



## **Pearson Primary SEND information report**

**Date: September 2023**

**At Pearson we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014 School Information:**

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**Pearson** Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need.

**The aims of our SEND policy and practice are:**

At **Pearson Primary School** we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We seek to ensure that pupils with SEN are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

#### **AIMS**

- To provide a framework, which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all pupils.

#### **What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?**

Concerns about progress may be raised at any time by class teachers and/or parents. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments. Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include;

- Accessibility Plan
- Admissions Arrangements
- Safeguarding and Child Protection policy and procedures
- Complaints procedures
- Early Years Foundation Stage
- Equality Information
- Data Protection

Health & Safety

Home-school agreement document

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Equality Act, Advice for schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Equality and Human Rights Commission guidance on Reasonable adjustments:

<https://www.equalityhumanrights.com/en/publicationdownload/reasonable-adjustments-disabled-pupils>

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

Pearson recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Pearson. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first. Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

## What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Pearson. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps
- One page profiles are used to gather information about pupils, parents, support and medical needs
- SEN Support plan targets are discussed with the pupils

Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward.

## What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

### THE GRADUATED APPROACH:

Where a pupil is identified as having SEN, we will put special educational provision in place. This SEN support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEN. Senior leaders at Pearson Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils.

## What are the arrangements for supporting children and young people in moving between phases of education?

**Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living. Primary-Secondary Transition**

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Transition within the school

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.

**What is your School's approach to teaching children and young people with SEND?**

- Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group
- Pupils are given an SEN Support plan that aims to close gaps in basic skills for both Literacy and Mathematical development and develop social skills. Teachers are responsible for updating SEN support plans and setting the next steps on their learning journey. Pupils requiring an SEN Support plan will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.
- All pupils are withdrawn at some point during the week to work on SEN Support plan targets and some pupils are withdrawn for additional

specific learning programmes such as Fresh start (a phonics inventions provided by Read Write Inc), 1:1 Reading intervention, 1:1 Mathematical instruction, Reading and Inference training as well as delivering any physiotherapy or physical intervention support; such as following physiotherapy plans and fine motor skills development.

- Some pupils also require 1:1 support within the classroom for specific learning difficulties. Pupils requiring 1:1 support are provided with an Education and Health Care Plan. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and lunchtime support is given for several pupils.
- Pupils in upper Key Stage 2 (Year 5/6) with an EHC Plan, where appropriate and needed, will participate in weekly 'Life Skills' lessons. These lessons aim to provide the pupils with basic life skills such as baking, cooking, shopping, hygiene and learning how to catch a bus around the local area.

Pupils with a physical disability are given physiotherapy (if needed) as and when directed and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are carried out.

**What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, cream coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight.
- All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the business of the classroom environment so that pupils are able to learn in a quiet, nonstimulating environment. Pupils with ASD will receive support from Northcott Outreach if needed.
- Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted.
- All pupils who are hearing impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS to provide the necessary learning materials.
- The school can be physically adapted to enable pupils with physical disabilities to access the school, including children wheelchair bound. Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.
- At times some children may require additional support from the school ‘Emotional Well-being and Behaviour support worker.’ Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

### **Specialist provisions within Pearson**

At Pearson Primary there are two specialist classroom environments; Treehouse and Treetops.

The Treehouse classroom is a space used for children in Foundation stage/Year 1 who have communication and interaction difficulties (mostly non-verbal) and have an Autism diagnosis. This is a small provision of a maximum of 6 pupils and the curriculum is adapted to meet the needs of each individual child. The provision incorporates with quiet break out spaces, 1:1 work spaces and group learning opportunities, following a continuous provision style learning environment as well as having access to a quiet outdoor area.

The Treetops classroom is for children in Key Stage 2. This is a small local classroom located upstairs for up to a maximum of 5 children in a. This base supports children with Education, Health and Care plans who are unable to be successful within a mainstream school and require a specialist provision to support their additional needs. We have direct support from speech and language services to help develop the pupil's social communication.

**What training is available to staff to support children and young people with SEND? How is specialist expertise secured?**



- All ASA's have access to regular training. The training ranges from supporting basic skills to assessment.
- Monitoring of these programmes is done as part of the schools appraisal cycle. ASA's liaise with the SENCO to ensure information sharing is key to pupil success and achievement.
- All Teaching staff are trained on an annual basis with key messages, changes in SEND law and policy
- SENCO attends the termly SEND training and disseminates information to teaching staff and the SEND team
- ASA's working 1:1 for pupils who have specialist care plans or specialist difficulties are kept up to date with training from outside agencies.
- ASA's working with ASD pupils are given training from Speech and Language NHS service – training revolves around using PEC's (Picture Exchange Communication System) and specialist speech and language and social communication programmes. Training is continuous and changes over time as the pupil develops his/her speech, language, social and emotional skills
- ASA's are provided regular training as part of the school professional development programme – this training is based around whole school issues but is transferable to all groups of learners.

**How is the effectiveness of the provision made for children and young people with SEND evaluated?**

Pearson is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to discuss provision for their children (parent's evenings).

### **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

A variety of clubs are provided during after school. We aim for these to be as inclusive as possible. Our Emotional Wellbeing Team support children during lunchtimes by offering an indoor provision for children who find the dinner hall or playground overwhelming – this consists of drawing, Lego, games, reading and craft activities or spending a quiet time in the sensory area.

### **How are children and young people with SEN supported to improve their emotional and social development?**

At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

### **How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.

Services include:

Private Educational Psychologist Service – Applied Psychologies

Northcott Autistic Spectrum Disorder Outreach Service

Speech and Language Therapist Service – New Options  
NHS Speech and Language Therapist service  
IPASS – Integrated Physical and Sensory Service  
Pupil Referral Unit – Support for pupils with behavioural difficulties  
Physiotherapist service  
Occupational Therapist Service  
Tweedykes & Ganton Outreach Support Service (SLD and ASD support) teacher  
KIDS  
Virtual School – Looked After Children  
Social Care and Early help  
MHST – MHS mental health support

Additional links are also provided on the Hull Local Offer website.

#### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School head@pearson.hull.sch.uk or by making an appointment through the school office.

#### **The Hull Local Offer**



The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

Review date: September 2024

## Useful Websites



<http://www.parentsforinclusion.org/>



**Bringing Families Together**  
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



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<https://www.gov.uk/children-with->



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>