

SEND Information Report 2023-2024



This SEND information report meets the legislative requirements set out the SEND Code of Practice (2014)

<p>What kinds of SEND do the children have at our school?</p>	<p>At Powerstock Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. A child has ‘special educational needs’ if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>At different times in their school life, a child or young person may have a special educational need. The SEND Code of Practice 0-25years 2014 defines SEND as follows:</p> <p><i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <p style="padding-left: 40px;"><i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i> <i>b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”</i></p> <p>The SEND Code of Practice 2014 sets out four broad areas of special educational need that include a range of difficulties and conditions:</p> <ol style="list-style-type: none"> 1. Communication and Interaction (can include Speech and Language communication needs SLCN) 2. Cognition and Learning -can include Specific Learning Difficulties (SpLD, Moderate Learning Difficulties (MLD). 3. Social, Emotional and Mental Health difficulties (SEMD) 4. Physical and/or Sensory Needs including visual impairment (VI), Hearing impairment (HI) or physical difficulty (PD). <p><u>Disability</u></p> <p>Some children who have SEND may have a disability under the Equality act 2010 (a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out</p>
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	<p>normal everyday activities.) This includes sensory impairments, such as difficulty in hearing or seeing, and long-term health conditions.</p> <p>The school welcomes pupils and visitors with physical disabilities. We note that some areas of the school are currently inaccessible, and this situation is under review and an Accessibility plan has been drawn up (please see policies).</p> <p>Accessibility policy</p> <p>Intimate Care policy</p> <p>Dorset Council's Local offer</p>
<p>How does the school recognise if a child has SEND.</p> <p>As a parent, what should I do if I feel that my child may have special educational needs?</p>	<p>The school's SEND policy,</p> <p>Identification is made in a variety of ways: -</p> <ul style="list-style-type: none"> • Liaison with previous school or pre-school setting • Data collection while teaching, monitoring and assessing over time. This will evidence the children that are making slower than expected progress • Observing children in lessons independently and with support • Working in partnership with families who tell us that they are worried about their child's learning or development • Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance • Liaison with external agencies e.g., for a physical/ sensory issue, speech and language · Use of standardised assessment • Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority. If you have any concerns regarding your child's progress or well-being, please speak to your child's class teacher or SENDCo Mrs. Angela Oxenbury. • Performance in end of unit tests, national tests including SATS and phonics tests

	<ul style="list-style-type: none"> • Performance in class, daily work or ongoing assessments <p>Children who are making slower progress receive targeted small group support and/or individual support.</p>
How will the school staff support my child?	<p>If your child has a special educational need or disability, then they will need support that is 'additional to and different from' other children. The class teacher will plan a range of appropriate strategies to support the child's learning. These include providing an adapted curriculum which provides carefully planned tasks that are matched to your child's individual needs. Additional resources such as visual aids and ICT may be used. These will be recorded on your child's Assess, Plan, Do, Review Plan known as APDR.</p> <p>APDR plans are shared with parents at or before parents evening. Children with an EHCP will also have at least a yearly review meeting.</p> <p>Parents are kept fully informed about their child's special educational needs. Home/school links are important to ensure clarity of understanding and high levels of co-operation.</p>
What does the school do to ensure children with SEND access a rich curriculum alongside their non-SEND peers?	<p>At Powerstock Primary School we plan motivating, exciting, relevant and accessible learning through our curriculum topics. We believe that all children learn best through first-hand experience, and so we make as much use of the local environment as we can as well as providing trips and use of other local facilities, such as the nearby orchard, local walks and the river.</p> <p>Good quality teaching is provided for all pupils that is planned to meet their particular needs and delivered by experienced staff.</p> <ul style="list-style-type: none"> • Children with SEND access a broad and balanced curriculum in the same way as their peers. • Our school provides quality first teaching and support which enable SEND children to fully access the curriculum. • Planned learning with suitable level of challenge. • Theme/topic word banks • Pre and post teaching of new learning to enable easier access and catch-up teaching to provide support for those who need further explanation. • Teaching assistant support in groups

	<ul style="list-style-type: none"> • For those with an EHCP and higher levels of need, support for specific programs such as Occupational therapy, sensory timetables, specialist reading schemes and so on. • Intervention programs for speaking and listening, handwriting, reading, spelling, and maths. • Hamish and Milo sessions run for children who have been identified as having social and emotional needs. • Support is offered at Lunchtime, to attend sporting events and after school clubs • Using IT to support writing • Modified language and visual aids • Support from advisory teachers
<p>What support will there be for my child's well-being?</p>	<p>At Powerstock Primary School we believe that happy children learn best. Within school we have a clear behaviour policy so that children know what is expected. At the start of a new academic year the children are involved in drawing up classroom charters so that they have ownership of the classroom expectations.</p> <p>All classes have a daily mindfulness session at 11am and we follow a structured PSHE curriculum to support the development. However, for those children who find aspects of this difficult we offer:</p> <p>Hamish and Milo sessions</p> <p>Social awareness games and activities</p> <p>Lunch time and play time support / play partners</p> <p>Regular movement breaks</p> <p>Access to external agencies and professionals and then we can follow their advice</p> <p>Zones of Regulation sessions</p> <p>Individual workstations</p> <p>Meet and greet</p> <p>Individual reward/behaviour systems</p> <p>Social stories</p> <p>Nurture sessions</p> <p>Forest School sessions</p> <p>Sensory activities and diets</p> <p>Medical needs are well catered, and provision is made prior to admission. If you require further information, please see SEND policy supporting children with medical conditions.</p> <p>There are various opportunities for pupils to have a voice on decision making in the school.</p>



	<ul style="list-style-type: none"> • A proactive School Council that meets regularly. • SLT carry out pupil voice questionnaires once a year.
How will school share my child's progress?	<p>In addition to normal reporting arrangements, there is an “open door” approach whereby teachers are accessible at the end of the day.</p> <ul style="list-style-type: none"> • Every child's progress will be continually monitored by their class teacher. • All progress will be reviewed formally and tracked with the Headteacher and SENDCO every term in reading, writing and numeracy. • Twice a year we hold Parent Consultations meetings, and each child will receive an end of year report. Teachers make clear the attainment against age related expectations and the level of progress made. • At the end of each key stage (i.e., at the end of Year 2 and Year 6), all children are required to be formally assessed. • Where necessary, children will have APDR document, based on targets set by outside agencies specific to their needs with the intention of accelerating learning and to close the gap in learning. Progress against these targets will be reviewed regularly, evidence of judgments assessed, and a future plan is made. • The progress of children with an EHC Plan (Educational, Health & Care Plan) will be formally reviewed at least once a year, at an Annual Review Meeting with all adults involved with the child's education. • Whole school newsletters with information about recent events. • School website, class news, photograph gallery, planning, and useful links. • In addition to this, where necessary we also communicate via home/school link books and by text, email and by Tapestry in KS1 and other chosen children.
What specialist services and support at the school?	<p>School provision accessed this year:</p> <p>Our school involves a variety of outside agencies to support us and your child when necessary. These include:</p> <ul style="list-style-type: none"> • Educational Psychologist and Specialist teachers – through Planning meetings • Speech and Language Therapist SALT – who may assess speech difficulties and language acquisition, provides support and advice for the SENDCO and class teachers.

	<ul style="list-style-type: none"> • Behaviour Support - observes children's behaviour within school and at playtimes, gives support in diagnosing needs, meets with parents to discuss behaviour and provides support and advice for SENDCO and class teachers. • Hearing and Vision Support Service – supports children within school with direct teaching and resources, provides support and advice for staff. • School Nurse- advice and signposting for health needs • Family workers who may meet with school staff to have a TAF meeting • CAMHs (Child and adolescent mental health) service that we can refer children to • School Counselling sessions • Children's social services • Occupational Therapy • Community Paediatrician • Parenting support from Local Family Support at Dorset Council • Physiotherapy services • School nurses • Safer Schools and Communities Team (Police)
What specialist training does your staff have?	<p>All our teachers have Qualified Teacher Status. All teaching and support staff undertake SEND training in school as part of their continued professional development. This is delivered by the SENDCo or by outside agencies. Recent training includes:</p> <ul style="list-style-type: none"> • Hamish and Milo training • Therapeutic thinking training • Attachment disorder trained staff • Bug club phonics training
How will the school prepare my child for school trips?	<p>At Powerstock Primary School we believe all learners are entitled to the same access to extracurricular activities and are committed to making reasonable adjustments to ensure participation for all.</p> <p>School trips are discussed with parents of children with SEND to brief them on arrangements and they are offered the chance to accompany their child if they want to.</p>

	<p>Any additional support or necessary adjustments are recorded on the Risk assessment.</p> <p>Please contact us if your child has any specific requirements for extracurricular activities.</p> <p>If it has not been possible for a child to take part in an out-of-school activity, information has been shared with parents and alternative arrangements have been made.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school is fully compliant with DDA requirements. • The school is on a split-level with easy opening double doors and wall handles. Special arrangements may be necessary for some children with physical difficulties as our upstairs classrooms are only accessible by stairs. • The front desk has a wheel-chair height section and is DDA compliant. • There is one disabled toilet/changing facility. • We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENDCO and head-teacher manages an SEND budget, used to ensure that all pupils have access to the very best equipment. • The school has a “Quiet room” and an outside learning area. • The school has an up-to-date accessibility plan, which is considered each year, and whenever there is building work planned. • Each year pupil’s individual medical concerns are considered, and adaptations are made as necessary. Extra adults can be deployed to a child who we feel had medical needs, in line with our medical conditions policy. • We have a wide accessible daily mile track fitted to allow easier access to the daily exercise route.

<p>How will school prepare my child for periods of transition?</p>	<p><u>New pupils to Powerstock Primary School</u></p> <p>Foundation Stage staff will meet with new pupils and parents' prior them joining our school; there is also the opportunity for a home-visit. Concerns about needs will be brought to the attention of the SENDCo. The SENDCo /class teacher also visits the pre-schools and will arrange a Portage visit if needed or attend pre-school meetings if needed.</p> <p>Parents and new intake children are invited into school for an Induction session and a range of information to support them in enabling their child to settle into the school routine.</p> <p>Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCo will communicate with previous school to discuss individual pupil's needs.</p> <p><u>Preparing for next steps- within school</u></p> <p>Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.</p> <p>To encourage familiarisation before a move of class, children experience-</p> <ul style="list-style-type: none"> • Sessions of exploration • Social stories • Treasure hunts • Time spent in the new classroom and with new teacher • Photographs of their new class and new staff members <p><u>To Secondary School</u></p> <p>Planning for transitions to Secondary school will take place in the Summer Term. Arrangements for transition or enhanced transition to Secondary School for a pupil with SEN is planned and arranged with the SENDCOs of both schools, according to individual need.</p> <p>Secondary School staff often visit the Year 6 teacher and coordinate transition timetables and meetings with parents and new school SEND staff. Children from year 5 and 6 often attend taster sessions in English, Science and PE.</p>
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<p>What specialist resources, interventions do you provide for SEND.</p>	<p>Bluetooth keyboards Speech and Language resources Hamish and Milo resources Rapid phonics Sensory resources and activities Small group or 1-1 booster sessions for writing and numeracy Emotional regulation and social situations activity book Emotional support for children struggling with their attendance ‘Words first’ books Regular movement breaks</p>
<p>How is the decision made about the support my child will receive?</p>	<p>The school budget, received from Dorset Council, includes money for supporting children with SEND.</p> <p>The Head Teacher and the SENDCo decide on the specific deployment of adults and resources in consultation with the school governors on the basis of needs in the school.</p> <p>Where the needs of a pupil are more complex an EHCP provides further money depending on the band the child falls into.</p> <p>The school identifies the needs of SEND pupils on the SEND register. This identifies all support given within the school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.</p>
<p>As a parent how can I be involved in the school?</p>	<p>The children have Home Learning Journals which provide regular ways for them to further practice their learning at home. Our curriculum information is published on the school website so that you can see what your child will be working on over each half term. Celebration Assemblies provide a further opportunity for you to see what is happening in the school.</p> <p>The school website provides a wealth of information about our school and has links to other useful websites that would help you to support your child’s learning. The children are involved in the running of the school through the school council.</p>

	<p>At Powerstock School we value the importance of building positive relationships with parents and families within our school community.</p> <p>Parents are consulted via:</p> <ul style="list-style-type: none"> • Parents evenings in October and February • Open door policy with teachers on the playground every morning and evening • Annual reviews for children with an EHCP <p>We have recently set up a parent support group called 'Conkers'. It runs every other Friday in the hut and it is a confidential support group run by Mrs Elizabeth Rutherford (SEND governor).</p>
Who can I contact for further information?	<p>SENDCO Mrs Angela Oxenbury, full time KS1 Teacher and SENDCo</p> <p>Telephone 01308 485380 available via school email- office@powerstock.dorset.sch.uk</p> <p>Appointments can be arranged in person, by phone or by email.</p>
16. Where else can I look for support?	<p>Click on the links below to find out more;-</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Powerstock School • Dorset for you- local offer • Autism Wessex • Children's Centre

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| | <ul style="list-style-type: none">• Family Partnership Zone• Sendiass• Dorset Parent Carer Council |
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Assess, Plan, Do, Review

Parent signature:
Pupil signature:
School Signature:

10: Attendees:	1: Name:	Attendance: Full time	PP/FSM/LAC/SGO/CP CIN Date: July 2024 dd/mm/yy No SEN need Monitoring SEN Support EHCP
	2: All About Me: What do we like and admire about the CYP? What is the pupil good at? What are the pupil's interests?		
	3: What do I need? Describe presenting difficulties and consider any forthcoming transitions.		
	4: My Views: Pupil Views		
	5: What's Working Well? Home: School: Other:		6: What Could Work Better? Home: School: Other: Health/diet/dentist/eye test/hearing
	7: Who Can Help? ELSA, TA, Specialist Teacher, EP, OT, CAMHS? What help might the family need?		
	8: What I want to Achieve: (include whether outcomes are achieved at Review)		
	1 Outcome 2 Outcome 3 Outcome		

9: Agreed Actions	Who?	When?
1		
2		
3		
Next Review Meeting: minimum termly		