



Pinfold Primary Forest School

Special Educational Needs and Disability Report 2023

Head: Claire Gagigo

Chair of Governors: Sue Kenny



Introduction

Pinfold Primary School is a friendly, main stream, caring school where every child is welcome. The Governing Body places inclusion as a high priority. Our aim is to provide a secure, stimulating and happy environment for all our children, giving them the best possible opportunities and learning experiences thus enabling them to reach their full potential. The Headteacher liaises with the SEN Governor and the Governor will come into school to carry out Governor Challenge, such as a SEN Learning Walk.

Our school's SEND policy document is reviewed annually and a copy is available on the website, detailing our philosophy in relation to SEND.

https://www.pinfoldprimaryschool.co.uk/serve_file/17722122

A copy of our Graduated Response document is also available on the website.

https://www.pinfoldprimaryschool.co.uk/serve_file/17722123

1. What kinds of special educational needs do we make provision for in our school? From Children and Families Act 2014 clause 20

1. A Child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she –
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. We begin with quality first teaching. This may include: short-term intervention learning programmes; precision teaching; in-class support; small group withdrawal; visual aids; sensory aids; 1:1 tuition and other learning interventions developed to personalise learning.

Additional and/or different provision is **currently** being made in school for children with a range of needs, including:

- **Cognition and Learning:** e.g. FASD, moderate learning difficulties, specific learning difficulties - dyslexia,
- **Sensory, Medical and Physical:** e.g. visual impairment, hearing impairment, a range of physical difficulties including hyper mobility of joints
- **Communication and Interaction:** e.g. ASC, speech, language and communication difficulties.
- **Social, Emotional and Mental Health:** e.g. Attention Deficit Hyperactivity Disorder.

2. How does our school know if your child needs extra help?

Pinfold Primary is unique in its size. We have one class – EYFS, KS1, KS2: 'Kingfisher Class'. Our Head teacher, who is also the SENCO, teaches art, PSHE and RSE and RE and so has an awareness of how the pupils manage with their work. We have one full time teacher and one part time teaching assistant, all of whom support the school's ethos of working in partnership with parents.

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had high quality personalised teaching and interventions have been tried and



reviewed to meet their area of need. It is only at this point a child will be entered on the SEN register.

See our Pinfold pathway.

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3. What arrangements does the school make for consulting with young children with SEN and disabilities about their education?

- Consultation with children depends on their age.
- Children complete One Page Profile's with their parents or teacher to share their views, aspirations and goals.
- Children are encouraged to attend their reviews, their parents evening meetings and pupil progress meetings.
- Children are involved with their own learning: they know their targets and how to achieve them
- Adaptations are made as and when required to ensure all children can have a voice

4. What arrangements does the school make for consulting with the parents and carers of young people with special educational needs and disabilities and involving them in their young people's education?

- We actively encourage parents to be involved in their child's learning; they can share their concerns with the class teacher or the SENCo.
- If the class teacher or SENCo has any concerns, they will contact you to come and discuss them.
- There are two parents evenings each year, and one optional parents evening to discuss reports. We send home one report at the end of the year. Staff maintain a dialogue with parents over the year to ensure you are up to date with your child's progress
- We encourage you and your child to contribute to these meetings, so we include your voice, opinions and needs.
- Children with SEND have regularly updated targeted learning plans, which you will be shown and asked to contribute to.
- There is an annual review meeting for any child with an Education Healthcare Plan.
- The school's website has a copy of the curriculum overview.
- We send home regular Newsletters.
- Parents will be invited to attend parent learning sessions.
- Any SEND events, training or new initiatives are sent home to parents via email and displayed on the website.

5. How will the curriculum be matched to my young person's needs?

Curriculum Intent:

'We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring 'Faraway Curriculum' will create independent, critical thinkers, confident, responsible and caring; high reaching learners, who can see the magic in our world. They will gain the skills, knowledge and strength of character to be able to keep



themselves and others safe and happy, challenge discrimination and make our world a better place.'

- Our approach to identification of need can be found on our 'Pinfold pathway' document
- However how we meet each child's needs would be very different depending on the individual
- Both our classes are mixed age so the teachers are able to skilfully differentiate learning to ensure all children receive quality first teaching
- The curriculum and classroom provision will always be considered for children with SEND. These considerations are:
 - The layout of the classroom
 - The structure of our day
 - The use of physical resources
 - The need for small group or 1:1 work
 - The social and emotional needs of the child
- Both of our teaching assistants have had additional training in specific areas e.g. speech, language and communication needs or specific learning difficulties. The teaching assistants work alongside outside agencies, following programmes set up by speech therapists, OTs or Lancashire SEND specialist support teachers.
- As mentioned above we work closely with outside agencies such as speech therapist and occupational therapists. As Pinfold is situated near Southport, several of our children are Sefton residents and as such have their needs met outside of Lancashire. Our school has built up a positive working relationship with these out of authority services and is familiar with the working practices of Sefton Children's Services.

6. How accessible is the school environment?

Pinfold Primary School is was built in the early nineteenth century, which has been modified over the years to improve accessibility. The Governing body places inclusion as a high priority. The SEN Governor works closely with the Head teacher /SENCO to ensure that the school is as inclusive as possible. The Governors monitor and review the Accessibility Plan and all other statutory policies as defined by the DfES.

- The school has three entrances, two of which are wheel chair accessible at all times, the other can become wheel chair accessible with the aid of a ramp.
- Currently there are no designated disabled parking spaces; however, if you ring the school in advance we can arrange parking on the school grounds.
- Ceilings have been lowered in the KS2 classroom to try to improve the auditory environment.
- The school has a disabled toilet complete with shower facilities and adjustable changing bed.
- Displays use Comic Sans, Lucinda sans and a cream background as advised by SEND specialist teacher and thought is given to colour schemes, we have opted for a communication friendly approach to display and decor.
- Furniture is appropriate and needs specific. We gain access to any specialist equipment if necessary through Lancashire County Council.
- The school is supported by our local paediatric Occupational Therapists.
- IT is used throughout the school to enable accessibility.
- Personal laptops are used by pupils who have difficulty in recording their work.



- Our SENCO liaises with specialist advisory teachers who often recommend specific IT programmes.

7. How are the school resources allocated and matched to the children's specific needs and disabilities? How is the decision made about the type of support my child will receive?

- We have a budget for SEND that is allocated each financial year. This money is used to provide additional support or resources that children with SEN will need.
- We engage in a needs analysis each year, which is carried out by the SENCO to ensure that all children are enabled to progress in all areas. The SENCO draws up a whole school provision map, which will include staffing allocation, interventions, small group work and specialist, support to ensure all needs are met.
- The SENCO will liaise with parents and children throughout this process.
- Reasonable adjustments, in accordance with DfES access arrangements, are made for children during tests and in particular during SATs. These include, where applicable, extra time, differently formatted scripts, use of different aids where necessary.

8. How do we know what progress your child is making and how will we keep you informed?

- We know the children with SEND are making good progress from internal and external data.
- We monitor the impact of interventions through regular assessments as well as looking at progress towards individual targets
- The class teacher will meet parents at least on a termly basis as part of parents' evening to discuss your child's needs, support and progress. The SENCO will also be available at this time.
- Parents and children can contribute to Targeted Learning Plans throughout the year.
- This is sent home in report format three times a year, and more often when a child has a Targeted Learning Plan.
- Guidance on what this data means is included in the report.
- Parents and children with an EHCP will be asked to contribute to their child's learning and take part in Annual Reviews.
- Pupils are also asked to make a contribution to the review.
- Ideas and strategies of how to help and support your child will be shared regularly during parent's evenings and through TLP's.

9. What training have the staff supporting the children with SEND had or may they have? What specialist services or expertise are available at or accessible through our school?

As a whole staff we have a range of expertise.

- The SENCO has a National SENDCO Award and is a qualified Mental Health First Aider.
- We have regular staff training within the school, which includes a range of areas relating to the children's needs, for example: dyslexia and dyscalculia training, Pivats 5, Welcomm, ASD and Lego Therapy.



- All children are assessed using Welcomm on entry.
- We will endeavour to provide training to meet the needs of individuals as and when they are needed.

In addition to this, we are lucky to have a range of professionals coming in to school on a regular basis who can advise us on the following areas:

- Speech, language and communication
- Dyslexia and dyscalculia
- Social and emotional difficulties
- Trauma
- ASD

We work closely with the following agencies to help support your child's needs:

- Advisory teachers from STRIVE, SEND teaching service
- Educational Psychology (EP)
- Occupational Therapy (OT)
- Speech and Language Therapy Service (SALT) for both West Lancashire and Alder Hey, for Sefton
- Childcare Development Centre
- School Nurse
- Children Social Care (CSC)
- Child and Adolescent Mental Health Service (CAMHS)
- Early Support team
- WISH- Kingsbury School
- West Lancs Family Wellbeing Service
- Child Action Northwest
- Twinkle House
- Children and Family Wellbeing Service
- Child Action North West

10. How will our school prepare and support your child when joining our school and when transferring to a new school or the next stage of education and life?

- When a child joins Pinfold Primary School a member of staff, usually our head teacher, will invite them for a tour of the school so they can see our school in action! During this time members of staff are introduced to the family.
- Whether your child is beginning Nursery or joining our school later, in a different year group we will gather as much information as possible to ensure that your child has a smooth transition to Pinfold Primary. This will include information about your child as well as information about policies and procedures in our school. The information will be collected in a number of ways including:
 - **Home visits:** early years children will be offered a Home Visit before they start with us on their educational journey at Pinfold.
 - **School prospectus:** here you can find out everything about your child's journey at Pinfold; our expectations etc.
 - We will liaise with your child's prior school or early years setting.
 - If appropriate, we will organise staff visits to early years settings.



- When a child moves school, there is a high level of communication between both schools making sure the new school is fully aware of the needs of your child and the strategies we successfully used with your child here.
- We have strong connections with the secondary schools in our area. Every year we liaise with the schools that our pupils are transferring to and participate in the transition days.
- For children with additional needs we arrange extra taster days both before and after the transition day if necessary. We look at each child individually and liaise with the SENCO of the secondary school to discuss the needs of the pupil in order to make their move to KS3 as successful as possible, for example, they may be allocated a Key person or a friend at the new school and be given many opportunities to learn the timetable.
- Policies and procedures are available on our website. Enlarged print copies are available from the office on request.
- We buy in a SEND inclusion specialist teacher supporting our school and we are able to access Braille resources via this contact. Whilst we do not currently have our documentation translated into other languages, school would endeavour to produce copies of policies in additional languages as necessary liaising with the EMAS (Ethnic Minority Achievement Service) who would assist us with English as an additional language and or other agencies to access specialist services or resources to support children with additional needs.
- School make every effort to support our families with additional needs. We are aware of families who need additional support and parents are fully aware that they can approach any member of staff for help. Our Head teacher and teachers set time aside to complete paperwork with parents this includes on-line forms for school transition.

11. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

- Pinfold Primary is an inclusive school.
- We visit the woods once a week, we hold various clubs at lunchtime, which are available to all children. Any necessary adjustments can be arranged through consultation with the class teacher or SENCo.
- Our Breakfast Club and After School club are accessible for all. (currently not open as recruiting staff)
- All steps will be taken to ensure your child can take part in educational school trips.
- Risk assessments are carried out and procedures put in place to ensure your child can participate.
- We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

12. How will our school support your child's overall wellbeing?



- At Pinfold, we have a caring, understanding ethos and are an inclusive school.
- We welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- As a nurturing school, all strategies relating to our vulnerable pupils are known to and implemented by staff.
- We have a medication policy.
- The Head teacher is in charge of all issues related to medication.
- Where necessary and in agreement with parents/guardians medicines are administered in school but only where a signed medicine consent form (available from the office) is in place to ensure the safety of both child and members of staff. This form records the prescribed medicine along with details of dosage and frequency and parents' signature to grant authorisation to the school to administer to their child.
- When a child is taking medicine, a member of staff supervises and signs the sheet.
- All members of staff have completed 16 hour paediatric outdoor First Aid training, to deal with emergencies in school and in the woods.
- All staff hold up to date paediatric and outdoor first aid certificates. All staff are aware of children with medical conditions and a list of children needing inhalers is kept in the staff room.
- If a child has a medical need then a care plan is completed. This is usually done by the SENCO with parents and incorporates advice received from medical sources.
- Care plans are reviewed as and when a change occurs. Necessary staff are briefed on the contents of the care plan.
- We have held workshops on cyber bullying and internet safety with all our pupils and staff, including governors.
- Miss Whiteside has also delivered morning and evening training sessions for parents in this area.
- We have had an Online Safety Visit from the police for the children during autumn term 2.
- Some children with SEND have named Key persons that they know they can go to if they are feeling stressed or anxious.
- At Pinfold, we will never tolerate bullying. Please see our Behaviour for Learning and Behaviour Management Policy for further information.
- We recognise all children have different needs and have different behaviour strategies, rewards and sanctions that befits their needs, please see Behaviour Policy for further information.
- We put a high importance on good attendance. Our attendance is improving.

13. How do you evaluate the effectiveness of the provision made for the young people with SEND?

- The head teacher creates a report for Governors, which highlights the progress of SEND children and compares it to that of children without SEND.
- Any successes are noted, improvements needed are identified and actions recorded in Governors minutes or added to the School Improvement Plan.
- Pupils and parents views are taken into account when discussing learning, progress and next steps.

14. What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with SEN concerning your provision made?

- The school has adopted the LCC complaints policy and procedures.
- In the first instance, the complaint should be made to the class teacher, in the second instance to the SENCo/head.
- As a school we will do everything we can to ensure parents and children are happy and the



complaint is resolved as quickly as possible.

- A full copy of the complaints procedure is available on the website, or in the school office.

15. Who can you contact for further information?

- If you would like further information regarding SEND provision in Lancashire, please contact the SEND Team. (Tel: 0300 123 6706)
Monday to Friday 9am to 5pm
Email: inclusion.south@lancashire.gov.uk

16. Where can I find information on where the local authority's local offer is published?

- Lancashire's Local Offer sets out a range of support and services available to you and your child <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>