

Puddletown First School is a mainstream school that caters for the needs of children from year R to year 4

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEND. Teachers take account of these requirements and make provision to support individuals or groups of children to ensure their rate of progress in line with expectations.

Identifying special educational needs

Some pupils, despite high quality teaching do not make expected progress. This is identified through pupil tracking and teacher and TA observations. Concerns may also be raised by parents and feeder settings. The class teacher will discuss their concerns with the SENDCO. Together they will consider other approaches/interventions which will be discussed with the parents. Factors will be taken into consideration which may prevent a child from making expected progress. The child will be monitored closely over time. If difficulties continue the child will be placed on the school's SEND register. The school will continue to keep parents informed of interventions being put in place.

Most pupils with SEND will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs. The class teacher and the SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEND pupils.

Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "*additional to and different from*" normal provision within the class.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school's Special Educational Needs Coordinator [SENCO].

Most targeted interventions will be provided by a qualified teaching assistant.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

A small number of pupils with SEND may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may issue an *Education, Health and Care Plan*. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEND and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an *Education, Health and Care Plan* the Local Authority and the school will ensure that the pupil's complex needs met in accordance with the *Plan*. Some pupils with complex SEND currently have a Statement of SEND under the old system. Following the Annual Review process the Local Authority will consider changing a Statement of SEND into an Education, Health and Care Plan.

In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the *Education, Health and Care Plan*. This may involve considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However the parents make the final decision on this matter.

Progress plans and provision maps employ a small-steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

The intention of SEND support at Puddletown First School is to enable each child to access as fully as possible the age appropriate curriculum. This is not necessarily simplifying the curriculum rather it is removing the blocks to learning. This may include additional resources, an awareness of needs, adult support and close working relationships with outside agencies.

All advice from outside agencies is fully implemented in the children's progress plans and regularly reviewed

Progress plans and provision maps employ a small-steps approach to the child's learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and we are able to both identify progress and the next steps for learning. This is communicated to parents through at least termly progress plan meetings when progress and learning targets are shared and discussed. Where concerns arise meetings are called in a timely manner. Such meetings can be initiated by parents.

Pastoral care at Puddletown First School is a strength. All adults demonstrate a commitment to the well being of each child and have a very good understanding of their needs.

There is a clear understanding that emotional needs have to be met before learning needs. Staff spend time to nurture and support all children. In addition the school has a formal programme of Nurture Support and ELSA Support. The ELSA Support is directed by the EP service. We use the Boxhall Profile to help us identify specific needs for Nurture and ELSA support.

The school is committed to safeguarding all children with rigorous policies and record keeping in place. All children needing intimate care have a care plan drawn up with parents that refers to the relevant policies.

All TAs are first aid trained with 1 member have completed paediatric first aid training.

The school buys into SENSS, which supports the school in identifying children's specific need and provides advice to support the children.

The school works with all agencies with the Health Service to support children's needs as identified. This includes Speech and Language, Occupational Therapy, the School Nurse, hearing and visual impairment. With all programmes being implemented.

CAMHS has been involved in the past.

The school also buys into the Behavioural Support Service.

Specialist counselling is accessed as needs have arisen ie bereavement.

In addition to EP support for individual children the EP team also supports our ELSA programme.

the school has access to a specialised speech and language teacher

The SENCO has the National Qualification for SEND.

All teachers have qualified teacher status.

All staff receive regular training in supporting children with SEND

3 members of TA staff are trained to deliver FFT Wave 3 Reading Recovery

2 members of the TA staff are trained to deliver the Every Child Counts Programme

2 members of the TA staff are trained to deliver the Move to Learn programme

2 members of the TA staff are trained to deliver the Nurture programme

1 member of the TA staff is ELSA trained

1 member of staff trained in Hamish and Milo emotion literacy programme

All members of staff have had trick box training

All TAs working with a child with a current statement works with outside agencies to receive appropriate, one of whom is a qualified teacher.

Many of the TA team have had a wide range of experiences with different cohorts and children with individual needs. This has included EBD, hearing impairment and ASD.

Our Equality/Inclusion Policy promotes involvement of all of our learners in all

aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

The school was brand new in October 2013 and complies with all current accessibility legislation.

The school monitors the families whose first language is not English and would make adjustments as necessary. This would include support from translation services and the EAL team.

The pre school setting is within the school grounds ensuring those attending are familiar with the school. The pre school use many of the school facilities ie the hall and playground, they also join in school events such as Harvest, Easter, Christmas etc.

In the summer term all children joining the reception class attend 5 afternoons session to become familiar with their environment and staff. Parents also attend a series of structured meetings in which key information is shared. The class teacher holds transition meetings with all provider settings, visiting the children at their settings. Where educational needs have already been identified by pre school settings detailed transition meetings are held.

All transitions within school are supported by teacher meetings and a full transition day.

Transition to the Middle School at the end of Y4 is good. A series of meetings are held between the Y5 leader and the Y4 teacher, this is supported by lessons taken by Middle School staff at the middle school. Those children deemed vulnerable are further supported by the Middle School nurture team through a series of sessions held both at the First School and the Middle School. The SENCOs meet to discuss all children requiring extra learning, emotional or physical support

We work in partnership with parents and carers to support each child's well being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher/SENCO with ease. We hold termly meetings to discuss and review children's work. Parents are involved in the setting and review of Progress Plans. Our governing body includes Parent Governors/representatives.

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.

All interventions are costed and evaluated to ensure they best support the children.
The school always strives to implement and resource advice given by outside agencies within its delegated budget.

Reviewed October 2023 Next review October 2024