

**Panshanger Primary School**  
**SEND Information Report / School Offer**

The following was developed in consultation with parents/ carers, governors and staff.

**1. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**

- Many of the children who join us have been in early education and in many cases will have had their needs already assessed. Transition meetings between settings / schools / classes / are encouraged between professionals who may already be involved
- The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
- Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.
- For some children, SEND can be identified at an early age. However, for others difficulties become evident only as they develop and we are committed to early response. Working in partnership with parents/carers and the children themselves, is an essential part of this process.
- If you are concerned that your child may have special educational needs, you should talk to your child's class teacher and the school SENDCo in the first instance.

**2. How will the learning and development provision be matched to my child's needs? How is the decision made about how much support my child will receive?**

- A child identified by her/his teacher as having SEND will be categorised as "SEN Support" in school.
- Our first step in responding to your child is high quality first teaching based on her/his individual needs
- Information from a wide range of sources including discussion with you, your child, the class teacher and or SENDCo will be gathered to determine the needs and provision for your child.
- If the assessments show that your child may have a learning difficulty, a range of strategies will be used that make full use of all available classroom and school resources.
- Your child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- The class teacher will keep you informed and draw upon your knowledge of your child for additional information. The SENDCo will support the teacher and if necessary make further assessments of your child's needs. Following discussion with you, advice from specialist services may be sought and used.
- Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of you and your child.
- Everyone involved will meet regularly to review your child's progress. You will be given the opportunity to meet the teacher and/or SENDCo at least three times a year.
- If your child is identified as having SEND, the school will take action to remove barriers to learning.
- The SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and what supports her/him in making good progress with good outcomes.

- If your child needs support from only one agency then a ‘Single Service Referral’ will be completed. However, if advice is required from more than one specialist service then a ‘Common Assessment Framework’ (CAF) will be completed. Following the completion of the e-CAF professionals from the various specialist services will set up a ‘Team around the Child’. You will select a Lead Professional from the team members. In most instances, you will be seen in school by the External Agency professionals and meetings will be held within the school.
- SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

### **3. How will I know how my child is doing? How will you help me to support my child’s learning? How will I be involved in discussions about and planning for my child’s education?**

You will be encouraged to take an active role in meetings which will take place throughout the school year. This will include:

- Regular consultations with the class teacher / SENDCo
- Learning support plan review meetings identifying clear manageable targets and support strategies that you can use at home to support your child’s learning.
- End of year reports/ reports from specialist services.
- Joint meetings with professionals from specialist services.
- The school encourages all parents/ carers to ask questions at any time and encourages informal meetings.
- Parent Workshops

### **4. What specialist services and expertise are available at or accessed by the school?**

The school is able to call on a range of services and expertise including:

- |                                       |  |
|---------------------------------------|--|
| * Educational Psychologist            | * Child and Adolescent Mental Health Service (CAMHS) |
| * Specific Learning Difficulties Base | * Step2 – Mental Health                              |
| * Speech and Language Service         | * Family Support Worker                              |
| * Advisory Teacher Service            | * School Nurse                                       |
| - Autism                              | * Primary Support Base (PSB)                         |
| - Speech and Language                 | * Education Support Centre (ESC)                     |
| - Hearing impaired                    | * Play Therapy                                       |
| - Visual impaired                     | * Counselling Services                               |
| - Mobility officer                    | * Young Carers                                       |
| * Occupational Therapy                |  |

**5. What training has the staff supporting children and young people with SEND had or having?**

All members of staff are trained to meet the wide range of needs presented in every class. Additional training has been undertaken on the delivery of particular support programmes, such as Numicon, Accelerread, Accelerwrite and Literacy assessment packs, delivering speech and language programmes and addressing the needs of children with ASD, including Asperger's Syndrome.

If a child is identified as having a specific need, staff working with the child receive specific in house or external training. Support may also be sought from specialist services.

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

The school works hard to ensure that all children are able to take part in all aspects of school life, including residential journeys. Risk assessments are undertaken and any additional measures needed to support a child are identified. Parents are fully involved in this process.

**7. How accessible is the school environment?**

The school's Accessibility Plan is reviewed and updated regularly to ensure that all are able to access the building, the curriculum and the activities offered by the school.

**8. Who can I contact for further information?**

- Child's teacher
- Special Educational Needs and Disabilities Coordinator
- Head Teacher
- Governors

**9. 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?**

SEN support will include planning and preparation for the transitions between phases e.g. between classes or key stages of education and preparation for adult life.

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

The school has a dedicated SEND budget that is allocated to meet the specific needs of children with SEND.

**11. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The Local Offer can be found at the following web address: <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

## Provision Across Panshanger Primary School

FOUNDATION	KS1
KS2 – Lower	KS2 - Upper

### Area of Need: Cognition and Learning

For All children as Appropriate – ‘Wave 1’	Catch Up – ‘Wave 2’	SEND – ‘Wave 3’
<ul style="list-style-type: none"> <li>• Differentiated planning, activities and delivery</li> <li>• Different teaching styles</li> <li>• Use of rhymes</li> <li>• Mnemonics for spelling or handwriting formation</li> <li>• Interactive whiteboards</li> <li>• Use of apparatus for more practical application</li> <li>• General support from an adult</li> <li>• Peer support</li> <li>• Use of learning objectives and success criteria</li> <li>• Marking relating to success criteria</li> <li>• Peer marking</li> <li>• Individual, group and class targets</li> <li>• Small group work</li> <li>• Paired work</li> <li>• Vocabulary lists</li> <li>• Bank of words</li> <li>• Writing frames</li> <li>• Dictionary and thesaurus</li> <li>• Pictures or cartoon strip instead of written prose</li> <li>• Cut and stick activities for labelling rather than writing own labels</li> <li>• Computer programs e.g. Clicker 5 – 2 Simple painting</li> <li>• Keywords displayed</li> <li>• Word wheels</li> <li>• Use of 100 square / individual and whole class, number lines, odd / even number line, posters / signs reinforcing knowledge e.g. 100cm = 1m</li> <li>• Class displays</li> <li>• Interactive displays</li> <li>• Specific apparatus areas</li> <li>• Labelled drawers</li> <li>• Labelled objects</li> <li>• Makaton signs used and displayed</li> <li>• Daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Group Education Plans/ IEP’s</li> <li>• Additional in class support from adults - CT,TA, student, parent</li> <li>• Additional use of apparatus</li> <li>• differentiated groups e.g. tracks/ differentiated spellings</li> <li>• Additional slots for reading</li> <li>• Reading games</li> <li>• Sorting and matching words</li> <li>• Y5 / Y6 Reading buddies</li> <li>• SENCO support in nursery for assessment</li> <li>• SENCO informal assessment</li> <li>• Handwriting 1:1 and groups</li> <li>• Fine motor skills groups</li> <li>• Gross motor skills groups.</li> <li>• Small group teaching for speech and language support.</li> <li>• Group photo’s</li> <li>• Adult photographs</li> <li>• Small group teaching for EAL</li> <li>• ELS</li> <li>• Catch up plans for phonics.</li> <li>• Key words sent home.</li> <li>• Increased visual aids</li> <li>• Differentiated delivery</li> <li>• Withdrawal groups.</li> <li>• Use of ICT programs e.g. Clicker 5/ Easy keys</li> <li>• Booster Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies e.g. Educational Psychologist, Pre School Advisory service. Speech and Language</li> <li>• Individual Education Plans</li> <li>• Implementation of programmes developed by SENCO and/or outside professionals</li> <li>• One-to-one CA support</li> <li>• Makaton</li> <li>• Intensive literacy support</li> <li>• Daily individual reading</li> <li>• Intensive numeracy support</li> <li>• CAF / TAF</li> <li>• Individual Task List</li> <li>• Individualised curriculum</li> <li>• Use of lower case keyboard</li> <li>• Visual timetables - Individual</li> </ul>

## Area of Need: Communication and Interaction

FOUNDATION KS1  
KS2 – Lower KS2 - Upper

For All as Appropriate – ‘Wave 1’	Catch Up – ‘Wave 2’	SEN – ‘Wave 3’
<ul style="list-style-type: none"> <li>• Differentiated planning, activities and delivery</li> <li>• Simplified language</li> <li>• Use of mnemonics or rhymes</li> <li>• Use of symbols e.g. smiley faces, thumbs up, pictures of objects for counting rather than numbers</li> <li>• Use of other visual aids and prompts</li> <li>• Sound systems</li> <li>• Modelling and demonstration</li> <li>• Structured school and classroom routines</li> <li>• School council</li> <li>• Visual Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from additional adults</li> <li>• Vocabulary extension</li> <li>• Small group sessions</li> <li>• Use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with speech therapists and implementation of programme</li> <li>• Makaton</li> <li>• Support from advisor for Autism</li> <li>• Use of ICT - <b>Widget</b></li> <li>• One-to-one CA support</li> <li>• Visual timetable</li> <li>• CAF/TAF</li> <li>• <b>Sing-along signing</b></li> <li>• <b>Expressions chart</b></li> <li>• <b>‘First and Then’ board</b></li> <li>• <b>Timers</b></li> <li>• Visual prompts – <b>Visual Time tables and rewards</b></li> <li>• <b>Writing with symbols/ pictures e.g. rules (ICT/ widget)</b></li> <li>• <b>Pictures of adults around school</b></li> </ul>

## Area of Need: Social, Emotional and Mental Health Difficulties

For All as Appropriate – ‘Wave 1’	Catch Up – ‘Wave 2’	SEN – ‘Wave 3’
<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Blue respect book</li> <li>• Golden rules</li> <li>• Golden Time</li> <li>• Class rules</li> <li>• Reward systems e.g. Star of the Day, Worker of the Week, Reward Charts, Stickers</li> <li>• Use of parachute</li> <li>• Circle Time</li> <li>• Buddy groups</li> <li>• Sharing assembly</li> <li>• Worry box / confidential box</li> <li>• Class and school assemblies</li> <li>• Marking</li> <li>• Social stories</li> <li>• Protective Behaviours</li> <li>• SEAL Superstars</li> <li>• Crucial Crew</li> </ul>	<ul style="list-style-type: none"> <li>• Group Education Plans/ IEP’s</li> <li>• Small group circle time ( Nursery)</li> <li>• Group reward systems</li> <li>• Individual ‘Buddy’</li> <li>• Time away</li> <li>• Short tasks to develop fine motor control.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP’s</li> <li>• Individual reward systems</li> <li>• Behaviour chart</li> <li>• One-to-one support from named adult</li> <li>• Pastoral plans</li> <li>• Pastoral support worker</li> <li>• Support from The Park ESC</li> <li>• CAF/TAF</li> <li>• <b>Reminders for toileting</b></li> <li>• <b>Carpet tiles for individual children</b></li> <li>• <b>Cut up food/ special drinking cups</b></li> <li>• Timed ‘Time Away’</li> <li>• <b>Use of timer for activities.</b></li> <li>• <b>Large keys keyboard</b></li> <li>• <b>Foot rest</b></li> <li>• <b>Individual speech therapy and language support by LSA</b></li> <li>• <b>Social Stories</b></li> <li>• <b>Art Therapy</b></li> <li>• <b>Play Therapy</b></li> </ul>

**Area of Need: Sensory and/or Physical Needs**

FOUNDATION KS1  
 KS2 – Lower KS2 - Upper

For All as Appropriate – ‘Wave 1’	Catch Up – ‘Wave 2’	SEN – ‘Wave 3’
<ul style="list-style-type: none"> <li>• Brain gym activities</li> <li>• Specific seating arrangements</li> <li>• Teacher aware of implications of sensory and physical impairment</li> <li>• Pencil grips</li> <li>• Differentiated PE equipment e.g. larger balls</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting</li> <li>• Small group or 1 to 1 handwriting practice</li> <li>• Fine Motor skills</li> <li>• Gross motor skills</li> <li>• Handwriting homework</li> <li>• Modified resources e.g. scissors/ writing equipment</li> <li>• Double handled scissors.</li> <li>• Use of sensory materials to write e.g. paint, chalk, sandbox, chunky pens/ pencils, grips etc</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in class during PE</li> <li>• Physiotherapy programme</li> <li>• Occupational therapy programme</li> <li>• Gross and fine motor skills programmes –</li> <li>• Individual support at break times</li> <li>• Individual support throughout the day</li> <li>• CAF / TAF</li> <li>• Adapted equipment e.g. smaller size (toilet seat, foot rest, lowered water tray)</li> <li>• Daily activities</li> <li>• Use of large coloured keyboard</li> <li>• Visual sequences for changing to/from PE/break</li> </ul>

**WAVES MODEL**



