



INFORMATION FOR PARENTS REGARDING SPECIAL EDUCATIONAL NEEDS PROVISION AT PINEWOOD INFANT SCHOOL AND FOUNDATION UNIT

The special educational needs inclusion and disability Co-ordinator is Claire Reville, the Deputy Head Teacher. As the special educational needs co-ordinator (sometimes referred to as the SENco) she supports the staff and parent/carers to ensure a child with need is effectively supported.

Any concerns about a child in school specific needs please talk to the class teacher. The special educational needs co-ordinator (SENco) is available to offer support and guidance and make sure outside agencies work well with you to provide a full service to meet your child's needs.

LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

1. What kind of special educational needs does the school make provision for?

We are an inclusive school and cater for every child that joins our school. We support children which include additional needs:

- Speech and Language delay
- Medical conditions
- Autism
- Dyslexia
- Learning difficulties
- Emotional and behavioural issues

2. How does the school know if children need extra help and what should I do if I think my child might have special educational needs?

When children enter school we listen to parent/carers concerns and assess children to identify who might need additional support. School does this through a range of ways, such as observations and tests to find out what specific support is needed. If school is concerned they will contact to discuss the way forward

3. a) How does the school evaluate the effectiveness of its provision for children with special needs?

We measure success by the progress children make. It is closely monitored and is constantly looked at and reviewed so that children get the best education for them.

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Interventions for some individuals are carefully tracked and no child is left behind. We offer early morning and after school booster sessions and individual progress plans for children when appropriate.

b) We offer and support children with special educational needs by;

- using individual planning
- having small and individual intervention groups
- using assessment tools to help school with knowing how to support an individual
- signing using Signs and Symbols
- having a movement teacher to support physical skills
- using a PE Coach for individual sessions
- using Think Children to support children with emotional issues
- training support staff and parent/carers
- using Inclusive Technology
- having a large bank of learning support staff to facilitate learning

c) What is the schools approach to teaching children with special educational needs and disability?

Pinewood is a fully inclusive school and has the very highest expectations for all children. Every child is treated as an individual and their needs are met accordingly.

d) How will the learning and curriculum be matched to my child's needs?

Everything we do will be matched to children need's and is carefully planned to match different abilities within the classroom. A child might have an individual programme but our ultimate aim is to always make learning happen at each child's level in the classroom.

e) How are decisions made about the type and amount of support my child will receive?

After an initial assessment the teacher, special educational needs co-ordinator (SENco) and you will discuss what the best support is for your child. Individual progress plans outlining how this is achieved will be available to you to see how school is addressing your child's needs.

There is additional funding outside of school and this will be applied for by the SENco if needed.

f) How will my child be included in activities outside the classroom, including school trips?

We are an Inclusive school and all children are involved in all activities. If any child needs additional support of provision then this will be provided.

g) What support will there be for my child's overall well-being?

Children are very well supported in all aspects of their development, including emotional. We offer therapy for individuals and groups. Staff have a fabulous relationship with all the children and it's our mission to 'Make Learning Irresistible'.

4. Who is the special educational needs co-ordinator (SEN co) and what are their contact details?

The special educational needs and inclusion co-ordinator is Claire Reville, the Deputy Head Teacher. As the special educational needs co-ordinator (sometimes referred to as the SENco) she supports the staff and parent/carers to ensure a child with need is effectively supported. She can be contacted on 01159521717 or you can email office@pinewood.notts.sch.uk or creville@pinewood.notts.sch.uk.

5. a) What training have staff supporting special educational needs and disability had and what is planned?

Staff have on-going training and support. We are driven by need and therefore training is dependent on that. Staff have been trained in Signs and Symbols and Autism.

b) What specialist services and expertise are available or accessed by the school?

Staff have a great expertise and experience with children with physical disabilities, Autism, speech and language delay and moderate learning needs. Local Authority provision will also be applied for if needed.

6. How will equipment and facilities support children with special educational needs and disability? How accessible is the school?

We will try to offer whatever is required to support a child in school. Our site is not very wheelchair friendly but we still manage with wheelchair users!

7. What are the arrangements for consulting parents of children with special educational needs and disability? How will I be involved in the education of my child?

We operate an open door policy and you can discuss your child at any time with the class teacher. We offer 3 meetings a year to discuss your child's progress. The SENco will have a progress meeting at least once a term to discuss individual children who have been identified as having special educational needs or disability.

8. What are the arrangements for consulting children with special educational needs and disability and involving them in their education?

Children at Pinewood are very much involved in their education. Staff work tirelessly to create exciting, stimulating learning that meets their needs and is tailored to their interest.

9. What do I do if I have a concern or complaint about the special needs provision made by the school?

Parent/carers are encouraged to discuss any concerns with the class teachers in the first instance or they are able to speak to the SENco. See our school complaints policy on the website.

10. How does the governing body involve other organisations and services (e.g health, social care, Local Authority support services and voluntary organisations) in the meeting the needs of the children with special educational needs and disability and supporting families of these children?

The SENco provides a termly report for governors and liaises regularly with the governor who oversees special educational needs in school. This enables governors to see progress of children with additional needs and ask questions to make sure that all children's needs are met.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parent/carers?

School signposts parents to use a wide range of support agencies such as Family Support, NORSACA (Autism group), Speech and Language therapy. The SENco will also refer a child to obtain advice and support for specific children. The website contains lots of information too.

12. How will the school prepare my child to transfer to and from a different school?

Pinewood has excellent relationships with our feeder school Killisick and we work together to make it a seamless transition for children with special educational needs or disability.

13. Where can I access further information?

Further information is available:

- on the school website
- from the school office
- in our termly newsletters
- on our display boards in and around school