Pinewood SEN Information Report

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

Pinewood School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs** - this includes children who have speech language and communication difficulties such as children with ASC.
- **Cognition and Learning needs** - this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia, dysgraphia and dyscalculia.
- **Social, Emotional and Mental Health needs** - this includes children with ADHD.
- **Sensory and/or Physical needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are an independent, mainstream school, including a local authority funded Early Years setting. We assess our ability to support children and young people with SEN on a case by case basis.

Our Special Educational Needs Co-ordinator (SENCo) is: **Mrs Harriet Davies**
She can be contacted at: **hattydavies@pinewoodschool.co.uk**
Our governor with responsibility for SEND is:
Mr Edward Mawle

Our SEN policy can be found: on the school website
Our Equality Scheme and Accessibility Plan can be found: on the school website

How do we identify and give extra help to children and young people with SEN?

The EYFS uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.
This guidance, alongside our SEN policy, sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our provision.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read the guidance from OCC:

Guidance and policies about SEN and disability | Oxfordshire County Council

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: *by sharing and inviting comments from parents on our LS Individualised Learning Plans and Support Plans; by discussing and asking for input by children on their Learning Plans; by agreeing targets with our 1:1 pupils and by regular review meetings with parents, by regular email contact and by scheduled phone calls.*

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by: *displaying our policies on the school website and being open to comments and suggestions.*

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabilities is set out in the School Accessibility Plan.

We offer high quality teaching across the school, including use of differentiation, specific intervention programmes and targeted support.

In the EYFS, Y1 & Y2, teaching assistants provide in-class support, we use the 5 Minute Box, Number Box, Toe by Toe, set up differentiated spelling and handwriting groups, and also work with small groups and more targeted Booster groups to enable the development of language and literacy skills, numeracy skills and other areas that may need addressing, such as motor skills or communication and interaction.

In Y3&4, teaching assistants provide in-class support. We use Five Minute box, Number box, Power of 2, Plus 1, Toe by Toe and Stride Ahead to develop children's reading, comprehension and numeracy skills. There are differentiated reading, spelling, maths, handwriting and other small groups, and specialist Learning Skills staff run Booster groups in response to need.

In Y5-8, a teaching assistant or Learning Skills staff provide in-class support, as appropriate, to address specific needs or ensure sufficient support in lower sets, and targeted reading and HFW spelling groups are set up as the need arises. School laptops/chrome books/iPads are available to those who need them to facilitate their writing or organisational skills.

Reading Groups are run by Learning Skills staff for children in Y1-8 to further reading skills and Learning Skills staff listen to children read during the reading slots/first thing in the morning. The Accelerated Reader programme is used to promote and further children's reading in Y3-8, allowing us to closely monitor progress in reading accuracy and comprehension, as well as breadth of reading.

What expertise can we offer?

Our SENCo and all of our specialist teachers are qualified specialist teachers who have qualifications in SpLD, Level 5 minumum. They teach children 1:1 and in Booster groups, and are available for advice and in-class support. All staff attend termly INSET, which includes updates on developments in SEN. Other training is arranged on a need basis. There is a CPD budget available for all staff to improve their skills and knowledge.

Teaching assistants are trained in-house to support the particular needs of children they work with. They may also go on relevant courses.

We also refer to a range of specialist support services, as appropriate and always in consultation with parents, including:

Play Therapy

Educational Psychology

Occupational Therapy

Speech & Language Therapy

SENSS, supporting children with communication and language needs, sensory needs and physical needs

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team (for children in our Early Years setting)

Therapy services

Early Intervention

Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:
Support services for SEND | Oxfordshire County Council

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through Progress Tests in English & Maths, Verbal & Non-Verbal Reasoning assessments, in addition to end of year exams and half termly tests. The Accelerated Reader programme in Y3-8 also allows us to monitor their progress in reading accuracy and comprehension, as well as their breadth of reading.

In addition, for children/young people with SEN we regularly review progress towards agreed targets and expected outcomes, gauging whether the support that has been in place has made a difference and what we need to do next.

When we run specific intervention programmes for groups of children, we regularly review how successful they have been and use that information to decide on how best to run them in the future.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

SEND information is included alongside medical information on the school's Away Trips risk assessment form.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:
Oxfordshire Family Information Service (OxonFIS)

Oxfordshire's accessibility strategy can be read at:
Children, Education & Families - Schools Accessibility Strategy

What do we do to support the wellbeing of children/young people with SEN? All children have the opportunity to share their views through their school council representatives and through their form tutors who are concerned primarily with the pastoral care of their tutees.

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We listen to the views of children/young people with SEN by ensuring good relationships with form tutors, house tutors, 1:1 or Booster group teachers and promoting the Learning Skills department as a safe place where their concerns are listened to.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by celebrating differences within the school community and providing a range of opportunities for children to shine. There is a culture of trust and openness between children and their form tutors, heads of school and the boarding staff, where applicable, that ensures that children feel confident to share any concerns that they have.

Our Head of Well-Being & Emotional Support is available for parents and children to talk to at specific times in the school day and during boarding. Daily well-being drop-in sessions for the children with the Head of Well-being & Emotional Support/Head of SEND are also available. Regular 1:1 sessions are set up as the need arises, or referral to one of our ELSA (Emotional Literacy Support Assistants). Referrals may also be made to outside agencies in consultation with parents.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEN, we arrange for them to spend time with the SENCo, discussing the kind of support that may help them when they come to Pinewood, and assessing their needs where appropriate.

We begin to prepare young people for transition into the next stage of their education or training by developing their independence as they move through the school, giving them greater responsibility in their final year, encouraging them to take part in activities beyond the confines of the school and visiting senior schools through workshops and challenge days, as well as specifically for transition purposes.

Who to contact

If you are concerned about your child, contact their form tutor, subject taker or head of school in the first instance, or you may contact the SENCo directly.

If you would like to feedback, including compliments and complaints about SEN provision, please email or telephone the SENCo or Headmaster. We aim to respond to any complaints on the same day, often to arrange a meeting to discuss the issue further.

If you would like impartial advice from Oxfordshire's Parent Partnership Service contact:
SENDIASS Oxfordshire

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: Family Information Service

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
Special educational needs and disability: The local offer | Oxfordshire County Council

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