

Pennine Way School is part of the CaSPA Alliance

Our Motto:

Success for All

How we support children with special educational needs or disabilities

Our Mission Statement

Our purpose is to provide an exciting and challenging learning environment which maximises potential for all; To be proud of who we are, the strengths that we have, and to work together as responsible and caring members of society.

School Council adaptation of our Mission Statement

Our school helps us to be happy and CARE. If we can't do something, we learn how to do it. The work is not too easy or too hard. If you listen it makes it easier to learn. Our teachers help us to improve our work. They never give up and teachers never to give up. It makes us proud. Teachers say every child is good at something like Maths or English or sport. Some children aren't good at everything but we still push ourselves to do better.



PENNINE WAY SCHOOL SEN INFORMATION REPORT (LOCAL OFFER)

Introduction

All CASPA Cluster (LA maintained) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

<p>About the school</p>	<p>Pennine Way is a 3-11 community mainstream school. It is a growing primary school. Currently there are 450 children on role. The vast majority are White British. The proportion of those who have special needs is well above average as is the proportion of children eligible for free school meals.</p> <p>The Nursery– Currently we are offering limited 30 hour funded spaces for parents who meet the Government’s eligibility. We also offer additional hours, where possible, for those who do not meet this criteria at an additional cost. Nursery begins at 8:30am and runs until 3:15pm with a 45 minute lunch session included.</p> <p>Our Ofsted rating is “Good” - <i>“Behaviour and Safety are outstanding. Pupils overwhelmingly say they feel extremely safe in school and are confident that they can turn to any adults if they have any concerns”</i> Ofsted report 2017</p>
<p>SEND at Pennine Way</p>	<p>The Inclusion Manager is (Senco) Ms R. Cecchini The Headteacher is Ms Sue Blair. The SEND governor is Mrs Kania All of the above people can be contacted via email or via the school office 01228 598978 office@pennineway.cumbria.sch.uk</p>
<p>This is how we identify SEN</p>	<p>At Pennine Way School children are identified as having SEN through a variety of ways including:</p> <ul style="list-style-type: none"> • Liaison with preschool setting/Infant school/previous school • Child performing below age-related expectations – concerns raised by teacher within day to day classroom operation or at Pupil Progress Meeting with the Headteacher. • Concerns raised by parent/carer • Pastoral concerns raised by teacher, Dingley Dell (Wellbeing Team) e.g. behaviour or self-esteem is affecting performance • Liaison with external agencies e.g. Family Centre, Social Care, • Health diagnosis through a GP, Pediatrician, Health Visitor, OT, Physio

<p>This is how parents/carers can raise concerns</p>	<p>Parents/carers can raise concerns by talking to us– the first point of contact is your child’s class teacher/keyworker. Parents/carers can also contact the Inclusion Manager (SENCo), Ms Cecchini, the Headteacher, Ms Blair or the Wellbeing Team in Dingley Dell. If appropriate, parents/carers can also contact their GP surgery or ask for an appointment with the School Nurse.</p> <p>We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.</p>
<p>This is how school staff support children with SEND assessing and reviewing their progress throughout the year</p>	<ul style="list-style-type: none"> • The Inclusion Manager oversees all support and progress of any child requiring additional support across the school. • The class teacher will oversee, plan and direct the work with each child with SEND in their class to ensure that progress is being made. • There may be a Teaching Assistant (TA) working with the child with SEND either individually or as part of a group; if this is seen as necessary by the class teacher/Inclusion Manager. The regularity of these sessions will be explained to parents/carers when the support starts. • The class teacher meets with parents/carers at least twice a year (this could be as part of Parents’ Evening or a separate Review) to discuss your child’s needs, support and progress. • For further information the Inclusion Manager is available to discuss support in more detail. • The Inclusion Manager reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. • Mrs Kania (a governor) is responsible for SEND and meets regularly with the Inclusion Manager, reporting back to the Governors to keep everyone informed. • The Governors agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress. • Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapist, Educational Psychologist, or Physiotherapist etc. In this case referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school and parents/carers.
<p>This is how we</p>	<ul style="list-style-type: none"> • All work within class is pitched at an appropriate level so that all children are able to access it

<p>match the curriculum to the needs of children with SEN</p> <p>This is how we approach the teaching of children with SEN</p>	<p>according to their specific needs. Typically this might mean that in a lesson there would be at least three different levels of work set for the class. However, on occasions this can be individually differentiated to fit in with specific learning programmes or advice from an external specialist.</p> <ul style="list-style-type: none"> • The benefit of this type of differentiation is that all children can access a lesson and learn at their own level. • A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs. • A range of interventions (support programmes) will be used in small groups or one to one sessions to accelerate progress. • Where needed, there will be extra pastoral support arrangements to aid the social, emotional and behavioural development of children with SEND such as Nurture Groups. We have our own Well Being Centre in school known as Dingley Dell, where experienced staff use a variety of materials and programmes to develop self esteem etc . Some of these materials may include personal books, sticker charts and social stories. • We are an inclusive school and all staff start from the belief that children with SEND can respond to high expectations. • We now have our own Sensory Room which children can access under the supervision of out trained staff. Depending on the needs of the child 30 minute slots are allocated to the child throughout the week. • We ensure as far as possible in the classroom that a range of different strategies are used so that children with SEND are fully included and able to succeed e.g. use of laptops, computers, writing slopes, pencil grips, easy to use scissors, colour overlays for children with reading difficulties etc.
<p>This is how we work with parents of children with SEN.</p> <p>This is how we</p>	<ul style="list-style-type: none"> • We offer an ‘open door’ policy where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is progressing. We offer advice and practical ways in which you can help your child at home. • We believe that the education of children with SEND should be a partnership between parents/carers and teachers, therefore we keep communication channels open and communicate regularly, especially if a child has complex needs. • If necessary we operate a home/school link book which your child will bring home regularly so that

manage the learning of children with SEND within school.

comments from parents and teachers can be shared and responded to when needed.

- If a child is on the SEND register they will have a Group Intervention Plan which lists group targets. Children with SEND who are part of a Group Intervention will have additional sessions in Reading, Writing or Maths (depending on their need) which are over and above the differentiated support that they already receive in the classroom. These additional sessions may be delivered by Teaching Assistants, Higher Level Teaching Assistants, Specialist Teachers or the Class Teacher. Group Interventions last for 10 weeks at a time. The target for each group will be set by the class teacher with the expectation that the child **WILL** achieve the target by the time the Plan is reviewed. If any child does not achieve the target, they will be referred to the Inclusion Manager when the Group Intervention is evaluated after 10 weeks. It may be that that child requires a programme of 1-1 work with a specialist teacher or further assessment.
- If a child has complex SEND an Education Health Care Plan (EHCP) will be put in place. This means that review meetings or family meetings will occur regularly. Children with EHCPs will have an Individual Education Plan (IEP). At present, new legislation means that children with Statements for SEND are converting to EHCPs over the next 2 years through a process led by the Local Authority.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- As a school we measure children's progress in learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Y6, using a variety of different methods including National Curriculum descriptors, Scholarpack, Big Writing criteria and Reading ages, as appropriate.
- Children who are not making expected progress are picked up through Pupil Progress Meetings between the class teacher and the Headteacher (see how we identify children with SEND above). In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.
- Parents/carers are involved in joint working with staff through Education Health Care Plan (EHCP)

	<p>meetings, Team Around the Family (TAF) meetings and Early Help assessment meetings. If a child has complex SEND parents receive advice directly from an LA specialist advisory teacher and home visits may be made.</p> <ul style="list-style-type: none"> • Children with complex SEND who have an EHCP are able to give their views through the Form A consultation, along with their parents/carers. • Parent training/learning events are organised by the school and cover areas such as Phonics, Maths, Healthy Eating, and Parenting Advice. Currently the school is using a scheme called “Jigsaw” to address PSHE. The school also holds “Open” events during the year when parent/carers can visit classrooms to see the children at work.
<p>This is how we support the emotional and social development of children with SEN, including pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying</p>	<ul style="list-style-type: none"> • Pennine Way is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s wellbeing. We have a caring, understanding team looking after our children. This team is based in Dingley Dell. Parents are welcome to drop in and talk with our team if they have any concerns about their children. • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the parents’/carers’ first point of contact. When further support is required the class teacher liaises with the Inclusion Manager for advice. This may involve working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations, Speech and Language Therapists and local authority Specialist Teachers. • Through the Pupil Premium resource for 2018-2019 the school has now a trained Occupational Therapist on site, Sarah Brooks who is skilled in working with younger children and gives educational support to teachers within school. Children can be referred to the OT after discussions between the class teacher, parents/carers and the Inclusion Manager. • Pennine Way has a policy regarding the administration and managing of medicines on the school site. Please refer to the school website. • Parents need to contact the class teacher/office if medication recommended by health professionals is to be taken during the school day. • On a day to day basis the Administrative staff generally oversee the administration of any medicines. • As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has severe behavioural difficulties an individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, the rate of exclusions is very low at our school. Currently there we have one children requiring an individual Behaviour Management Plan at the school (2018-19)
- After a behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For further information please see the school Behaviour Policy on the website.
- **Attendance** of every child is monitored on a daily basis by the Administrative and Wellbeing Team. Lateness and absence are recorded and reported upon to the Headteacher, Senior Leaders and Inclusion Manager. Support is actively encouraged throughout the school and children are rewarded by receiving an attendance certificate or prize every term. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.
- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council and Junior Governors.
- Children who have SEND have been elected by their peers onto the School Council as class representatives.
- From time to time school will ask children to complete a pupil questionnaire. This is where we actively seek the viewpoints of the children, especially concerning being able to speak to an adult if they have a worry.
- We also conduct interviews with pupils on different aspects of the curriculum and school life.
- Worry boxes are available in most classrooms/Dingley Dell which are regularly checked by the classteacher/wellbeing team and acted upon.
- The School has a robust Anti-Bullying policy which is part of the Behaviour Policy (which can be found on the School website www.pennineway.co.uk). The School takes any allegations of bullying very seriously and acts swiftly to deal with it.
- In 2018 -19 there were 0 issues of bullying addressed by the school.

This is how we secure specialist expertise to support children with SEND.

This is also how we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families.

This is how we ensure high quality expertise and training for our staff

- The Inclusion Manager is a fully qualified senior leader and teacher with experience in managing Special Educational Needs.
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - ❖ Behaviour/Inclusion Support
 - ❖ Health including GP, Practice Nurse, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services
 - ❖ Social Care including Locality Team, Social Workers, Educational Psychologist, Counselling services and therapists
 - ❖ Others e.g. Police Community Support Officers, Safety Net, East Cumbria Family Support, Barnardo's, NSPCC
- Currently we have staff working who are trained in the following areas:
 - ❖ Reading Intervention
 - ❖ Speech and language programmes
 - ❖ Occupational Therapy
 - ❖ EALIP (English as an Additional Language Intensive Programme)
 - ❖ Makaton/ British Sign Language
 - ❖ Hearing Impairment
 - ❖ Team Teach Positive Handling Techniques
 - ❖ Use of Numicom
 - ❖ Lego Therapy
 - ❖ PECS (Picture Exchange Communication System)
 - ❖ Specific training to support children with hearing impairment
 - ❖ Autism – Levels 1 and 2
 - ❖ Downs Syndrome
 - ❖ Smart Moves
 - ❖ Speech Link
 - ❖ Talk Boost

	<ul style="list-style-type: none"> • 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 successful. • A risk assessment is carried out prior to any off site activity to ensure health and safety will not be compromised. If a health and safety risk suggests that an intensive 1-1 support is required a parent or carer may volunteer to accompany their child during the activity in addition to the usual school staff. • In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
<p>This is how the learning environment is adapted for children with SEN</p>	<ul style="list-style-type: none"> • Pennine Way is wheelchair accessible for areas which have disabled toilets large enough to accommodate changing. • The site is both safe, secure and is based on the ground floor e.g there are no stairs in the school. We have double doors and shower facilities within each Year group. We also have a First Aid Room. • Staff teaching children who have a Hearing Impairment wear transmitters at all times and are skilled in using this equipment to maximise learning for these children. • All classrooms have ICT facilities to support children’s learning; these include interactive whiteboards, projectors and iPads. • Although English as an Additional Language is not in itself a Special Educational Need we recognise that children arriving from another country with little or no English require special support. We use picture keyrings to help them to communicate in the first few weeks and the EALIP scheme supports their introduction to the English language.
<p>This is how we support children with SEN in moving between settings, schools and phases of</p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we encourage further visits to assist them with acclimatisation of the new surroundings. • We write social stories with children if transition is potentially going to be difficult as well as making photo books of visits. • When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits and tailored transition programmes in conjunction with the

<p>education</p>	<p>new secondary school.</p> <ul style="list-style-type: none"> • We liaise closely with staff when receiving and transferring children with SEND to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has complex needs then a EHCP review in the primary phase will be used as a transition meeting - we invite staff from both schools to attend in order to plan the transition programme.
<p>This is how the school's resources are allocated and matched to the support of children with SEN</p>	<ul style="list-style-type: none"> • We ensure that all children who have SEND will have their needs met to the best of the school's ability with the funds available. • We have a team of TAs (teaching assistants), HLTA's (Higher level teaching assistants) who are funded from the school budget and deliver programmes designed to meet groups of children's needs. • The budget is allocated on a needs basis.
<p>This is how we evaluate the effectiveness of the provision made for children who have SEN</p>	<ul style="list-style-type: none"> • We can judge if the support has had an impact by reviewing targets on IEPs/Group Intervention plans and ensuring they are being met, by monitoring progress against national age expected levels and observing that the gap is narrowing, through verbal feedback from the parent/carer and pupil. • The school's tracking data (Scholarpack) supports these judgements, as well as discussions between the class teacher, Inclusion Manager and Headteacher during Pupil Progress Meetings. • For children with complex SEND, advisory teachers/educational psychologists conduct their own assessments e.g. in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning etc which form part of the review process and provide additional information about the child's developmental progress.
<p>This is how we address complaints from parents of children who have SEN</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers can contact the Inclusion Manager. The Inclusion Manager and Headteacher will aim to resolve the complaint without the need to progress it further. • If a parent/carer feels that their complaint about provision at school has not been fully considered by the school they are able to contact Parent Partnership: http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/ • The Parent Partnership worker may advise parents/carers to contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

	<ul style="list-style-type: none"> • In 2017-18 the School did not receive any complaints about provision made at school from parents of children who have SEND.
<p>This is how we support children who are looked after by the Local Authority and have SEN</p>	<ul style="list-style-type: none"> • Children who are looked after by the Local Authority (CLA) will have their SEND supported through the Pupil Premium Plus allocation. (PEP) • This support could be academic (in the form of additional support with Literacy, Numeracy or the provision of a specialist programme such as Reading Intervention) • This support could be social or emotional as we recognize that CLA often have needs in this area due to disruption and attachment issues in their lives – counselling is offered as are specific programmes such as Drawing and Talking, Social Stories. • We work closely with Cumbria’s Virtual School to match appropriate support to the child’s needs through collaboration with the CLA Achievement Teacher, Mr Phil Askew. • Each CLA has a PEP (Personal Education Plan) in which strategies are laid out for the support of SEND. PEPs are reviewed every six months. At the PEP meeting the views of the children, the foster carers and appropriate family members are heard and valued. • In 2017 -18 there were four children looked after at the school. Currently there are two in school.
<p>This is where the School’s contribution to the Local Offer is published</p>	<ul style="list-style-type: none"> • The School’s contribution to the Local Offer is published on Cumbria’s Local Offer Website: • https://search3.openobjects.com/mediamanager/cumbria/fsd/files/brookstreetlocaloffersen.doc • It is also published on the School website: www.penninewayschool.co.uk
	<p>The Local Offer was reviewed in March 2019. It is reviewed twice during the academic year.</p>