

SEND Provision – Panshanger Primary School
Intent, Implementation and Impact

Intent

At Panshanger Primary School, we value all pupils. We believe that our pupils with Special Educational Needs and Disabilities (SEND) have an equal right to an education that enables them to develop fully. Through high quality assess, plan, do & review procedures, we aim to:

- ❖ Provide early identification of SEND and intervention for SEND to ensure that progress and opportunities are maximized.
- ❖ Ensure all children have access to a broad, balanced and ambitious curriculum through quality-first, inclusive teaching
- ❖ Minimise barriers to participation in school life
- ❖ Nurture and support the relationship between teachers and pupils through mutual respect
- ❖ Build positive partnerships between school and families as a key role in supporting the child
- ❖ Develop children's independence
- ❖ Carefully map provision and review the impact that interventions are having on progress of all vulnerable learners
- ❖ Regularly monitor the progress of pupils and review outcomes using a child-centred approach.
- ❖ Create SEN Learning Plans that are tailored to the child's needs
- ❖ Place the child at the centre of all discussions and decisions
- ❖ Work cooperatively with external agencies including the local authority to ensure a multi-professional approach
- ❖ Constantly develop the learning environment to meet the changing needs of pupils
- ❖ Provide relevant training to staff members supporting pupils with SEND
- ❖ Have effective transition procedures to ensure continuity and support when moving through the school
- ❖ Provide an accessible learning environment, which is tailored to the individual needs of all pupils.
- ❖ Provide good quality and relevant training for all staff members supporting children with SEND.
- ❖ Work in partnership with parents and carers.

SEND Provision – Panshanger Primary School
Intent, Implementation and Impact

Implementation

At Panshanger Primary School, supporting the SEND of pupils is a whole-school responsibility. Through high quality teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families, pupils with SEND will be supported to succeed. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

- ❖ A constant cycle of ASSESS, PLAN, DO, REVIEW - Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil information meetings. A graduated response will be followed. Concerns will be raised with the SENDCo and parents/carers where a plan of action will be agreed, with the child at the heart. Reasonable adjustments will be made to the curriculum, targets set and external professionals involved where necessary
- ❖ An individual SEND support plan will document the needs, targets and provision for pupils considered to have SEND. Targets will be set and reviewed with parents/carers at least three times a year - each term.
- ❖ Higher Needs Funding will be applied for to support those pupils requiring more provision in order to have their needs met. This is decided by the Hertfordshire Authority benchmark descriptors
- ❖ An Education Health Care Plan will be sought if it is felt that more support is required than that currently being provided by Panshanger Primary School at SEND Support level
- ❖ The SENDCo will review staff training needs and provide support and advice where necessary, including keeping up to date with training sessions being offered by external agencies. Staff will approach the SENDCo to ask for further training or support if they feel it is required.
- ❖ Provision maps are created and updated termly to highlight the additional provision being employed. These are reviewed at the end of each term using progress data, pupil progress meetings and formal and informal classroom assessment.
- ❖ Interventions are carried out for those vulnerable learners that are identified as needing 'additional to core'. These range from specific subject skills such as phonics, reading, maths and physical exercises, as well as the skills needed for social development and effective communication.
- ❖ All teaching staff are aware of the procedures to refer a child to external agencies such as SALT, CAMHS and OT, as well as many others. Staff work collaboratively alongside other professionals to aid in the identification of particular needs as well as the implementation of support recommendations offered.
- ❖ All children at Panshanger Primary School receive quality first teaching. This is considered the 'core offer'. This includes a range of strategies, which allow for inclusive learning practices. Teaching staff have ambitious expectations and are expected to make the necessary adjustments needed in order to offer full and balanced curriculum to all pupils. This is sequenced to the needs and starting points of all pupils by ensuring positive relationships are created between staff and pupils. Formative assessments regularly feed in to the classroom teachers' planning processes and use of resources. Pupil information meetings assist in the identification of any concerns relating to pupils' progress and wellbeing. Through meetings with parents/carers and discussions with other professionals, the correct level of support and bank of strategies can be employed to fully support the child's needs.
- ❖ Pupils are supported to transition between year groups and key stages, especially when entering full-time education in the Foundation stage and moving to secondary school. Pupils participate in transition days and enhanced transitions are provided for those identified as being more likely to struggle with the process. This can include extra time getting to know the staff and new classroom, extra meetings with parents/carers, opportunities for enriching activities such as crafts and sports, or photos and visual aids to discuss with their families.
- ❖ Class teachers complete a one page profile for SEND and vulnerable learners. This helps to identify their likes and dislikes as well as strengths and weaknesses and making their voice heard.

Impact

As a result:

- ❖ Pupils are happy, safe and nurtured within school.
- ❖ Positive relationships are formed between staff and pupil through mutual respect and a true understanding of the child as a whole.
- ❖ Pupils with SEND are encouraged to have a high level of engagement in all aspects of school life.
- ❖ All pupils, regardless of their starting point, have the same opportunities and experiences as their peers including a broad balanced curriculum and enrichment activities.
- ❖ Support is implemented as early as possible to have the greatest impact.
- ❖ Interventions are tracked each term and progress is monitored to evaluate the impact it is having. Through Assess, Plan, Do, Review, alternative interventions or levels of support are implemented when necessary.
- ❖ The voice of the child and their family is heard and their opinions are taken into account throughout their learning process. This puts the child at the centre.
- ❖ The classroom teacher and SENDCo are in regular contact with parents/carers of pupils with SEND, to keep them up-to-date with progress and next steps. Families feel supported, informed and listened to by the school.
- ❖ SEND Learning plan targets are reviewed each term with parents/carers. New targets are set, based on the discussions between home and school.
- ❖ Progress data is reviewed at the end of each term. All class teachers complete an action plan, documenting any pupils that need additional support and how this will be implemented.
- ❖ Pupils with SEND generally make good progress. When expected progress is not made, plans are put in place to address this and allow for accelerated progress through interventions, external agency support and family discussions.
- ❖ Effective relationships are formed with all external agencies. Advice and guidance is utilised effectively and support is adapted accordingly.
- ❖ Staff feel knowledgeable and informed about the needs of their pupils and how best to support them - they ask for help when they need it and the SENDCo ensures they are fully supported through CPD and thorough discussions.
- ❖ Pupils transition smoothly and feel happy and safe when moving between year groups.
- ❖ Pupils leave Panshanger Primary School with the tools to be independent and resilient. Secondary establishments are made fully aware of the needs of the pupil and the best way to support them