



PERTON FIRST SCHOOL

SEND INFORMATION REPORT

2025-2026



## How do we identify and assess need?

### How will you know if my child needs extra help?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or restricts them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Some of our children at Perton First School will have an Education, Health and Care Plan (EHCP). These are reviewed annually. Targets are set at Annual Review Meetings and are constantly monitored throughout the academic year.

### What should I do if I think that my child needs extra help?

Noted by the local authority as a very inclusive mainstream school, we believe in providing the best possible opportunities for all of our children by providing high quality teaching and learning in a safe and secure environment. Children's welfare is paramount and everyone is valued equally. Children are taught to Dream, Believe and Achieve and learn our values of Being Positive, Being Kind and Respectful and Being Proud.

We have an open-door policy and parents and carers are encouraged to get in touch with the child's class teacher initially if they think that their child needs extra help. Following this, the SENCo can be involved in next steps.

### How we identify and assess needs

All children are assessed formally and informally at Perton First School in a range of ways to suit the child.

We use milestone assessments for children in EYFS to track their development, as well as the Early Communication Screening Tool from Stoke Speak Out and Cool Kids Physical Development Tracker. We use the Stoke Speaks Out Screening Tool for EYFS development for SEND if children are experiencing significant difficulties. Our key person approach allows staff to observe children in their groups and assess their needs. We use Staffordshire's Early Years SENCos to provide assessments and recommendations for targets. We work closely with community paediatrics and speech and language therapy services. These assessments form part of our graduated approach to SEND. Children with significant difficulties will be entitled to a small amount of funding in nursery. If a child will require an EHCP, they are referred to the EYForum for advice and to be allocated an Educational Psychologist.

At statutory school age, we use:

- The above resources for reception children as well as assessing them using the reception baseline (RBA) and then assessing them against the Early Learning Goals at the end of the reception year. The children have weekly phonics checks to see whether they are on track. They are asked retrieval questions. Teachers have an overview of learning and development.
- In KS1, children have regular phonics checks, spelling checks, reading records, retrieval quizzes and reading and writing moderation. Attainment in all national curriculum subjects is tracked throughout the year. Social and emotional learning is tracked. Children begin to take tests to give us standardised scores in reading, reading comprehension and maths. The children begin times tables checks. Some children are unable to access all assessments, and these children have pre-key stage trackers to show us where they are doing well and where they need support. Teachers have an overview of learning and development. Children can assess ELSA if needed.

- In KS2, SPaG checks are carried out, reading records, retrieval quizzes, and reading and writing moderation. Attainment continues to be tracked. Standardised score checks continue. The children have times table checks. Some children are unable to access all assessments, and these children have pre-key stage trackers to show us where they are doing well and where they need support. Teachers have a good overview of learning and development. Children can access ELSA support if needed.
- All of these assessments inform the teachers' planning and next steps for children. We aim to improve attainment and put strategies into place in the classroom to support children who need it.
- Children who are having difficulties may have additional assessments such as a sensory profile, EPATT, and Autism Inclusion Team profile, behaviour support, SENIS, a communication tracker or a pre-key stage tracker to provide advice and next steps for us as a school.

All assessments are done to inform our next steps for the child. We follow the graduated approach of assess, plan, do, review. From our data, we can assess need. At any point from statutory school age, we can open children up to the SEND and Inclusion Hub to support us with advice, funding and an EHC needs assessment if we have the evidence that a child requires and EHCP.

#### **Where can I find relevant SEND policies and documents?**

We have policies available on our website.

- Accessibility Plan and Policy
- Admissions Arrangements
- Restorative Practice Behaviour Policy
- Health and Safety Policy

Hard copies are available from the school office. Digital copies are available here: <https://www.perton-first.staffs.sch.uk/policies>

#### **Teaching, learning and support**

##### **How will you teach and support my child?**

Children with an EHCP:

Every child with an EHCP has outcomes identified by a range of relevant professionals. At school we use these outcomes to work alongside parents to produce an Individual Education Plan which outlines medium term and short-term objectives. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate. The provision for each child is determined by need and school make this decision. We know that quality first teaching is the best route to achievement. All children spend as much time in class with their peers as they can, and they may spend time in one of our SEND pathway rooms in small groups, to work on their individual targets, to regulate their sensory systems and have some quiet time away from the open plan classrooms. School staff are supported by professionals to meet children's needs.

More information can be found here: [https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=H2NHUGE\\_yzY](https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=H2NHUGE_yzY)

Children working towards an EHCP:

When gathering evidence for an EHC needs assessment, professionals are involved to support teachers and the SENCo in setting targets. Through the SEND and Inclusion Hub, children may be involved in an Enhanced Assess, Plan, Do, Review Cycle. We know that quality first teaching is the best route to achievement. All children spend as much time in class with their teachers and peers as they can, however they may spend time in one of our SEND pathway rooms in small groups, to work on their individual targets, to regulate their sensory systems and have some quiet time away from the open plan classrooms.

More information can be found here: <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Enhanced-Assess-Plan-Do-Review.aspx>

Children on SEND support not meeting the threshold for an EHC needs assessment:

These children will have an Individual Education Plan which sets out targets and how we will achieve them in school. They will be in class most of the time and only taken out for sensory regulation, a very quick proven precision intervention or ELSA.

Information about ELSA support: <https://www.elsanetwork.org/>

#### **How will the curriculum and learning environment be matched to my child's needs?**

Perton First School believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We have criteria for each of our SEND pathway rooms to ensure that similar needs can be met within those spaces with knowledgeable staff under the direction of the SENCo. Children accessing this support have significant difficulties in the mainstream classroom.

Our classrooms are inclusive. Teaching staff are well trained in a range of SEN differences and difficulties. We utilise external support and buy into professional services to ensure that our curriculum and learning environments are matched to each child's needs. We follow the advice of professionals and keep up-to-date with current research developments.

#### **How will we know how children are doing?**

Teachers and staff have regular meetings with the parents and carers of children on the SEND register. These happen at least termly to go through individual targets. At EHCP level, an annual review is held to go through progress in EHCP targets. We hold two parent-teacher meetings per year in addition and write an annual report for each child.

#### **Keeping children safe and supporting their wellbeing**

We have a robust system in place to safeguard our children this follows the Keeping Children Safe in Education statutory guidance. During breaks there are several SEND staff outside with the children, this is the same during lunchtimes. Staff are there to support, supervise and manage the children, however they also engage and have fun with the children. All the outdoor areas are regularly monitored and maintained as part of our health, safety and safeguarding duties. Should an accident occur we have staff who are first aid trained and paediatric first aid trained and are able to administer first aid on site. Any school trips have relevant risk assessments completed prior to commencement. These are monitored and reviewed by the senior leadership prior to any off site sessions. We identify those children who need additional support.

Wellbeing is high on our priority list. We want children to be happy, to feel safe and to build strong relationships. Often, children with SEND struggle with transitions and changes and we do whatever we can to support this. Consistency and routine help children to feel safe and when changes happen, we ensure that children have time to adapt to new routines so that they are ready to learn.

We do not tolerate bullying at Perton First School. We teach the children about online safety. We strive together to Dream, Believe and Achieve. Spiritual, moral, social and cultural education permeates our curriculum.

Staff are trained in relevant medical needs, such as asthma, anaphylaxis, epilepsy, diabetes and the correct distribution of medication. Staff are happy to support with toileting and personal care needs and will work with parents.

#### Working together

All of our teachers are qualified, and many have undertaken further specialist professional development. Staff have undertaken further training relating to SEN and Inclusion as part of our school development plan this year. All teachers have had training from the educational psychology team around de-escalation strategies. Teaching staff in EAPDR cycles have had training from the autism inclusion team, speech and language therapy, educational psychologist and SEDIS (outreach from special schools). Our teaching assistants have a range of expertise in delivering therapeutic support, Play Therapy, Nurture, ELSA, Lego Therapy. This is not an exhaustive list and continuing professional development is key to ensuring staff throughout school remain updated and skilled. Our school is registered with the following National Online Safety. This is something we are constantly developing. We pride ourselves on being fully inclusive and work with professionals to improve our practice.

Safeguarding concerns should be directed to our safeguarding lead Anne Bennett [headteacher@perton-first.staffs.sch.uk](mailto:headteacher@perton-first.staffs.sch.uk) or phone 01902 500450

If a child is in immediate danger, please call 999 Call Staffordshire Children's Advice and Support: Phone: 0300 111 8007 (Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm) Emergency Duty Service: (Out of Hours) Telephone: 0345 604 2886 Mobile: 07815 492613

More information can be found here: <https://www.staffsscp.org.uk/>

The SENCo is Emily Harris and can be reached by email [emily.harris@perton-first.staffs.sch.uk](mailto:emily.harris@perton-first.staffs.sch.uk) or phone 01902 500450

At Perton First School the Governing Board is responsible for working with the school to ensure that it delivers a good quality education. Together with the Headteacher, Mrs Bennett, who is responsible for day-to-day management, the Governing Board helps to set the school's aims and policies.

We work with families and offer family support when we think it will be beneficial. We can make referrals to the local family support hub.

#### Inclusion and accessibility

Our site is inclusive for all. We are wheelchair accessible with the exception of the mobile classrooms which have 3 steps. We have a fully accessible disabled bathroom and most of the school is on the same level. We have a disabled parking space in the carpark. When communicating with those whose first language is not English, we use assistive technology or an interpreter. We also use a highly visual communication approach with symbols. In nursery we use symbols, objects and Makaton.

Fully accessible

Partially accessible ✓

Not accessible

#### Joining and moving on

Admissions arrangements can be found on the website. We offer all prospective parents a tour carried out by the headteacher or a member of SLT. We hold parents meetings for reception children.

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support children, parents, and carers throughout the process. We work alongside staff, parents, carers and children to ensure this is a positive and as stress free as possible.

#### Additional Information

You can contact Staffordshire County Council SEND Local Offer:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5> for further information about services to support your child

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

If you are unhappy about decisions that are being made, please contact the SENCo [emily.harris@perton-first.staffs.sch.uk](mailto:emily.harris@perton-first.staffs.sch.uk)

If the issue can't be resolved, the complaints procedure should be followed <https://www.perton-first.staffs.sch.uk/policies>

#### Type of Setting

Mainstream	<input checked="" type="checkbox"/>	Resourced provision	<input type="checkbox"/>	Post 16	<input type="checkbox"/>	
Early Years	<input checked="" type="checkbox"/>	Primary	<input checked="" type="checkbox"/>	Post 18	<input type="checkbox"/>	
First School	<input checked="" type="checkbox"/>	Academy	<input type="checkbox"/>	Independent/non-maintained/private	<input type="checkbox"/>	
Other	<input type="checkbox"/>	Special	<input type="checkbox"/>			
Maintained	<input checked="" type="checkbox"/>	Secondary	<input type="checkbox"/>			
		Free School	<input type="checkbox"/>			

DfE Number: 124177

District: South Staffordshire

Specific age range: 2-9 years

What types of special educational needs do you cater for? Inclusive mainstream

Offer specialisms in:

Inclusive mainstream setting

SEND pathways for:

- pre-verbal complex and profound needs and sensory needs
  - autism and linked cognition and learning difficulties and speech and language difficulties, flexible thinking difficulties and sensory needs
  - SEMH social and emotional difficulties and ADHD and autism and sensory needs
- These offer time in class and time out of class for children with an EHCP awaiting specialist provision, children with an EHCP in mainstream and children working towards an EHCP

*Note: these are not resource bases*

- Support for cognition and learning difficulties within classrooms