



Plumpton Primary School

SEND Information Report

Special Educational Needs Coordinator (SENCo): Mrs Sarah Penny

At Plumpton School, we strive to provide support for all children to succeed at school. Most children find certain aspects of the curriculum a challenge and we are there to help along the first years of every child's learning journey. At times, children need more support from school staff to help reach their targets. Occasionally children need intervention and support from Specialist Advisory Teachers (SATs). This document sets out how it all works at Plumpton School.

The Local Offer

Each Local Authority produces a list of all services available to support children with SEN and their families known as The Local Offer. Information about The Local Offer on the Westmorland and Furness Council's website sets out the provision that schools have for children with SEN.

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| | | <p>appointment with the SENCo can be arranged if necessary to discuss possible advice and support from outside agencies.</p> |
| <p>How will school staff support my child?</p> | <p>Who will oversee the plan and educational program? Who will be working with my child and how often?</p> <p>How the governors involved and what are their responsibilities?</p> | <ul style="list-style-type: none"> • All pupils have work which is differentiated for their needs. Children with an individual plan may work in small groups or individually with the class teacher and the class teaching assistant. • The governors at Plumpton School have a responsibility to ensure that the statutory rights of pupils with additional needs are met by the school. The SENCo keeps governors fully updated via a SEND report. |
| <p>How will the curriculum be matched to my child's needs?</p> | <p>What are the school's approaches to differentiation?</p> <p>How will that help my child?</p> | <ul style="list-style-type: none"> • Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. • Targeted work at the correct level ensures that pupils are able to make progress during lessons understanding new concepts, developing skills and increasing knowledge in all subjects. • Where children need specific intervention, small group work or one-to-one sessions will be introduced. |
| <p>How will I know how my child is doing and how will the school help me</p> | <p>In addition to normal reporting arrangements, what opportunities will there</p> | <ul style="list-style-type: none"> • All classes have an open door approach to parents and teachers are happy to discuss issues as and when they |

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| <p>to support my child's learning?</p> | <p>be for me to discuss my child's progress?</p> <p>How does the school know how well my child is doing?</p> <p>How will I know what progress my child should be making?</p> | <p>arise on a daily basis. Appointments can be made to discuss more serious concerns.</p> <ul style="list-style-type: none"> • Children with Individual Education Plans are reviewed over the course of the year and parents are invited in to discuss progress and next steps. • Thorough tracking and regular formative and summative assessment is used to measure each child's progress. Assessments are carried out in a variety of ways including practical activities, observation, through class work and tests. • For children with SEN plans, targets are reviewed regularly. • Your child's progress will be discussed at twice yearly parent teacher consultations and in termly written progress reports. • Children with Education Health Care Plans have an annual review where all agencies involved in the plan meet with parents/carers. |
| <p>What support will there be for my child's overall wellbeing?</p> | <p>What opportunities will there be for regular contact about things that have happened at school?</p> | <ul style="list-style-type: none"> • The school has an open door approach to parents. There is always daily contact between school staff and parents/carers to ensure that any worries are dealt with |

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| | <p>How will you explain to me how my child's learning is planned and how I can support this outside of school?</p> <p>How and when will I be involved in planning my child's education?</p> <p>Do you offer any parent training or learning events?</p> <p>What is the pastoral, medical and social support available in the school for children with SEND?</p> | <p>promptly. Staff promote wellbeing and we have a qualified Mental Health First Aid practitioner.</p> <ul style="list-style-type: none"> • Children with additional needs work with a group or individual plan. This plan is shared with parents to enable them to follow it outside of the school. • Parents/carers are invited to contribute to these plans by adding any targets that they feel would help their child make progress. These can also be targets relating to social skills. • School offer workshops for parents over the course of the school year covering phonics, maths and reading. We can sign post to other agencies offering support in other areas. • Personal, Health and Social Education (PSHE) forms an important part of our overall curriculum. At Plumpton we teach these topics through the Jigsaw Scheme and all children take part in weekly lessons which tend to be practical in nature. We also have a qualified ELSA (Emotional Literacy Support Assistant). |
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| | <p>How does the school manage the administration of medicines and providing personal care?</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>How will my child be able to contribute their own view?</p> | <ul style="list-style-type: none"> • Any children with medical needs are supported according to their plan and mostly have external agency support alongside school support. • Parents have to complete a medical form before we are able to administer medicines. For children with more complex medical needs, a Health Care Plan is written. • All staff have annual training for diabetes care, epilepsy and use of epi-pens. • There is a positive ethos in the school rewarding good attendance and behaviour. Children are actively involved in making our golden rules and the School Councils monitor and feedback on how these are working. • Good communications between staff following playtimes ensures that breaks run smoothly with clear systems for dealing with inappropriate behaviour. • Attendance is monitored by the headteacher and governors. Any concerns are dealt with promptly. If these persist, the school seeks advice from the LA's inclusion team. |
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| | | <ul style="list-style-type: none"> • As appropriate, children are able to give their views either with support of their class teacher or SENCo. Children can also express their views to their representative on the School Council. |
| <p>What specialist services and expertise are available or access by the school?</p> | <p>Are there specialist staff working at the school and what are their qualifications?</p> <p>What other services does Plumpton School access?</p> | <ul style="list-style-type: none"> • School staff have received a range of training at different levels. This includes: <ul style="list-style-type: none"> ○ How to support children on the autistic spectrum ○ How to support children with type 1 diabetes ○ How to support children with epilepsy ○ How to support children with multi-sensory needs ○ Mental Health First Aid • In addition, the SENCo attends regular training and updates through our SEND cluster. • The school has a multi-agency approach and works alongside: <ul style="list-style-type: none"> ○ Speech Therapists ○ Occupational Therapists ○ Specialist Advisory Teachers ○ Educational Psychologists ○ Children's Community Nurses ○ Children's Services ○ Barnados |

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| | <p>Do you have any specialist staff and what do they specialise in?</p> | <ul style="list-style-type: none"> • We have members of staff trained in reading and maths intervention as well as an Early Years Speech and Language intervention. |
| <p>How accessible is the school's environment?</p> | <p>Is the building fully wheelchair accessible?</p> <p>Are there disabled changing and toilet facilities?</p> <p>How does the school communicate with parents/carers whose first language is not English?</p> | <ul style="list-style-type: none"> • Our building is fully wheelchair accessible. The recently renovated playground also has features designed for the use of wheelchair users. • We have a disabled toilet but no disabled changing facilities at the current time. • The school can access support from Specialist Advisory Teachers for EAL. The school philosophy would always be to greet people on a one-to-one basis and make everyone feel welcome and included in our school community. |
| <p>How will the school prepare and support my child to join or transfer to a new school or the next stage of education?</p> | <p>What preparation will there be for both the school and my child before they join a Plumpton School?</p> <p>How will my child be prepared to move into KS3?</p> | <ul style="list-style-type: none"> • Children joining the EYFS setting have a transition programme which enables them to have 'taster days' in the term before they start school. Parents/carers are invited to the school for a meeting and opportunity to look around the school and meet staff at the same time. • Collaborative work between the secondary schools in Penrith begins when the children are in Year 5. This |

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| | <p>What information is provided to my child's new school?</p> | <p>involves visits from Headteachers and Heads of Year as well as visits to the schools themselves. Transition events take place when children are in Year 6 and they experience a variety of activities at both Penrith secondary schools. Prior to transition day in the summer term, Year 6 pupils have a camp with 4 other cluster schools to help them meet new friends before moving on.</p> <ul style="list-style-type: none"> • Children moving to a new school due to relocation etc. will have all of their SEND records forwarded to their new school. The SENCo will telephone to discuss the child's individual needs. • Staff from secondary schools will be invited to annual reviews in Year 5 for children with EHCPs. All records will be forwarded at the end of Year 6 and individual needs are discussed between SENCos at both schools. |
| <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <p>How is the school's special educational needs budget allocated?</p> | <ul style="list-style-type: none"> • The budget is used to provide equipment, support and training to support individual pupils as appropriate. The budget for children with an EHCP is spent entirely on staffing as the most important resource. |
| <p>How is the decision made about what type and how much support my child will receive?</p> | <p>In the decision-making process, who will make the decision and on what basis?</p> | <ul style="list-style-type: none"> • For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parents/carers. |

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| | <p>Who will be involved? Will I be involved?</p> <p>How does the school judge whether the support has had an impact?</p> | <ul style="list-style-type: none">• The decision to give a pupil an EHCP is reached by a panel of professionals following a referral from the school and recommendations from external agencies.• Whether the support has had an impact is judged through careful assessment from the beginning of the intervention, regular assessment during the intervention and again at the end and is measured against the outcomes of targets. |
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