Be Your BEST
Believe – Excellence – Safe – Team
The Pines School

At The Pines School we are committed to working together with all members of our school community. We believe in participation for all and strive to create an inclusive culture which recognises and celebrates the diversity of children's backgrounds, interest, experience, knowledge and skills. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We value high quality teaching for all learners and actively monitor the teaching and learning in our school.

The Pines offers a broad, balanced and relevant curriculum and we have high expectations. We aim to create a learning environment which is flexible enough to meet the needs of all our pupils. We monitor and assess the outcomes and progress of all learners, ensuring that learning is taking place.

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Identification of additional or Special Educational Needs and Disabilities (SEND)

How does the setting identify children with additional needs or SEND?

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo (Special Educational Needs Coordinator), will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified and pupils are assessed by their teacher each half term and whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.

We are able to provide for a range of different Special Educational Needs and Disabilities and have processes for identifying and supporting pupils who have difficulties in the broad categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs.

Pupil progress is recorded on a school tracking system.

Pupil Progress meetings take place termly with year group teachers, Phase leaders, SENCo and the Headteacher. Progress by individual SEND pupils and various groups of SEND pupils can be monitored and analysed by the SENCo using in school data information.



Where concerns are raised by a teacher, a pupil may be discussed by our regular Inclusion Team. In this forum consideration may be given to the need to bring in the support of outside professional agencies (e.g Speech and Language Therapy (SALT) Educational Psychology Service (EP), Autistic Spectrum and Social Communication Service (ASSC) or SEMH/Inclusion Team.

What should I do if I think my child has additional needs or SEND?

Talk initially to your child's class teacher sharing your concerns and agree relevant actions with them. Plan to meet again with the class teacher at an agreed later date to review your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the SENCo.

Support for children with additional needs or SEND

If my child is identified as having an additional need, who will oversee and plan their education programme?

The class teacher, with the support of the SENCO, will plan your child's educational programme. Targets will be set and will consider your child's individual needs, with a focus on supporting them through small personalised steps and targets. An Intervention plan will then be generated by the school's tracking system. If your child has Special Educational Needs, then a learning plan may also be generated and shared with the parents.

How will I be informed / consulted about the ways in which my child is being supported?

Your child's progress will be discussed at the termly Parent's Evening and if they have an learning plan you will be able to contribute to this.

If your child has an Education, Health Care Plan (EHCP) a review will also be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting.

How will the setting balance my child's need for support with developing their independence?
We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as well prepared as possible for the next phase in their learning. Support that includes the child in their class activities will be prioritised and where possible will be put into the classroom. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support).

We encourage all of our children to participate in activities outside the classroom, for example sporting events, musical productions and celebrations of their learning.

How will the setting match/differentiate for my child's needs?
Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs. Each teacher differentiates the curriculum in order to meet the needs of the children they teach. The aim is also to develop independence and to support the child in meeting his/her potential at whichever level they are working at. We also liaise with external agencies such as Speech and Language Therapy (SALT) who offer advice and help differentiate the learning for your child. We use a variety of methods for differentiating the needs of our pupils, including by outcome, task adjustment, group differentiation, input differentiation and support equipment.

What teaching strategies does the setting use for children with additional needs or learning difficulties, including Autistic Spectrum Disorder (ASD), hearing impairment, visual impairment, speech, language difficulties and physical difficulties?
Every child is unique and has different needs, even with similar diagnoses. The teaching strategies we use are tailored to the child's needs. These needs may also change across the child's school life; therefore, the teaching strategies used vary. Where necessary, additional resources can be used to help support your child e.g. class and individual visual timetables, timers, task planners.

Does the setting provide any additional staffing from its own budget for children with additional needs or SEND?
In addition to allocated teaching assistants, the school employs a SENCo.

What specific intervention programmes are offered by the setting for children with additional needs or SEND and are these delivered on a one to one basis or in small groups?

These are examples of the range of interventions provided by the school.

Type/Title of Intervention	One to one	Small group
Speech and Language Therapy (SALT)	✓	✓
Handwriting programme	✓	✓
Phonics Support	✓	✓
Reading Support	✓	✓
Fine Motor Skills	✓	✓
Social Communication and Emotional Support Groups	✓	✓
Emotional Literacy Support (ELSA)	✓	✓

What resources and equipment does the setting provide for children with additional needs or SEND?
There are a range of resources available to our pupils, in addition to those available in a mainstream primary school e.g. coloured overlays for reading, pencil grips, ergonomic pens and appropriate technological equipment and devices.
When necessary the school seeks resources advice for individual children with SEND from external professionals.

My child's progress

How will the setting monitor my child's progress and how will I be involved in this?
All children including those with SEND will be regularly assessed and their progress carefully monitored. Staff discuss children's progress at termly Pupil Progress meetings.

You will have the opportunity to contribute to your child's targets at Parent's Evening with your child's class teacher. Further meetings can be arranged as required.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?
Your child's targets on their learning plan will be reviewed every term, or sooner where necessary. The reviewed and new targets and learning plan will be discussed at Parent's Evening where you will be invited to contribute to these as well as having the opportunity to contribute to them electronically.

In addition to the setting's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with setting staff?
At Parent's Evening with your child's class teacher. Your child's targets and learning plan will be shared here and you will be able to contribute to this.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

If you would like to discuss your child's progress further, please book an appointment with your child's class teacher and/or the SENCo.

What arrangements does the setting have for regular home to school contact?
When appropriate, there will be various strategies for regular contact to be set up for example through a home/school communication book, emails, phone calls.

How can I support my child's learning?
Parents are given copies of their child's targets and are invited to contribute. If you want to be involved further with your child's education please discuss this with your child's teacher.

There are many useful links on the school's website and from the school's SENCo.

Does the setting offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

The SENCo can offer advice and an appointment can be made to discuss needs and opportunities to support learning. The Family Support Advisor (FSA) is also available to support parents and pupils. We facilitate meetings between specialist support services and parents when necessary.

How will my child's views be sought about the help they are getting and the progress they are making?

All pupils are encouraged to be involved in setting their own targets and expected to evaluate their learning.

If your child has an Education, Health Care Plan (EHCP) your child's views will be sought prior to their Annual Review through a child report.

How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?

Termly progress meetings provide the opportunity to look at the effectiveness of SEND provision and next steps for pupils. Teacher assessments are made half termly and look at the progress each child is making. Targets are reviewed and updated regularly. You will have an opportunity to contribute to your child's learning plan during termly Parent's Evening meetings.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEND provision.

Support for my child's overall well being

How does the setting support children's social and emotional development?
Specific teaching assistants work with children who have social, emotional and behavioural needs through SALT, Social groups, self-esteem, emotional support groups. The Family Support Advisor works with families to support and help them to work through difficulties.

The school has a trained Emotional Literacy Support Assistant (ELSA). Through liaison with all staff involved, pupils are identified and referred for pastoral support. These sessions are planned specifically for the needs of each individual pupil. These sessions and the needs of the pupils are overseen by the SENCo.

Where necessary an adapted or individual curriculum programme can be provided for children through Individual Behaviour Support Plans.

What medical support is available in the setting for children with additional needs or SEND?
We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses are put into place for children with additional medical needs. Please see our Medicines in School Policy.

How does the setting manage the administration of medicines?
The school follows the Medicines in School Policy which is in line with the local authority's guidance. We will risk assess and ensure that the child's safety is paramount.

How does the setting provide help with personal care where this is needed, for example, help with toileting, eating, etc?
The school has an Intimate Care Plan Policy. If a child has personal care needs, we would consult with the child's parents/ social services to produce an Intimate Care Plan to ensure adequate provision for that child.

Specialist services and expertise available at or accessed by the setting

Does the setting use any support services, for example, learning support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?
We use a range of support services in the school setting and relevant referrals are made to the external professionals.

What should I do if I think my child needs to be seen by one of these professionals?
As a first point of call, speak to your child's class teacher who will review your request and pass this on to the SENCo.

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Training of setting staff in SEND

What SEND training is provided for practitioners within the setting?
All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND.

Do any practitioners have specific qualifications in additional needs or SEND?
A number of Teaching Assistants have been trained in particular areas where they are delivering specific interventions, e.g. SALT, Occupational Therapy and Autism support.

Activities outside the setting including trips

How do you ensure children with additional needs or SEND can be included in all activities and trips?
Activities and trips are an important part of all children's education. We create a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

How do you involve parent / carers in planning the support required for their child to take part in activities and trips?
We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or SENCo will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

How accessible is the setting environment?

How accessible is the building for children with mobility difficulties / wheelchair users?
The school is split over two sites with two level therefore making some restrictions to accessible to wheelchair users. There are wheelchair friendly toilets in both buildings.

Have there been improvements made to the auditory and visual environment?
We are able to print work in large print for visually impaired students. We liaise with The Sensory Consortium where necessary and they are able to advise the school on adjustments that can be made to support these children.

Are there accessible changing and toilet facilities?
We do have some accessible toilets in some parts of the school. We do not have changing facilities within the school.

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY

How does the setting communicate with parents / carers who have a disability?
We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to, emailing or texting hearing-impaired parents.

Parents/ Carers also have an opportunity to contribute to their child's targets and Learning Plans during Parents Evenings. If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child.

The school's FSA (Family Support Advisor) is also available to support the parents/carers and families of all children in the school.

How does the setting communicate with parents / carers or whose first language is not English?
Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit http://www.bracknell-forest.gov.uk/languages for further details). We would endeavour to communicate in whichever means is accessible to the parent/carer, for example writing to or texting hearing-impaired parents.

Preparing my child to join the setting or to transfer to a new school
What preparation will there be for both the setting and my child before he or she starts?
We can arrange a slow/staggered introduction to the school environment. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child.

How will my child be prepared to move on to the next stage?
The school hold a transition meeting for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. We can provide additional opportunities for you and your child to meet with your child's new teachers before they move on to the next stage in their educations.

How will you support a new setting or school to prepare for my child?
Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. Pupils have the opportunity to meet with their new class teacher. Parents are also invited to meet the new class teacher as part of transition support in school.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCo will be able to liaise with the new schools SENCo.



What information will be provided to my child's new setting or school?

Your child's SEND file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. ~~school books~~, school reports, current attainment levels and assessment records.

How will you support my child's transition to a new setting or school?
Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial. Some children also benefit from a transition plan which gives them details and photographs of their new setting and teachers in the form of a booklet.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCo will be able to liaise with the new school/settings SENCo to ensure a transition plan is in place for your child.

<u>Discussing concerns about my child</u>

Who should I contact if I am considering registering for a place at the setting?
Please contact the school office - 01344 426413

Who would be my first point of contact if I want to discuss something about my child?
Your child's class teacher will be the first person to discuss any issues you may have. You can ring the number above and arrange to talk to the class teacher.

Who can I talk to if I am worried?
Your child's class teacher would be the first point of call. The school's Family Support Advisor (FSA) is also there to support the families of pupils at The Pines. The school's SENCo may also be contacted if you have specific SEND concerns.

What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?
The school has an annual parental questionnaire. aWe have a complaints procedure that can be found on the school website.