

Paddox Primary School

Information Booklet for SEND



Welcome to Paddox Primary School!

Please read this booklet for information about SEND at Paddox and how we meet the needs of our pupils.

Head Teacher – Miss O'Dell – o'dell.v@welearn365.com

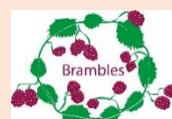
Governor for SEND – Kimberley Preston – preston.k2@welearn365.com

Governor for Inclusion – Kelly Houltyby – houltyby.k@welearn365.com



This is the Paddox logo found on uniforms and all around school.

What are those logos?



This is the Brambles logo. Brambles is our Specialist Resourced Provision (SRP) for children with Social, Emotional and Mental Health needs.



Paddox

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website.

The SEN Team at Paddox and their roles:

Special Educational Needs and Disabilities



Hello!

My name is Mrs Lee – I am the SENDCo and Inclusion Lead at Paddox. My main role within school is as the **Special Educational Needs and Disabilities Co-ordinator** (often abbreviated to SENDCo).

As parents and carers, this can be an unfamiliar area, sometimes filled with jargon and acronyms! But that is where we are here to help. We've created this information report to hopefully answer questions you may have about your children and any potential additional needs they may be experiencing. If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report

Questions this booklet aims to answer:

1. What are Special Educational Needs or Disabilities?

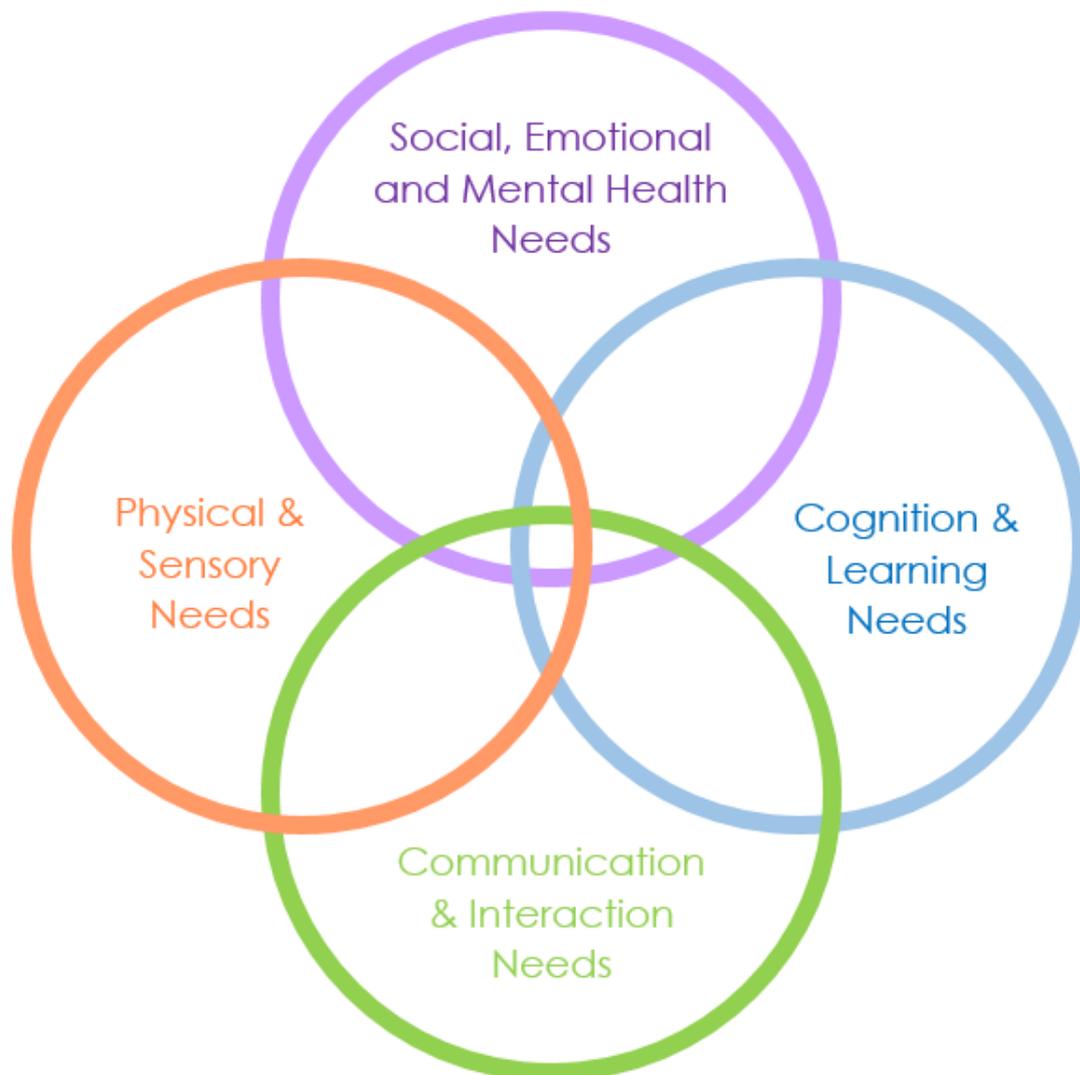
The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Learning difficulties or disabilities may be causing one of our pupils to make less progress than that expected of their age group, and therefore their additional needs must be addressed and provided for. 'Special educational provision' means the additional support put in place by staff at school to help remove any 'barriers' to learning and support them with any learning difficulties they are experiencing.

Additional needs can be grouped into four main areas, but there's a huge variety of needs within them! They can also overlap and affect each other.

The diagram below outlines the broad areas of additional needs:



For example, your child might have a Speech and Language difficulty (which would be within 'Communication and Interaction', but it causes them to find spelling

(which comes under 'Cognition and Learning') tricky as a result because they are confusing the sounds within words.

Another example might be that your child is experiencing some anxiety or emotional dysregulation (which would fall within 'Social, Emotional and Mental Health') causing them to require sensory regulation or movement breaks (which can be categorised within 'Physical and Sensory').

It's a huge range! And can sometimes be tricky to navigate. Please don't hesitate to ask the class teacher or any member of the inclusion team about any difficulties within the areas of need you think your child is experiencing.

2. How will the school know if my child needs extra help?

Termly pupil progress meetings take place with the Headteacher, Class teachers, and Assessment lead to discuss the outcomes of summative assessments in order to track all of our pupils' progress.

We aim to quickly intervene where gaps are highlighted in pupils' learning, and this may take the form of a 6-week block of a formal intervention programme or informal support from the class teacher or other members of staff. Formal interventions are reviewed following the completion of the programme. If your child has not made expected progress, you will be invited to meet with their class teacher and possibly the SENDCo to discuss whether they might require ongoing, additional support and whether placing them on the SEND register would be appropriate.

3. How will you let me know if you have a concern about my child?

There are opportunities for all parents/ carers to discuss their child's progress with the class teacher twice per year, with reports being written in the summer term.

Class teachers will monitor progress and behaviour; if they have any concerns about an individual child, they will raise them with parents/carers - are you seeing similar behaviours or difficulties at home? Sometimes teachers may telephone you to discuss their concerns or to arrange a meeting. Alternatively, concerns may be raised at parent/teacher meetings, or by e-mail.

Following this discussion with parents, if teachers still have concerns, they will raise these with the Developing Teaching Lead and SENDCo. A referral form will be completed and if necessary, extra support or intervention will be provided (see the **SEND policy Section 6** for more detail). If appropriate, and with your agreement, outside agencies may be consulted.

4. What should I do if I think my child has SEND?

Please don't hesitate to contact someone at school if you have any concerns!

Early identification is vital for all involved, and especially for your child.

In the first instance you should arrange an appointment to discuss your concerns with the class teacher.

If you are still concerned, you should arrange to make an appointment with the SENDCo (Mrs Lee – 01788 572340 – senco2625@welearn365.com).

5. How accessible is the curriculum for pupils with SEND at Paddox?

At Paddox, **every teacher is a teacher of SEND.**

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Paddox has established a '**communication friendly environment**', providing adaptations to the learning environment where necessary for the individual needs of our pupils. Each classroom is required to have a visual timetable and curriculum vocabulary displayed clearly, which supports our pupils' anxiety levels and their ability to recognise and recall language respectively.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include but are not limited to:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis if a child has an EHCP, or they have been targeted for a specific intervention. The teacher or teaching assistant may work with a small group, as and when necessary.

Where a pupil is struggling to access the curriculum independently, additional measures and strategies are discussed and put into place (as outlined in the SEND Pathways). For example, they may be identified to take part in a targeted intervention to support the development of a particular skill.

6. What provision is in offer at Paddox to support my child?

Paddox is a mainstream primary school with a policy for inclusive provision to meet its pupils' individual needs. We follow graduated approaches, known as our 'SEND Pathways', for all four of the broad areas of Special Education Needs and Disabilities.



Paddock Primary School

Cognition + Learning Pathway

Cognition and Learning encapsulates an extensive range of needs that affect our pupils' ability to learn at the typical pace of their year-group peers.

Once we have identified a pupil with a learning difficulty, we follow this **pathway**:

Level 1: Universal Provision

This is support provided by all teachers and teaching assistants.

It includes, but is not limited to:

Broad and balanced curriculum	Differentiated tasks
Quality-First Teaching	Target Setting
Regular reviews of targets	Scaffolds/Writing frames
Identifying and removing any barriers to learning	Following assessments

Level 2: Targeted Provision

This is support that is targeted and specific to a pupil's learning needs.

Targeted support including, but not limited to:

Provision from SENDCo strategy sheets implemented.
Intervention to focus on a specific skill, eg. spelling.
Supported in adult-led group lesson tasks.
Annual programme of targeted interventions.

Level 3: Higher Needs Provision

This is learning support recommended by a specialist professional.

Outside agency	Support including, but not limited to:
Specialist	Single Needs Assessments and detailed advice/strategies for class teachers.
Teacher Service	Cognitive Assessments and detailed advice/strategies for parents and teachers.
Educational Psychologist	

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Priority 1:

Pupils with an EHCP and identified C+L needs.

Priority 2:

Pupils on the SEND register with C+L needs.

Pupils on the PP register requiring C+L support.

Priority 3:

Pupils 'working within' the bottom 20% of their year group.

Pupils working outside of their PAG.

Class teachers are expected to use the **SEN strategy sheets** to address any needs they think a child might have.

After implementing and reviewing the strategies, the class teacher makes a referral to the Developing Teaching Lead and SENDCo.

If the SENDCo feels it is necessary, a referral to an outside agency will be made.

Termly **Pupil Progress Meetings** ensure that all pupils are discussed and any additional needs that have not been previously been highlighted are addressed.



Communication + Interaction Pathway

Communication and Interaction encapsulates speech, language and communication needs (SLCN). Children with SLCN may struggle with forming or hearing correct speech sounds, or recognise language used by others.

Once we have identified a pupil with a communication or language difficulty, we follow this **pathway**:

Level 1: Universal Provision
This is support provided by all teachers and teaching assistant.

It includes, but is not limited to:

- Visual timetable
- Broken-down instructions
- Word Banks
- Aided language displays
- Clear speech
- Social Stories
- Picture and Word mats
- Talking Tins
- iPad for dictation

Level 2: Targeted Provision
This is support that is targeted and specific to a pupil's communication or language needs.

Targeted support including, but not limited to:

- SALT intervention (from SALT and SALT assistants) delivered by TAs. Time to Talk intervention.
- Social Skills and Understanding intervention.
- Spelling, Reading or Writing support for Hearing or Vision Impairment.

Level 3: Higher Needs Provision
This is learning support recommended by a specialist professional.

Outside agency	Support including, but not limited to:
Specialist Teacher Service (STS)	Communication and Interaction support for children with ASC and the Vision Impairment Team.
Speech and Language Therapist	Weekly sessions with a SALT assistant. Annual reports and visits from a SALT.
Integrated Disability Service (IDS)	Hearing and Complex Needs Team to provide strategies and support for children with hearing loss.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Priority 1:

- Pupils with an EHCP and identified C+I needs.
- Pupils new to reception who didn't attend preschool/nursery.
- Pupils with an autism diagnosis.
- Pupils with a sensory impairment.

Priority 2:

- Pupils on the SEND register with S+L needs.
- Pupils awaiting an autism diagnosis.

Priority 3:

- Pupils requiring general support with 'social interactions' but with no specific identified SLCN.

It is likely that children with SLCN are identified at preschool prior to starting at Paddox, however if they didn't attend Nursery then reception staff will need to identify a SLCN and alert the SENDCo as soon as possible.

If necessary, a referral to a **Speech and Language Therapist (SALT), STS** or **IDS** will be made by the SENDCo.



SEM H Pathway

Social, Emotional and Mental Health encapsulates a range of needs that affect our pupils' ability to regulate their emotions and behaviour. They show 'inappropriate' responses to the emotions they are feeling.

Once we have identified a pupil with an SEMH need, we follow this pathway:

Level 1: Universal Provision

This is support provided by all teachers, teaching assistants and midday supervisors.

It includes, but is not limited to:

Emotion Coaching + PACE approach My Happy Mind
 PSHE Lessons In-Class Friendship Repairing
 Attachment-Aware Behaviour Policy

Level 2: Targeted Provision

This is support provided by a member of the Paddox Pastoral Team.

Delivered by: Example interventions

Mrs Clarke Art Therapy, Drawing + Talking, Anxiety
 Miss Mills Support, Anger Support, Separated
 Mrs Allen Family Transition Support, etc.

Level 3: Higher Needs Provision

This is therapeutic support provided by a trained professional.

Delivered by:

Jane Watkins Therapy

Tamsin George Play Therapy

Nurture-Trained staff Counselling

Saplings Nurture Group

Running alongside these levels, we consider the following priorities when allocating pupils to a provision:

Priority 1:

Pupils with an EHCP and identified SEMH needs.

Pupils at risk of exclusion.

Pupils who are CLA, CIN or have social care involvement.

Priority 2:

Pupils on the SEND register with SEMH needs.

Pupils on the PP register requiring SEMH support.

Pupils who are previously looked after.

Pupils whose families are open to Early Help.

Priority 3:

Pupils with historical social care involvement.

Pupils involved with Encompass Alerts.

Pupils demonstrating highly infrequent, or 'one-off' episodes of emotional dysregulation.



These Leaders, who are responsible for pastoral needs in their phases, meet weekly with the Assistant Head Teacher for Pastoral Support.

Members of the Paddox Wellbeing Team then meet every week to identify and discuss in detail any new cases, as well as reviewing those currently receiving SEMH support. Referrals to our **Pupil Support Worker** are made if children are at risk of exclusion, and a **Pastoral Support Plan** is written.

Referrals to **outside agencies**, such as the Educational Psychology Service and RISE, are often made when pupils require access to Level 3 provision.



Paddock Primary School

Physical + Sensory Needs Pathway

Once we have identified a pupil with a sensory or physical need, we follow this pathway:

Level 1: Universal Provision

This is support provided by all teachers and teaching assistants.

It includes, but is not limited to:

Writing Slopes Finger Spacers Fiddle Toys Chew Toys
Wobble/Air Cushions Theraputty Squishable Aids
Therabands for chairs In-Class Movement Breaks



Level 2: Targeted Provision

This is support that is **targeted** and **specific** to a pupil's physical or sensory needs.

Targeted support including, but not limited to:

Access to Sensory Circuits.
Specified/time-tabled out-of-class movement breaks.
Vision impairment software.
Dyslexia tools and software (eg. Nessy)
MOVES intervention
NHS Fine Motor Skills OT intervention



Level 3: Higher Needs Provision

This is **support** recommended by a **specialist professional**.

Outside agency	Support including, but not limited to:
Specialist Teacher Service (STS)	Sensory Assessment Screen can be requested. Support from the Vision Impairment Team.
Integrated Disability Service (IDS)	Support from the Hearing and Complex Needs Team. Support for children with complex P+S needs, eg. Down Syndrome.
Occupational Therapist	Sensory Assessment available at a cost, and support with fine and gross motor skills.
Physiotherapist	Support with any physical/mobility needs or impairments.

Physical and Sensory Needs encapsulates any conditions where the pupil is unable to access the school environment without additional support. For example, they might have a sensory impairment (vision/hearing loss) or processing need (related to their autism) or a physical disability.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Priority 1:

Pupils with an EHCP and identified P+S needs.

Pupils with a diagnosed mobility or sensory impairment.

Pupils diagnosed with ADHD or autism.

Priority 2:

Pupils on the SEND register with P+S needs.

Pupils awaiting an ADHD or autism diagnosis.

Priority 3:

Pupils demonstrating a specific, infrequent sensory need.

Pupils recovering from a temporary mobility need (eg. broken bone).

It is likely that children with a long-term physical or sensory need will be supported by NHS specialists who will advise us on how best to support our pupils in the school environment.

After consideration of your child's needs – see the SEND Pathways – we will determine a best fit intervention. This may be delivered within a small group of children with similar needs or within a 1:1 situation.

The SEND-specific interventions we currently offer on a half-termly rotation at Paddox are:

- M.O.V.E.S. from the NHS Physiotherapy Service
- Fine Motor Skills programme from the NHS OT Team
- Phonics
- EPATT (Reading, Spelling and Maths)
- Inference Training for reading comprehension
- Nessy – an online programme for phonics and spelling
- Speech and Language Therapy as directed by the NHS SALT team
- Tailored support for pupils' social, emotional and mental health needs (see SEMH pathway)
- Sensory Circuits

For children with EHC Plans, we offer a range of tailored support as outlined in their plans. For example, some children are learning to touch type, whilst some are learning to use technology to overcome significant difficulties with spelling and writing.

There are also a range of adjustments that we can make to help your child feel calmer, more settled and better able to access the learning in their classroom. For example, a slightly different routine at the start or end of the day, a named key adult to check in with, or an adult to meet them at the door in the mornings. We also provide equipment such as: sensory fiddle toys, writing slopes; pencil grips; ear defenders; privacy boards; now and next boards.



Some children struggle with changing Year groups or school. In order to support with this, we provide social stories, additional visits to the new class/ classroom or teacher and where appropriate the new school. We make time and space for the children to share their worries with trusted staff.

When pupils leave the school, we ensure children and parents are well supported through:

- Passing on information about the pupil's educational history to any receiving school.
- Encouraging parents of children with SEND to visit as many as schools as possible to discuss their child's needs with the SENDCo.
- Holding review meetings, where necessary, with the receiving schools SENDCO to pass SEND information and details of strategies used and arrangements made.
- Inviting the SENDCo of the receiving school to Year 6 annual reviews for children with an Education Health Care Plan.
- Completing other transfer documentation as required.
- Where needed and appropriate we will work with receiving schools to create an enhanced transition package especially for those with EHCPs.

7. If my child has been added to the SEND register, how will school inform me of the support they receive and the progress they make?

Children who have been identified as having a Special Educational Need or Disability will be put on the school's SEND register. All children who are on the SEND register will have an IEP (Individual Education Plan) which will have specific targets for your child and the ways in which your child will be supported to achieve these.

It will also detail the interventions or support strategies that help your child access learning effectively. These are discussed with parents and parental views taken into account.

Individual Learning Plan for Pupil/class - Paddock Primary School - 7



Individual Learning Plan for PUPIL NAME (Class) —

7

PHOTO

Stage: K
 Date of birth: [] Gender: Male Year group: [] Class: []
 Start date: 6/9/2021 Review date: 29/11/2021 Teacher: []

Areas of concern: [] has difficulties with fine motor skills; writing, cutting, balance. He struggles to begin activities in the classroom and struggles to access all activities, especially those that involve writing.

Areas of strength: [] is a very friendly and enthusiastic boy who has brilliant ideas. He shows a good understanding of concepts covered through his answers but struggles to record these ideas.

Writing Stage: [] Maths Stage: [] Reading Stage: [] Reading Age: []

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Handwriting	To ensure his handwriting is consistent and legible.	To form his letters with even pressure and greater accuracy.	Occupational Therapy Group 3 x weekly. Daily handwriting using letter formation sheets. Use of yellow highlighter pencil to help [] to control the size of his letters. Pencil grip. Wide pencil to help grip. [] to select larger tools to write with e.g. brush on whiteboard to practice letter formation.	[]

An example page from an anonymised IEP.

Class teachers will meet with you twice a year at a Parents' Evening to share a review of your child's IEP and the progress your child is making towards their targets. When appropriate, termly IEP review meetings can take place with outside agencies in attendance.

If the teacher has concerns about your child's progress, then they may arrange to speak with you at a separate time to share their concerns. Involvement of outside agencies in regard to SEND will only happen with your permission.

8. How do you decide what type of support and how much support my child will receive?

Please see the SEND Pathways and Section 6 of the Paddox SEND Policy for details of how we allocate support and interventions based on the needs of our pupils.

We have organised our interventions into timetables across the school year so that the children are not in too many interventions at the same time.

Our formal intervention programmes take place in small group interventions or on a 1:1 basis. The children are grouped according to their needs and year group or phase so that timetables can be coherent.

9. How will my child be included in activities that take place outside the classroom?

Paddox is committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to PGL in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops and any other enrichment opportunities on offer.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

10. How will my child know if they are doing well?

The views of pupils on the SEND register with an IEP or EHCP is an integral part of the termly 'review' process. They are given regular opportunities to express what they think is going well, what skills they would like to improve, and what they believe they need more support with.

All children have literacy and numeracy targets and teachers acknowledge successes against these. Successes may also be acknowledged with stickers or in celebration assembly.

Our marking policy is well received by children and it clearly allows them to self-assess and reflect on their own learning as well as having successes acknowledged and points for improvement given.

11. What should my child do if they have a worry or concern at school?

They should tell their teacher or other trusted adult. If your child does not want to talk to an adult in front of others, they can use the 'peg system' in each class. This tells the class teacher that the child would like to talk to them in private.

It may give your child the opportunity to talk to our Pastoral Support Manager, the SENDCo, or an adult in their 'network', identified through the Protective Behaviours programme and PSHE lessons.



12. What support is in my place for my child's overall wellbeing?



Mrs Clarke is here to provide direct 1:1 pastoral support for our children and families and can help signpost you as parents and carers to external avenues of support.

Miss Mills is our Nurture Lead and runs a Nurture group called Saplings.

Mrs Allen is a learning mentor and works with Mrs Clarke and Miss Mills to provide direct 1:1 pastoral support for our children and supports with Saplings.

Paddox is committed to supporting the holistic development of your child. Their emotional well-being is as important as their progress towards targets. With this in mind, we have a Pastoral Team, including the Headteacher, the Deputy Headteachers, the SENDCo, the Pastoral Support Manager and the Learning Mentor with a specialism in Nurture and SEMH needs. They are available to work with identified children and they collectively oversee the emotional well-being of the children.

If you have a concern about your child's emotional well-being you may e-mail or make an appointment to talk to her or your child's class teacher.

Other strategies, also outlined in the **SEMH pathway**, are: Specialist Teacher Service support, Circle of Friends Intervention, 1:1 support at break and lunch times, support from the Educational Psychologist Service, or services under RISE. The Early Help process may be initiated with the family's consent.

PSHE and SMSC is delivered through a cross curricular approach using the My programme. Protective behaviours programme is in place for all children in school. All children will access the Forest School and Life Skills experiences during the year

13. How can I support my child at home?

In addition to Nesy home access, strategies will be shared with you at parent meetings about how you can support your child at home.

For individual children, where appropriate, there may be home/school liaison books for reading, behaviour or other additional needs. If you have any concerns about supporting your child, then please make an appointment to see your class teacher who will be happy to help you with ideas.

14. What training have staff received to support SEND?

Paddox is committed to on-going training in regards to SEND. All staff working with a child who has an EHC Plan receive regular support from the appropriate specialists and outside agencies.

In addition to this, specific training for individual staff or groups of staff has included: Autism; PDA; Anxiety; Makaton; ADHD; Complex needs; Down Syndrome; Dyslexia; Lego-Based therapy; Attachment; Emotion Coaching + the PACE approach; Sensory Processing; Physiotherapy; WellComm Speech and Language toolkit; Time to Talk; Draw and Talk and Early Help facilitation.

Mrs Lee has completed the PG Certificate National Award for Special Educational Needs Co-ordination (NASENCO).

If a pupil requires significant support for a specific need, the Inclusion Team liaise with and seek expertise and strategies from external professionals.

Mrs Lee attends termly Primary SENDCo Network meetings, and Inclusion Framework meetings, and provides regular in-house staff training on intervention programmes, including but not limited to: EPATT; scaffolding learning in the classroom; and effective use of technology to support additional needs.

15. What specialist services and expertise are available or accessed by the school?

The school subscribes to a range of specialist teachers from the Local Authority Services, including:

- Specialist Teacher Service (STS) which includes:
 - Communication and Interaction specialists
- Integrated Disability Service (IDS) which includes:
 - Complex Learning team
 - Specific Language team
 - Visual Impairment team
 - Hearing Impairment team

In addition, the school commissions the private specialist support of Rachel Lander, an Educational Psychologist, for 30 days per academic year. We also work with a range of professionals including: Significant Adult Provision, Speech Therapy Service; School nurse, Counsellors & CAMHs/ RISE, Occupational Therapy and Physiotherapy Service.

The Specialist Teaching Service can carry out a range of assessments, including but not limited to:

- Maths Assessment for Learning and Teaching (MALT)

- York Assessment for Reading (YARC)
- British Picture Vocabulary Scale (BPVS)
- GL Assessment Literacy Portfolio (This does not diagnose Dyslexia; it is an assessment of a range of literacy skills).
- Sensory Screening

16. How do you evaluate the impact of the provision in place at Paddox?

All interventions are reviewed on a half-termly basis using entry and exit assessments. Their impact is also measured against the amount of progress made from their Key Stage 1 assessment scores up to their current attainment, in addition to any targets outlined in their IEPs. If entry and exit data analysis shows that children are not making expected progress, then pupils are placed in alternative interventions matched appropriately to their needs.

17. If my child has an EHC (Education, Health and Care) Plan in place, how will I know how effective it is?

In addition to termly reviews, a child who has an EHC Plan will have an 'Annual Review' to review their progress against the identified objectives.

As well as parents/ carers, the class teacher and teaching assistant, the SENDCo, and all agencies involved in working with your child will be invited. The meeting will be arranged at a mutually convenient time. The meeting will summarise the effectiveness of the previous year's work as well as discussing appropriate next steps and strategies.

Your child's annual review is an opportunity to discuss whether Paddox remains the best placement for them. If you are thinking about changing your child's school place, you do not have to wait for their annual review. Please contact the SENDCo to discuss your concerns and plan a way forward.

18. How accessible is the school building?

Paddox is a 3-form entry primary school. There is wheelchair access to all floors via a lift, and there are disabled toilets with ground floor access.

Where children require additional support with emergency evacuations, a Personal Emergency Evacuation Plan (PEEP) is written. This may be to support a hearing/visual impairment or mobility need. PEEPs are reviewed annually by the SENDCo.

19. Where can I find information about the Local Authority's (Warwickshire's) Offer?

Warwickshire have recently launched a new monthly newsletter, previously known as SEND Voice. Links to the latest newsletters can be accessed via the Local Authority's offer for Special Educational Needs and Disabilities page below.

Here is the link to the Local Authority's offer: <https://www.warwickshire.gov.uk/send>

For additional information, visit SEND Information and Support Service (SENDIAS): <https://www.warwickshiresendias.co.uk/>

20. Where can I find information about the support for pupils with medical needs?



Mrs Hewer, supported by Mrs Lee, ensures the medication in school is up to date and we have the most accurate information for our children.

We hope your questions have been answered in this report. If not, please let us know!

What do I do if I am dissatisfied?

In the first instance, speak to the Assistant Headteacher for Inclusion about your concerns.

If you feel a solution has not been reached, you should speak to the Headteacher. Contact details are available at the start of this document.

Following that, you should follow the school's 'Complaint's procedure'. A copy is available on the school website.

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages