in." —  
Leonardo da Vinci**

Targets and interventions are regularly reviewed by the class teacher, parents and our SENDCo. Impact and progress is recorded in children's Learning Passports.



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## Examples of interventions and their success

Intervention	Impact
Find Your Voice – Small group activities to develop oral language and social interaction skills	Children develop confidence in their oracy skills which impacts on their ability to access and contribute to all areas of the curriculum.
RWI - One-to-One Tutoring - individual phonics tutoring to help close any gaps in addition to daily phonics lessons in class	The school has good results in phonics and with the new roll out of RWI the results are getting stronger.
Precision teaching - A daily individualised teaching programme to meet the needs of a specific child who is experiencing difficulty with acquiring or maintaining some skills.	Children who do find learning new skills difficult, have additional support to develop other strategies to draw on.
Differentiated work -Interventions run by LSA (e.g. pre-teach and over-teach sessions)	Children are able to complete work that was previously inaccessible to them.
Forest School - Social Emotional Mental Health (SEMH) based with a focus on team building and supporting positive relationships.	Children grow in confidence in their own ability and learn life skills such as problem solving, trust and teamwork. They are supported to make positive relationships.
Fine Motor Intervention including sewing, bead threading etc.	Children improving handwriting



*I feel so much better  
after doing our Forest  
Schools sessions, I'm ready  
for anything!*

*(Year 5 SEND child)*



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### Tracking progress and the curriculum

- Pupils' attainments are tracked using the whole school tracking system and those who are not making expected levels of progress are identified very quickly. These pupils are then discussed in termly pupil progress meetings between the class teacher and Principal.
- All SEND pupils have individual targets set in line with national outcomes to ensure they make progress. Parents are informed of these via the reporting system and also at events such as Learning Review Meetings.
- Additional actions to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the SENDCo or external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Scrutiny of Learning Passports to ensure targets move children's learning forward.
- Teacher meetings with the SENDCo to provide advice, training and guidance on meeting the needs of pupils with SEND
- Attendance and behaviour records.

Children on the SEND register will be included in activities and school trips and camps outside the classroom through:

- Comprehensive risk assessments being carried out and through procedures being put in place to enable all children to participate in all school activities.
- Seeking timely outside agency advice
- PPSA ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

### Pastoral Support

- Every morning, children are met by classroom staff at the door and invited to join in with the morning challenge
- Where required SEND children can start the day in a quiet area before joining the classroom, music or other calming techniques are available



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- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the first point of contact. If further support is required, the class teacher works with the SENDCO and pastoral staff and sometimes outside agencies such as Health and Social Services.
- At PPSA we have a dedicated and committed pastoral team including a Learning Mentor (who is also our Deputy Designated Safeguarding Lead) and Wellbeing Champions to help support children with their social and emotional needs. Support from Wellbeing Champions is available every afternoon and our Learning Mentor run lunchtime session, interventions as well as weekly Forest Schools sessions. Referrals for these groups are made by their class teacher in discussion with the pastoral team, SENDCo and parents.
- Our pastoral team works closely with the SENDCo and the Designated Safeguarding Lead
- Where required we call upon the advice and support of external agencies such as Parent and Family Support Advisors (PFSA) and Family Intervention Support (FIS). They offer support to children and families who may be experiencing difficulties. This can be long or short term support.

### **Administration of medicines or personal care**

- We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if medication needs to be taken during the school day and forms will need to be completed.
- If a child's health care needs are longer term, a medical or health care plan will need to be put in place. This will be done by health care professionals, parents and the SENDCo.
- Where applicable staff receive regular training regarding conditions and medication affecting children so that all staff can manage a medical situation should the need arise.
- If a child requires personal care, a Personal Care Plan will be in place and staff will have undergone the appropriate training to undertake this level of care.

### **Transition**

PPSA have a number of strategies to ensure the effective transfer of children with SEND when joining or transferring to a new school. These include:

- A planned introduction programme is delivered in the summer term to support the transfer for pupils starting in EYFS Reception in September including additional sessions for children with SEND.
- A home visit is offered at the beginning of the school year.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.



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- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents and the child to identify and reduce any concerns.
- Transition to the next school phase is supported by a transition programme for pupils. It provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENDCos and or class teachers of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **Accessibility**

In the last three years the following adaptations have been made to the school environment:

- There is a disabled parking spot marked and located where it is ambulance accessible next to the school entrance
- The school hall has a wide doorway and is accessible by wheelchair. There is a disabled toilet just inside the entrance.
- The library has a ramp leading up to it.
- The footpath is wide enough to accommodate wheelchairs and disabled buggies.

Our Accessibility Plan 2023-2025 is available via the school website.

### **Communication**

- All actions taken by the class teacher in the pupil profile will be recorded in Learning Passports and shared with parents and reviewed through feedback by class teachers.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and the SENDCo when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01278 684151.
- Parents can find advice and information about how they can support their child on the school's website. It can be found at [www.pawlettprimaryschool.co.uk/](http://www.pawlettprimaryschool.co.uk/) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In



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addition, the termly class curriculum overview includes support information for parents. The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.

### Useful websites providing support services for parents of pupils with SEND

Support Services for Education	<a href="http://www.supportservicesforeducation.co.uk/">www.supportservicesforeducation.co.uk/</a>
Hearing impairment:	<a href="http://www.ndcs.org.uk">www.ndcs.org.uk</a> <a href="http://www.signature.org.uk">www.signature.org.uk</a>
Autism: The National Autistic Society	<a href="http://www.autism.org.uk">www.autism.org.uk</a> <a href="http://www.autismsomerset.org.uk">www.autismsomerset.org.uk</a>
Children's Autism Outreach Team	<a href="https://choices.somerset.gov.uk/025/SEND/childrens-autism-outreach-team-caot">https://choices.somerset.gov.uk/025/SEND/childrens-autism-outreach-team-caot</a>
Vision Impairment:	<a href="http://www.somersetsight.org.uk">www.somersetsight.org.uk</a> <a href="http://www.rnib.org.uk">www.rnib.org.uk</a>
NHS	<a href="http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer">www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer</a>
Sleep issues	<a href="http://www.cerebra.org.uk">www.cerebra.org.uk</a>
SENDIAS	<a href="http://www.somersetSEND.org.uk">www.somersetSEND.org.uk</a>
Wellbeing Support: Young Somerset	<a href="http://www.youngsomerset.org.uk">www.youngsomerset.org.uk</a>
Dyslexia	<a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>
Language and Communication	<a href="http://www.ican.org.uk/i-cans-talking-point">www.ican.org.uk/i-cans-talking-point</a>
Learning Disabilities	<a href="http://www.mencap.org.uk">www.mencap.org.uk</a>

### What if I have a complaint about the SEND Provision?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- The SENDCo: Ruth Baltzer and whose contact details are 01278 684151
- The Principal: Emma Barker
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Natalie Baker. They can be contacted via the school office.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on



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this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Information on where the Local Authority's Local Offer can be found at:  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Somerset Parent Carer Forum is an independent group of parents/carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 years) they already use or would like to use in the future. Phone: 01278 699397 or visit:

<https://somerseparentcarerforum.org.uk/>

**This report was co-produced by staff, children and families of Pawlett Primary School Academy 1.9.2022  
and reviewed in September 2023.**