

At Pitmaston Primary School

we want every child to:

- feel valued, included and motivated to learn,
- enjoy school,
- make academic progress,
- achieve their personal best,
- improve their independence,
- develop as a rounded individual who is able to make a contribution to their community,
- experience a range of successes and develop a positive sense of self.

Parental Involvement

We work together with you, valuing your involvement in your child's education through:

- structured conversations,
- parents' evenings,
- termly meetings to review and set new targets on your child's 'Provision Map',
- Annual Reviews for pupils with an Education Health and Care Plan,
- 1:1 meetings through the Inclusion Drop-In every Wednesday morning (no appointment needed),
- information sessions/workshops,
- termly 'Share a Sessions',
- coffee mornings,
- meetings with the class teacher and/or SENCo.

Our Inclusion Team

Inclusion & Special Educational Needs

Co-ordinator: Emily Cameron

More and Most Able Co-ordinator: Amanda Sheehy

English as an Additional Language Co-ordinator:

Gemma Price

Mental Health and Well-Being Lead: Jane Lyons

Family Support Worker: Kelethe Pusharski

Thrive Practitioners: Alison Williams, Lucy Taylor, Kate Aram & Kelethe Pusharski

English as an Additional Language Support:

Annette Minchin

Early Years & KS1 High Level Need Support:

Becky Brixey

Educational Psychologist: Dr Jane Yeomans

Play Therapist: Frances Donohue

Counsellor: Debbie Grice-Griffin

Speech and Language Therapists: Amy Straughan & Charlotte Deykin

Inclusion Governor: Pete Hines

For further information see our [Inclusion webpage](#) on the school website which includes our policies, Worcestershire's Local Offer and our School Information Report.

Inclusion Team Expertise

- Accredited SENCo with the National SENCo Award
- 6 licensed 'Thrive' practitioners
- 10 Mental Health First Aiders
- Trained 'Team Teach' practitioners
- Trained First Aiders

Agencies We Work With

- Learning Support Team [LST]
- Speech and Language Therapy [SALT]
- Complex Communication Needs Team [CCN]
- Behaviour Support Team [BST]
- Educational Psychology [EP]
- Occupational Therapy [OT]
- Hearing/Visual Impairment teams [HI/VI]
- Early Help Hub, Stronger Families



Information for Parents & Carers

The SEND Code of Practice

2023-2024



www.pitmaston.co.uk/inclusion

Levels of Support

At Pitmaston we are proud to have received recognition through the Inclusion Quality Mark Award for our outstanding inclusive practice. We ensure that we meet the learning needs of all our pupils through our excellent teaching and learning, providing a personalised approach with adaptations where necessary.

Wave 1 (Quality First Teaching)

This is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils.

Wave 2

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through 1:1 or small group interventions/support with those pupils who have similar needs.

Wave 3

This is for a minority of pupils where individual, highly-tailored interventions and support take place to accelerate progress to enable them to achieve their potential.

The Three Waves



The Graduated Response

At Pitmaston we have a graduated approach where children's needs are assessed, individual targets are planned, implemented and reviewed on a regular cycle.

Assess ➡ Plan ➡ Do ➡ Review

SEN Support

For those pupils who, despite targeted group support, are making little or no progress, external agencies may be involved to advise school and assist further. This need is referred to as 'SEN Support'. A 'Provision Map' will be created for your child outlining specific targets which will be reviewed at a termly meeting with the class teacher.

Education Health Care Plans

[EHCPs]

In a minority of cases, some pupils who need long-term support at a highly tailored individual level, above that which is ordinarily available, may require an EHCP.

4 Areas of Special Educational Need (SEN)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further information see our SEND and Inclusion policies, School Information Report and Inclusion pages on the school website.

What if I think my child has SEN?

All parents can attend our weekly 'Inclusion Drop-in' every Wednesday morning from 9.00am - 9.30am to speak directly to Mrs Cameron. No appointment is needed for these 1:1 meetings.

