



SEND INFORMATION REPORT

outlining how Pentland Primary School meets the needs of children with special educational needs (SEN) and disabilities.

Special Educational Needs Co-ordinator (SENDCo) – Mrs Featherstone Contact number: 01642 559609

Assistant SENDCo – Mrs Robinson Contact number: 01642 559609

Local Advisory Board member/Governor with responsibility for SEND – Mrs Love Contact number: 01642 559609

Parent/Carer Participation Forum – Stockton Parent Carer Forum

Contact details: Telephone: 07935 447375

Email: Stocktonparentcarerforum@gmail.com

Facebook Page: Stockton Parent Carer Forum

Special Educational Needs and Disability (SEND) Information, Advice & Support Service (SENDIASS)

Telephone: 01642 527158

email: parent.partnership@stockton.gov.uk

Link to local offer

[Stockton On Tees Local Offer](#)

Link to Code of Practice

[SEND code of practice](#)

Link to school policies

[SEND policy](#)

[Inclusion policy](#)

[Equality policy](#)

The information provided in this report must comply with the following law and guidance:

Children and Families Act 2014, section 69 Children and Families Act (regulation 51), Schedule 1 SEND Code of Practice, 6.79

Reviewed by Pentland SEND team September 2020

Pentland Primary is an inclusive school with a Local Authority funded Enhanced Mainstream Provision for children with Communication and Interaction (C&I) needs. We admit pupils from age 3-11 and are part of the 1Excellence Multi Academy Trust.

If you would like a place for a child who has an Education Health and Care plan (EHCP), contact the SEN officer named on the EHCP. If you would like a place for any other child with special educational needs, you should apply to Stockton Borough Council's School Admissions Team (phone: 01642 526605 email: school.admissions@stockton.gov.uk) and your application will be considered in the same way as applications from children without special educational needs.

Visits to school prior to an application are welcomed and encouraged - please contact school (01642 559609) to make an appointment.

As an inclusive school, we are committed to meeting the needs of children with special educational needs and disabilities (SEND) as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010 and all reasonable adjustments are taken to ensure that children with SEND are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND. They are encouraged to participate fully in the life of the school and in any wider community activity or educational visit. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND can do so.

The school Accessibility Plan and Equalities Policy provide further details and can be found [here](#)

All staff at Pentland are committed to adhering to the highest standards of safeguarding and child protection. Our Designated Safeguard Lead is our headteacher, Mrs Dacombe, and our deputy safeguarding leads are Mrs Fryett and Miss Robinson who are, like all staff, here to help and listen.

We act quickly to investigate and put a stop to incidents of bullying and we take reports of bullying behaviour very seriously.

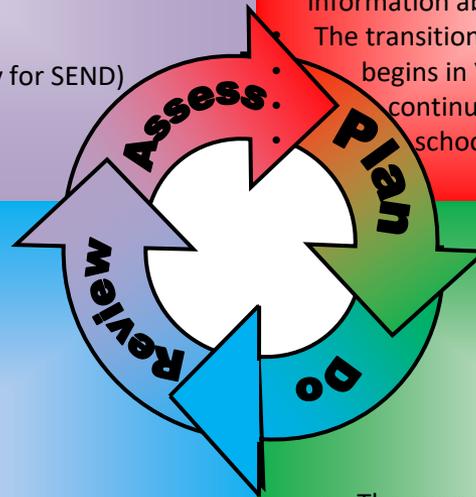
The school Safeguarding, Child Protection and Anti Bullying policies can be found [here](#)

- All of our children receive high quality differentiated teaching. If a child is making inadequate progress or falling behind their peers then this teaching will be targeted at their specific area of weakness. If progress is still inadequate then staff will work with the SEND team to identify barriers to learning and decide additional support.
- A meeting with parents/carers will be arranged to share concerns and an agreed monitoring plan will be put in place.
- If, at the monitoring review, concerns are still present then the child's details will be entered onto the school SEND register.
- If parents/carers think that their child has a special educational need or disability then they should first speak to the class teacher or a member of the SEND team.
- Pentland's SEND team members are:
- Mrs Featherstone (SENDCo)
- Mrs Robinson (Assistant SENDCo)
- Mrs Love (LAB member/Governor with responsibility for SEND)

[More information](#)

- Once a child has been identified as having a special educational need or disability, staff will consider what type of additional support would best meet the child's particular need.
- The proposed support will be discussed with parents/carers and recorded in a SEN support plan.
- The purpose of the agreed support will be explained to the child.
- This support is usually additional focussed teaching or intervention. Here, a member of staff will work with the child/group of children on a programme of work with a specific outcome.
- All staff involved with the child will be aware of their specific needs, the support provided and any teaching strategies or approaches that are required.
- Transition is a crucial time for children with SEND. Meetings are held with staff from a child's current class and next class to share information about the child and their needs and to plan for transition.
- The transition process to secondary school for children with SEND begins in Year 5 with information sent to the secondary school and continues in Year 6 with meetings between SEND staff from both schools.

[More information](#)



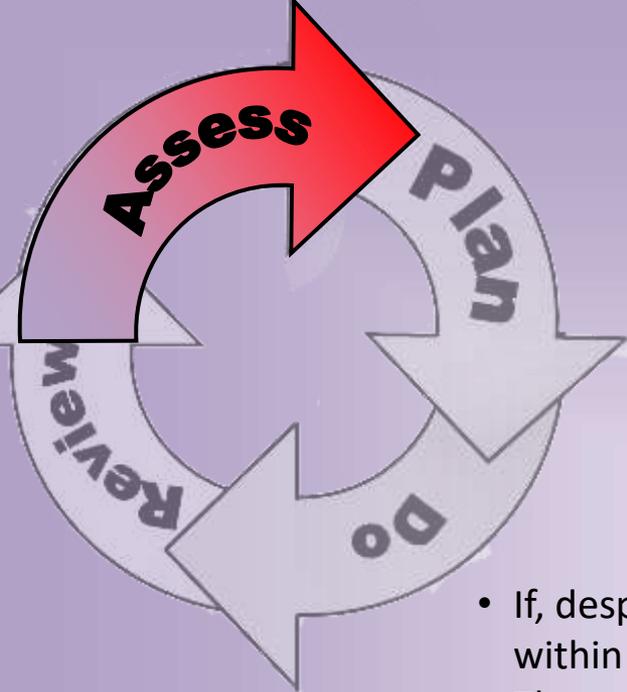
- Staff assess progress throughout the intervention, enabling them to modify provision to suit individual needs.
- At an appropriate point, staff will undertake a review of the additional support to determine the effectiveness of the provision; if the planned outcomes have been met and how much progress the child has made.
- The SEND team will have an overview of this review and offer support in determining next steps.
- Parents/carers will be informed as to the outcome of the review and next steps will be discussed and agreed.

[More information](#)

- The additional support/intervention will be delivered by a teacher or teaching assistant under the direction of the child's class teacher.
- Where appropriate, specialist staff may provide the additional support e.g. speech therapists.

- The support may be delivered within the child's classroom as part of timetabled lessons or as an additional session taught away from the classroom.
- The member of staff delivering the intervention will liaise regularly with the other adults working with the child to ensure that progress made during the intervention is maintained and built upon.
- The class teacher will inform parents/carers as to how they can become involved in supporting their child during the intervention.

[More information](#)



- At Pentland, teachers are responsible and accountable for the progress and development of pupils in their class.
- We monitor progress and development in all areas – social, emotional, physical and academic.
- We do this as we believe that a child will flourish when all its needs are being met. *We believe in educating the whole child.*
- When a child is identified as not making adequate progress then high quality teaching is targeted at the area of weakness. The majority of pupils can make progress through such teaching.
- If, despite this teaching, there are no improvements in progress then further within school discussions and /or assessments will take place.
- These will identify barriers to learning, specific areas of need or gaps in learning and development.
- Once these have been identified, additional or different provision can be planned for.
- At each stage, staff will discuss with children the purpose of the specific teaching/assessments.
- If it is proposed that additional or different provision is required then this will be discussed with parents/carers, alongside how the child can be supported to achieve the outcome of this provision.
- The intended outcome of this provision will be shared with the children.

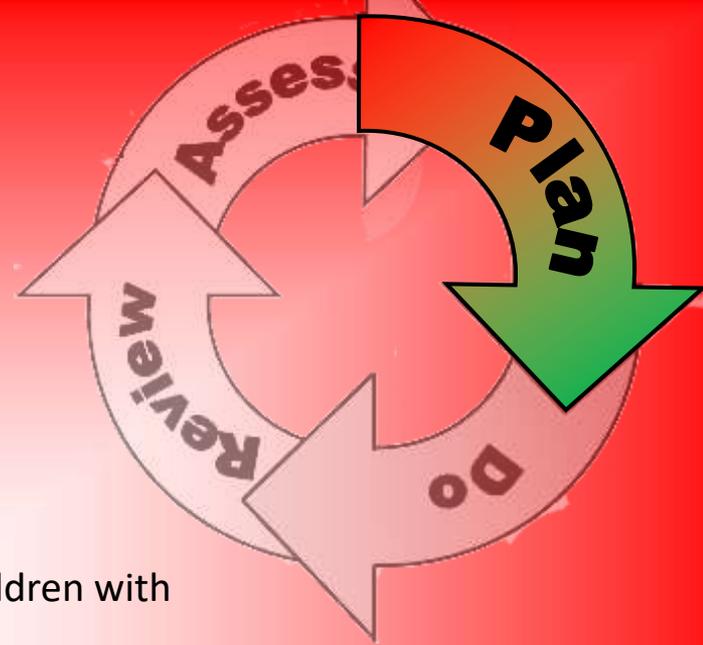
If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children with SEND.

Click the buttons above to explore the specific support for different areas of need.

In addition to this support, Pentland staff have undertaken specific training in the following areas:

- Attachment disorder
- Autistic spectrum disorder
- Developmental co-ordination disorder
- Dyscalculia
- Dyslexia
- Speech and Language

We currently host a Local Authority funded 10 place Enhanced Mainstream Provision for children with ASD and communication difficulties.

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At Pentland, we take pride in being a learning family. All members of our learning family are able to access our curriculum, extra curricular activities and educational visits. Below is an outline of how we achieve this:

Curriculum:

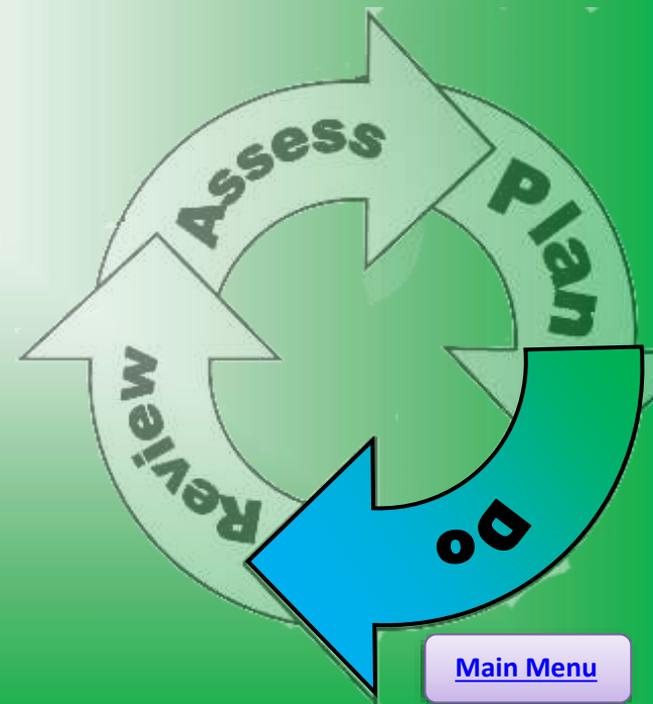
- Staff who plan and deliver high quality differentiated learning experiences.
- Opportunities to work in small groups with an additional adult.
- A range of interventions delivered by teachers and teaching assistants, monitored by the SENDCO and SLT.
- Adaptations to learning materials, lessons and the classroom to enable the full participation of children with additional needs.
- Active learning styles are adopted alongside those that cater for visual, auditory and kinaesthetic learners.
- Access to additional IT equipment to support learning.
- High expectations that **all** children will achieve.
- Families who are actively involved in their child's learning.
- Emotional support and access to counselling when required.

Extra curricular activities:

- A programme of activities is offered to all children.
- These activities are offered during the school day and after school so that as many children as possible can participate.
- Where external coaches are employed, they are made aware of the inclusivity of our school and adapt their teaching styles as necessary.

Educational visits:

- Extensive pre visits and risk assessments are made to ensure safe access for all our children.
- For pupils with specific needs, a particular adult is designated to accompany the child. The child's parents/carers will be informed of these arrangements.



- The progress of children with SEND is reviewed regularly.
- All staff involved with the child will discuss progress informally on a weekly basis.
- More formal discussions are held at least once half termly in the form of pupil progress meetings.
- At these meetings, staff may decide to seek support from outside agencies. Here, the Headteacher, SENDCo or Parent Support Worker, as staff directed by the Local Advisory Board, make a referral to an appropriate support service. The support service will seek extra information (a detailed conversation and/or pupil observation and assessment) and advice will be given. Parents will be informed of any referral and subsequent advice.
- Children discuss, and are informed of, their progress at appropriate points in the term.
- They are made aware of what they have achieved and the next steps needed in their learning.
- This information is shared with parents/carers informally.
- At the end of a specific intervention, parents will be informed of the outcome of the intervention and the next steps will be discussed .
- Children will be given the opportunity to review their progress at the end of the intervention and comment on its effectiveness.
- Staff will assess the effectiveness of specific provision and interventions in terms of outcomes and progress and record on SEN Support Plans termly.

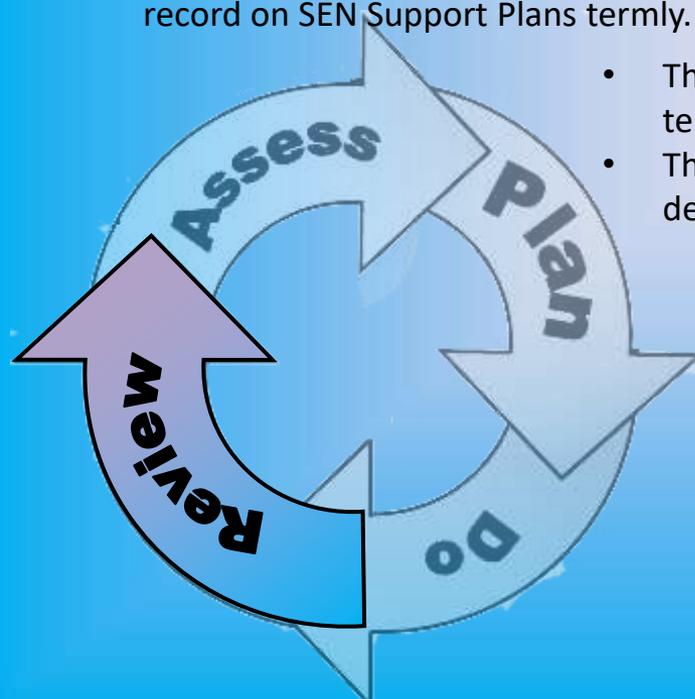
- The SEND team will monitor SEN Support Plans and intervention records termly.
- They will also complete an annual self-evaluation of SEN provision, using the development points to create an action plan.

If parents of children with SEND are dissatisfied with their child's progress and the matter cannot be resolved with the class teacher, then they should contact the following:

- SENDCo: Lis Featherstone 01642559609
- Headteacher: Dawn Dacombe 01642559609
- SEND LAB member/governor: Barbara Love 01642559609
- Alternatively, the CEO of the 1Excellence Academy Trust, Val Hall, can be contacted in writing via the school.

The 1Excellence Complaints Policy can be viewed [here](#)

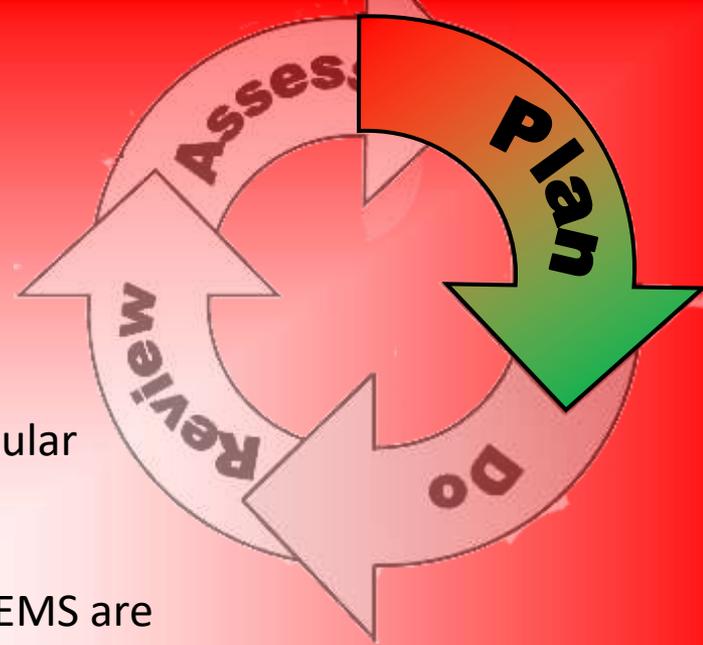
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Communication and Interaction

To support children with Communication and Interaction needs, we offer:

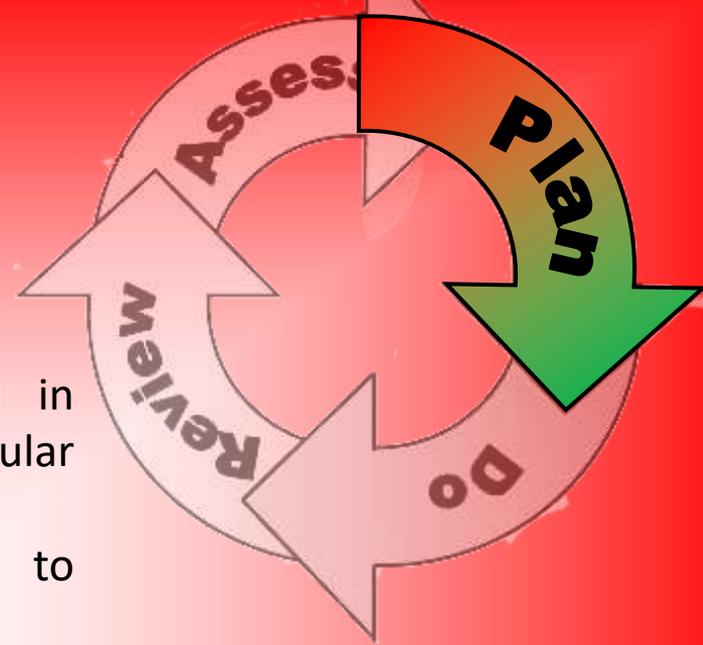
- Teachers and teaching assistants who are skilled in identifying and working with children with these particular issues.
- Enhanced Mainstream Provision (EMS) for children with ASD and communication difficulties. Places in the EMS are decided by a Local Authority Panel.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking such as Social Stories and Ginger Bear.
- Involvement of our Parent Support Worker who will liaise with family and mentor child within school.
- Classrooms with visual timetables and supports.
- A speech and language therapist working regularly in school.
- Carefully managed transitions between classes, year groups and key stages.
- Referral to specialist professionals and the Educational Psychologist where necessary.



Cognition and Learning

To support children with Cognition and Learning needs, we offer:

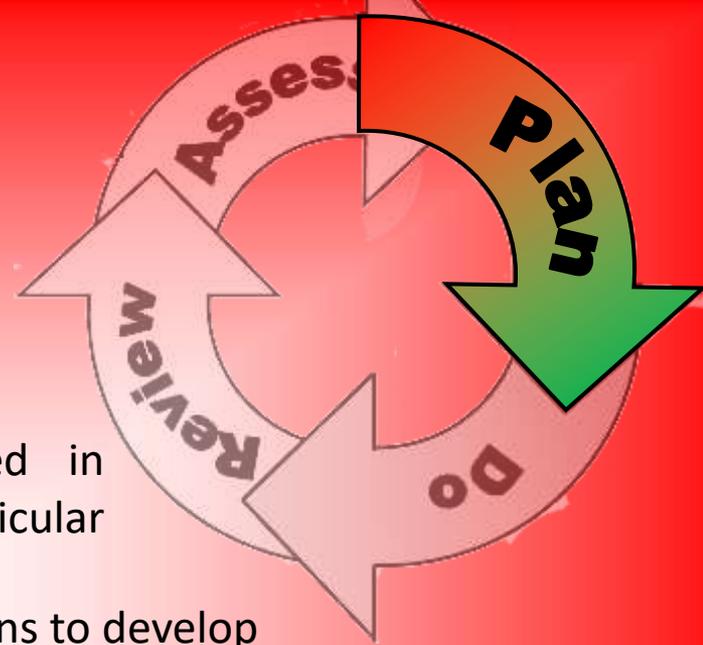
- Teachers and teaching assistants who are skilled in identifying and working with children with these particular issues.
- An exciting curriculum appropriately differentiated to meet the learning needs of the child.
- A programme of regular, individually focused interventions.
- Increased access to small group support and flexible groupings.
- Access to practical aids for learning e.g. table squares, time/number lines, pictures, Numicon, accessible reading material suited to age.
- A structured phonic programme - Read, Write, Inc.
- Increased access to ICT such as iPads to record sentences to aid the writing process.
- Adaptations to assessments to enable access e.g. readers, scribe, ICT.
- Referral to specialist professionals and the Educational Psychologist where necessary.



Social, Emotional and Mental Health Difficulties

To support children with Social, Emotional and Mental Health Difficulties, we offer:

- Teachers and teaching assistants who are skilled in identifying and working with children with these particular issues.
- Access to small group and/or individualised interventions to develop emotional and social skills.
- Access to counsellors from Alliance.
- Personalised rewards system linked to an individual behaviour programme.
- Involvement of our Parent Support Worker (Emma Nelson) who will liaise with family and mentor child within school.
- Referral to specialist professionals and the Educational Psychologist where necessary.



Sensory and/or Physical Needs

To support children with Sensory and Physical Needs, we offer:

- Teachers and teaching assistants who are skilled in identifying and working with children with these particular issues.
- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher for the hearing/visual impaired.
- Concrete apparatus available to support learning.
- Access to support for personal care.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.

