



Striving together for excellence and enjoyment

Pirton School SEN Information Report: 2017/2018 Academic Year

Mrs Marsh, the co-ordinator for special educational needs and disabilities (SENCo), is also the SENCo at Hexton School. Both Hexton and Pirton School are part of a group of schools that form the North Hertfordshire for Developing Specialist Provision Locally (DSPL). Pirton is a small village school where staff work in partnership with parents/carers to provide for the individual needs of pupils with SEN to ensure progress and success for all our children.

1. How does the School know if children / young people need extra help and what should I do if I think my child may have special educational needs?

There are a number of ways in which teachers draw the conclusion that a child may have special educational needs. The main three are as follows:

- Parents may raise their concerns with the teachers at Pirton School and start a dialogue about whether their child does have special educational needs. At Pirton School we aim to work in close partnership with parents.
- Children are monitored closely from when they enter the school. This enables the teachers in the school to evaluate whether the usual classroom provision enables the child to make the expected progress or whether additional provision is needed over and above what would usually be in place for most children of that age. We have found that early intervention is really important when working to meet a special educational need.
- Pirton School may receive information from the child's pre-school, nursery or previous setting of their needs and / or additional support that has been in place. This would then be considered by our teachers in light of the usual provision in place for all children of that age at Pirton School.

2. How will school staff support my child?

There are a number of ways in which school staff may support your child: it is important to us that a child with a special educational need is able to share the same experiences as their peers. The selected provision and / or adjustments very much depend on the perceived or identified need. These include:

- Small group work within class and / or withdrawn from class, supported by a Teaching Assistant.
- Individual support from a Teaching Assistant within class and / or withdrawn from class.
- Differentiated learning within the class as directed by the class teacher.
- Resources and equipment as additional support to enable visual or kinaesthetic learning.
- Pre learning and / or over learning a new concept with an adult.
- Buddy support from within the child's peer group or an adult.
- Use of the Nurture space.
- Additional adult supervision / guidance throughout the day – from a distance or more overtly present.

- Seeking expert advice and intervention from an external professional in the specific area of need.

3. How will the learning and development provision be matched to my child's needs?

Careful consideration to the nature of special education need and area of difficulty is given when selecting the most suitable intervention for a child. This may also include a discussion with parents or other professionals to ensure that the most suitable provision is chosen. This provision is then evaluated after a given period of time to establish the impact it is having and then tailored or changed if necessary.

4. How will I know how my child is doing?

At Pirton School we have an 'Open Door' policy whereby we endeavour to have open and frequent communication with all parents. Information is shared with parents as to the progress being made and areas of ongoing difficulties. The following are examples of how we share dialogue with parents of children with special educational needs.

- Formal Parent Consultation Evenings in the Autumn and Spring Term.
- An informal 'drop-in' session for parents in the Summer Term.
- The Annual report to parents which is issued in July.
- A meeting each term to review the Personal Learning Plan (PLP) and agree the new PLP.
- Email / written communication with parents.
- Formal meetings as requested by school staff and / or parents.
- Informal meetings / conversations as instigated by school staff and / or parents.
- Copies of all paperwork held by the school are sent home for parents to retain their own copy.
- Parents are invited to all meetings held with external professionals about their child.
- Consent is sought from parents before discussing a child with any external professional

5. What support will there be for my child's overall wellbeing?

We are always mindful of the wellbeing of the children at Pirton School. Being a small school, we get to know the children very well and have close working relationships with the families. This enables us to be watchful for any low self-esteem, anxiety, stresses, emotional or mental health needs where additional support may be beneficial.

There are a range of support systems that could be implemented where there are concerns about a child's wellbeing. These include:

- Adult awareness of potential triggers
- a quiet word / time with a school adult
- Peer support – informal and formal
- Informing all staff for watchfulness across the school
- Informal / formal support from school based staff
- Support such as mentoring from an external professional.

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

There are a wide range of specialist services and expert professionals that we may access for a child depending on their specific need. These include:

- Education Psychologist
- Hearing Impairment Team
- Visual Impairment Team

- Speech and Language Therapist
- Autistic Advisory Teacher
- Specific Learning Difficulties Base
- Specialist Advisory Teams
- Trained counsellors / mentors
- Occupational Therapists
- Specific resources / equipment
- Family Support Workers

7. What training have the staff, supporting children and young people with SEND had or are having?

Each class is taught by a qualified teacher and supported by a Teaching Assistant. Through Hertfordshire County Council and other providers we are able to access a wide range of training for our staff in order for them to be as fully informed as possible and for them to develop a wide range of strategies in order to be prepared to meet the needs of all our children. Each term we notify parents through our Newsletter of the areas covered through staff professional development.

Further training is also provided for staff through the following means:

- Working alongside an external professional for a specific child and need.
- Specific training on a bespoke / new intervention
- Observing the delivery of an intervention by an external professional
- Shared practice within school following attendance at training.
- Whole school staff training through INSET or staff meeting time.

8. How will you help me to support my child's learning?

As a school we hold a parent information evening each term with the specific intention to help parents in supporting their child's learning. Recent ones have focused on Phonics and Maths. The following is also available for parents of children with special educational needs:

- Training courses for parents on a wide range of needs – these are promoted through the school Parentmail system and through flyers sent home.
- Parents are always invited to meet any external professional that may be working with their child. Through these meetings, tips on how to help at home are covered along with parental views being sought.
- A coffee morning for parents of children with special educational needs is held at least termly in the school hall. This provides an opportunity for parents to meet informally together, share tips and concerns and to hear about specific areas of interest to them.
- SEN working party involving parents and SENCo review our response to SEN.
- Parents are always welcomed and encouraged to come and talk with the class teacher and / or Special Educational Needs Co-ordinator (SENCo) – we offer this as a support for our families as well as an information sharing process.

9. How will I be involved in discussions about and planning for my child's education?

We encourage open dialogue between school and parents concerning the provision for children with special educational needs and we also strive to work in collaboration with any professionals sourced by parents. A collective decision will then be made based on professional knowledge and experience as to the most suitable provision to put in place and this is documented on the child's Personal Learning Plan (PLP). This is agreed with parents and children then reviewed termly, including the impact of any additional provision.

We also compile a One Page Profile for each child on our SEN register. The child and parent are central to this process. Their views and opinions are gathered and recorded on one page,

along with their photograph so that any professional working with their class are aware of their needs and any reasonable adjustments that need to be made. This is reviewed at each PLP meeting.

10. How will my child be included in activities outside the classroom including school trips?

At Pirton School we encourage full participation in all aspects of school life by all children. As a school we then make the necessary adaptations to enable all children to participate. Close communication with parents enables us to work together and establish whether it would be best meeting the child's need if they were to not participate in a particular activity, although this happens very rarely.

11. How accessible is the school environment?

Pirton School is an adapted Victorian building and does have a couple of low single steps and some slightly narrower doors. However, the nature of the building is such that access to all public areas of the school is possible by all.

12. Who can I contact for further information?

The first point of contact for a parent would be their child's class teacher. Parents are also encouraged to speak with the SENCo. Contact with the SENCo can be made in person through the school Open Door policy, via the School Office or via email: senco@pirton.herts.sch.uk or telephone. Parents are also able to utilise the school Open Door policy to catch a member of staff informally, or to make an appointment with the chosen member of staff for a more substantial meeting.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When a child joins Pirton School we actively encourage 'taster visits' prior to the actual start date. This enables the child to get a feel about the school and gradually build up their understanding and experience to ease the transition process. If a child leaves Pirton School other than transition to secondary school then we would authorise absences to allow the child to have taster sessions at their new school.

As children progress through the school our provision and expectations increase in order to prepare the children for transition to secondary school. The Hitchin Partnership run a Year 6/7 Transition Conference in the Autumn term, which brings representatives of Year 6 across the Hitchin Partnership with Year 7 pupils across all three Hitchin secondary schools for a morning.

For those children that may need additional support a transition plan is implemented. This facilitates close liaison between Pirton School and the new secondary school and enables more frequent visits prior to the end of the summer term. The secondary schools in Hitchin also run summer provision for vulnerable children. There are information sessions for parents. Primary SENCos meet with Secondary colleagues early in the Summer term to discuss vulnerable children.

14. How are the school's resources allocated and matched to children's special educational needs?

At Pirton School we believe that the best resource we can offer children is adult led support. Therefore, the majority of our resources have been invested in adults. Each class has the equivalent of a full time class teacher and a teaching assistant. In addition to this, professional knowledge will be used to support the purchase of additional resources that may be used by an

individual child or a group of children, based on an evaluation of need. This would then be discussed with parents and detailed on the child's PLP.

Pirton School also works closely with other schools in the Hitchin area through the Hitchin Partnership. Through this collaboration we are also able to access a wider source of resources and training. At Pirton School we place high value on professional development for staff to ensure that they are as well trained as possible in order to deliver a high quality provision and have a deeper understanding of the needs of each individual.

15. How is the decision made about how much support my child will receive?

This decision is ultimately made by the Special Needs Co-ordinator and the Head teacher through discussion and collaboration with the class teacher, parents and where appropriate, external professionals. The balance between adult support and the development of the child's independent learning skills will always be a consideration. We have a graduated person centred approach to SEN with the child and parents being at the heart of the process. Everyone works as a team to ensure that all our children develop to their full potential.

16. How can I find about the local authorities Local offer of services and provision for children and young people with special educational needs and disabilities?

Provision for children and young people with special educational needs and disabilities across North Herts can be found by contacting Rachel Marsh SENCO at Pirton School or Karen Ireland as Delivery Manager for North Herts Developing Specialist Provision Locally (DSPL) at nhdsplmanager@wilshere.herts.sch.uk or on 07958 421 871.

DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that :

- Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible.
- Improves outcomes for wellbeing and attainment
- Widens choice for children and parents/carers
- Removes barriers to learning
- Uses resources more effectively

There are nine DSPL Area Groups across the county that meet regularly to discuss what services are available and to influence how services are shaped and developed to ensure the children and young people with SEND in their area receive the right support in their educational activities. More information on DSPL can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/dspl/>

More information can be found about the Hertfordshire Local offer at:

<https://www.hertfordshire.gov.uk/.../local-offer/the-hertfordshire-local-offer.aspx>

17. How do we cater for the needs of children with Autism

- We have a School Autism Lead, she is called Rachel Marsh. This is your initial point of contact if you need information about services available.
- All staff will be made aware of each child's strengths, interests and needs – and will be updated regularly during staff meetings.
- Each child will have an up to date One Page Profile.

- In our school there is a safe 'nurture' space where your child can go to be quiet and free from any distractions
- Our staff are in the process of being trained by the Autism Team and the DSPL to ensure that everyone who comes into contact with your child has a greater understanding of their individual needs.
- We ensure that there is a positive 'Transition Pathway' that will support transitions within the school and when your child moves on to their next School.
- We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.
- We endeavour to listen to your child's views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.