



School Information Report **for Children with Special Educational Needs and/or Disabilities [SEND]**

Special Educational Needs/Inclusion Co-ordinator [SENCo/INCo]: Mrs E Cameron

At Pitmaston Primary School, we are proud to have successfully achieved the Inclusion Quality Mark [IQM] award for the last twelve years, being recognised as both a Centre of Excellence and Flagship School for our exemplary inclusive practice; the highest level of recognition. Our two consecutive 'Outstanding' Ofsted inspections have also recognised that pupils with SEND are "extremely well supported" and that staff are "highly skilled at identifying pupils' educational needs, and leaders ensure that pupils get the help they need quickly". This means that "pupils with SEND overcome their learning barriers, flourish and achieve well" at Pitmaston.

We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting, engaging and accessible curriculum.

In school we ensure that we meet the individual learning needs of all our pupils through our outstanding teaching and learning, with adaptive teaching responding to the needs of pupils at the time through the use of scaffolding, explicit instruction, flexible grouping, cognitive and metacognitive strategies (such as chunking) and technology. Where necessary, adaptations may be made for individuals/small groups of pupils through the use of well-chosen resources, the level of additional support and through additional practise. Every child receives Quality First Teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or small group interventions with pupils who have similar needs.

This document is intended to give you information regarding the ways in which we support all of our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly.

For further information please see the Inclusion webpage on our school website where you will find our Inclusion and SEND policies, further information about the areas of need and a useful parent information leaflet. If you would like to know anything more about what we offer here at Pitmaston Primary School then please do not hesitate to contact us directly.

www.pitmaston.co.uk/inclusion

Our School Offer for Pupils with Additional Needs

Areas of Special Educational Need [SEN]		Provision
<p><u>Communication and Interaction</u> <i>Children with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or that they do not understand social rules of communication.</i> <i>Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</i></p>	<p>Speech, Language and Communication Needs [SLCN]</p> <p>Autistic Spectrum Disorders [ASD]</p>	<p style="text-align: center;"><u>Teaching, Learning and Environment</u></p> <ul style="list-style-type: none"> • Regular staff CPD training relates to Quality First Teaching and Adaptive Teaching. • Professional development opportunities are regularly provided for staff and governors, delivered by both members of staff and external agencies. • Teaching and Learning Assistants [TLAs] and High Level Needs Assistants [HLNAs] are deployed to increase pupil success and independence. This has been expanded through use of Pupil Premium funding. • Every member of staff from Pre-School to Year 6 has been trained to deliver the Read Write Inc. [RWI] Phonics programme which is taught daily in the Early Years Foundation Stage and Year 1. • The SENCo delivers daily RWI Phonics to those pupils in KS2 who failed their Year 1 Phonics Screening Check/Year 2 Phonics Screening Retake or who remain on the RWI programme due to their fluency. • Teachers and TLAs/HLNAs have completed 'Understanding Dyslexia' training. • Teachers and TLAs/HLNAs have received 'Creating an Autism-Friendly Classroom' and 'Sensory Processing' training from the CCN Team. • Some TLAs/HLNAs have been trained by school's Educational Psychologist to deliver Provision Teaching reading and spelling intervention. • Small group/individual targeted intervention programmes are delivered to improve skills in phonics, reading, spelling, handwriting, fine and gross motor skills, speaking and listening, understanding and use of language, maths, social skills, friendships and feelings and emotions. • Pre-teaching is used to introduce key points, content and concepts, including strategies from the whole school Word Aware intervention programme and the use of visuals using Widgit
<p><u>Cognition and Learning</u> <i>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.</i> <i>Learning difficulties cover a wide range of needs:</i> <i>Children with Moderate [MLD] and Severe Learning Difficulties [SLD] are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.</i> <i>Children with Profound and Multiple Learning Difficulties [PMLD] are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.</i> <i>Specific Learning Disabilities [SpLD] affect one or more specific aspects of learning, encompassing a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</i></p>	<p>Moderate Learning Difficulties [MLD]</p> <p>Severe Learning Difficulties [SLD]</p> <p>Profound and Multiple Learning Difficulties [PMLD]: Physical Disability [PD]</p> <p>Sensory Impairment [SI]</p> <p>Specific Learning Difficulties [SpLD]</p>	

		<p>online.</p> <ul style="list-style-type: none"> • Pre-teaching of Online Safety and PSHE objectives and vocabulary takes place for target groups of pupils in each year group • A 'Concept of the Week' is focused upon in Pre-School and Reception to give pupils the means to talk about, interact and expand their understanding. • A 'Word of the Week' is focused upon in Key Stage 1 and Key Stage 2 to widen pupils' vocabulary and exposure to new words. This is also shared with parents on the weekly newsletter. • The Inclusion team are trained to support pupils with a range of learning difficulties, for example using the Worcestershire Dyslexia and Dyspraxia Pathway materials. • Adaptive teaching is in place in all planning for all groups of pupils. • Pupils are taught life and independent skills. • Pupils access ICT programmes to support learning e.g. Nessy reading and spelling, Times Tables Rock Stars, Spelling Shed. • Individual pupils have access to technology as an alternative way of recording. • The Clicker programmes are used to support individual pupils, mainly the use of Clicker Write to remove potential barriers to access and progress during writing lessons. • Individual pupils have access to specialist equipment including writing slopes, pencil grips, coloured overlays and exercise books, sensory cushions and ear defenders. • All classrooms have visual timetables with a marker clearly displayed. Some pupils have an individual visual timetable or a 'Now/Next' board. • All pupils have personalised targets for reading, writing and maths. • Pupils on the SEND register have personalised targets relating to their area/s of need on their Provision Map [PM]. • Some interventions may take place outside the classroom for short periods of time but all pupils remain in class for the Quality First Teaching input from their teacher. Some pupils may opt to complete their work in a quieter, designated space just outside of
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		<p>the classroom, for a short period of time.</p> <ul style="list-style-type: none"> • Our accessible school environment includes out of hours activities and school trips. • Minor adjustments are made to classroom practices and materials/equipment that may be required. • Quiet areas are available around school with known staff. • Pupils have access to nurture areas and regular activities associated with supporting social and emotional development, including a sensory Happiness Garden. • Pastoral Support Plans [PSPs] are introduced for pupils in danger of escalated concern, which are tightly managed and reviewed. • Flexible personalised pupil timetables may include a reduced timetable. • Individual Behaviour Plans [IBPs] are put in place for some pupils, outlining targets and specific strategies which are tightly managed and reviewed. • Supervision of play and lunchtimes assists and supports social interaction, independence, play, mobility and emotional well-being. • All pupils on the Key Stage 2 playground have daily access to the lunchtime Well-Being Hub, ran by school's two Mental Health and Well-Being Therapeutic Practitioners. • Targeted pupils have access to two multi-purpose classrooms, named the Learning Zone and the Learning Den for personalised English, Maths and Phonics lessons with a smaller group of children from their year group/phase. <p style="text-align: center;"><u>Assessment, Planning and Review</u></p> <ul style="list-style-type: none"> • Effective assessment and tracking of pupil progress from induction and baseline takes place, from which personalised pathways are identified. • Leaders, classroom practitioners and learning support staff have a comprehensive focus on pupil progress. • Continuums are used as an assessment tool in reading, writing and maths for the very small number of pupils working significantly below their year group or for those working below the level of the
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		<p>national curriculum.</p> <ul style="list-style-type: none"> • The Inclusion Co-ordinator [INCo] completes observations for individual pupils to identify needs and provide support. • The online Provision Map programme is used to map and manage provision effectively and efficiently across the school. • Pupils, parents and staff are all involved in the planning, implementation and reviewing of Provision Maps [PM] for pupils on the school SEND register. • Provision Maps are reviewed termly with parents, the pupil and the class teacher, focusing on the pupil's individual targets. • External specialist advice contributes to assessments and reviews, supporting targeted programmes and interventions. • Referrals are made to Early Help through a multi-agency approach. • Home-school liaison is on-going. <p style="text-align: center;"><u>Staff Roles and Responsibilities</u></p> <ul style="list-style-type: none"> • All staff meet the Teachers Standards (September 2012), adapting their teaching to respond to the strengths and needs of all their pupils including those with SEND and vulnerable groups of learners. • The Inclusion team and other colleagues complete up-to-date training to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. • The Special Educational Needs Co-ordinator [SENCo] has undertaken national accreditation in this role, at a Distinction level, and provides advice and guidance to staff. • The SENCo attends termly cluster meetings with local schools and is part of the Worcestershire County Council SENCo Network. • Inclusion and SEND policies are reviewed annually to ensure progress for SEND pupils and other groups. • Support and advice from external agencies is used to ensure potential barriers to success are identified and responded to. • School works closely with outside agencies including the Speech and Language Therapy service [SALT], Learning Support Team [LST], Behaviour Support Team [BST], Complex Communication
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		<p>Needs Team [CCN], Educational Psychologist [EP], Regency Outreach Physical Disabilities Team [PD], Occupational Therapy [OT], Vision Impairment [VI] and Hearing Impairment [HI] teams, the school nurse, Child and Adolescent Mental Health Service [CAMHS], the Paediatric service and WCC Children's Services.</p> <p style="text-align: center;"><u>Communication with Parents and Pupils</u></p> <ul style="list-style-type: none"> • Pitmaston works hard to ensure that parents and carers are able to work in partnership with school. • Communication with parents is judged to be highly effective. • A weekly newsletter is shared electronically with all parents. • Our school website is informative, posting daily letters sent home, newsletters, year group pages and interactive learning zones. • The Inclusion team offers a weekly drop-in session for parents every Wednesday morning from 9.00-9.30am, an informative Inclusion section on the school website and a parent leaflet. • Inclusion information sessions are run for parents focusing on different areas of need. • Phonics/Read Write Inc., reading and maths workshops are run for parents. • Personalised support is put in place for target parents through school-initiated Thrive and parenting programmes, delivered by school's Family Support Worker. • Pupil voice is shared through our Pupil Leadership Team, Anti-Bullying Ambassadors, Pupil Well-Being Champions, Gender Champions and subject pupil ambassadors. Pupil questionnaires are also completed.
<p><u>Social, Emotional and Mental Health</u></p> <p><i>Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health</i></p>	<p>Mental Health and Well-Being</p> <p>Social Need</p> <p>Emotional Need</p> <p>Autistic Spectrum Disorders [ASD]</p>	<p><i>See provision listed above</i></p> <ul style="list-style-type: none"> • All staff embrace personal, social and health development in school. • Ten members of staff are recognised Mental Health First Aiders after completing two days of training. • The Thrive approach underpins our daily practice in school and the way we interact with our pupils. All members of staff, including lunchtime supervisors and the office team, have received training from our six licensed Thrive practitioners to support the social and

<p><i>difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.</i></p> <p><i>Other children may have disorders such as Attention Deficit Disorder [ADD], Attention Deficit Hyperactive Disorder [ADHD] or Attachment Disorder [AD].</i></p>	<p>Attention Deficit Disorder [ADD]</p> <p>Attention Deficit Hyperactive Disorder [ADHD]</p> <p>Attachment Disorder [AD]</p>	<p>emotional development of all pupils in school.</p> <ul style="list-style-type: none"> • School's Family Support Worker has undertaken further training to deliver Family Thrive. • We are a Trauma Informed School and the Deputy Head and Assistant Head have both gained their TIS diplomas. • All pupils complete a Mental Health check-in and have an individual greeting with their teacher every morning. • 'Soft start' activities take place every Monday morning to support all children's transition back into school. • Peer massage, guided relaxation and Tapping are used to support pupils' social and emotional development in school. • Small groups of KS2 pupils have access to a weekly 'Relax Kids' session, delivered by an external provider. • Every classroom has a 'Calm Box' containing sensory objects to help a child calm and regulate, within the classroom. • The school embraces a Character Values programme which underpins our inclusive ethos. • Pitmaston Primary does not tolerate any form of discrimination and pupils are taught about the protected characteristics and how everyone is treated equally and fairly. • Our behaviour management strategies are clear and consistent throughout the school. These include golden rules and diverse rewards which are displayed in every classroom. • Behaviour management systems encourage pupils to make positive choices about their own behaviour. • Class recognition boards celebrate the desired positive behaviours being displayed by pupils. • The behaviour policy enables leaders to make reasonable adjustments with the aim of minimising the need for exclusion. • Peer mediation and buddying systems are in place. • An Anti-Bullying policy is in place at Pitmaston and bullying is not tolerated. • Every class has an Anti-Bullying Charter which is signed by all pupils and staff, clearly displayed in the classroom. • Individual Behaviour Plans [IBPs] are implemented for pupils in need. These are reviewed termly with parents.
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		<ul style="list-style-type: none"> • Residential trips are provided for pupils in Year 4 and Year 6. These enable children to begin to develop independence. • External agencies work closely with the school including the Speech and Language Therapy service [SALT], Learning Support Team [LST], Behaviour Support Team [BST], Complex Communication Needs Team [CCN], Educational Psychologist [EP], Regency Outreach Physical Disabilities Team [PD], Occupational Therapy [OT], Vision Impairment [VI] and Hearing Impairment [HI] teams, the school nurse, Child and Adolescent Mental Health Service [CAMHS], the Paediatric service and Children's Services. • School's own Family Support Worker [FSW] works every Monday, Tuesday, Wednesday and Friday and offers a weekly drop-in session for parents on Friday mornings from 9.00-9.30am. Support is provided both in the home and at school. • School's own Counsellor works with pupils every Tuesday. • School's own Educational Psychologist is in school every other Tuesday morning. • School's own Speech and Language Therapists are in school every other Wednesday. • School's own Play Therapist works with pupils every Thursday and Friday.
<p><u>Sensory and/or Physical</u> <i>Some children require SEND provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.</i> <i>Many children with Vision Impairment [VI], Hearing Impairment [HI] or a Multi-Sensory Impairment [MSI] will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.</i> <i>Many children require minor adaptations to the curriculum or the physical environment.</i> <i>Some children with a Physical Disability [PD] require additional on-going support and</i></p>	<p>Vision Impairment [VI] Hearing Impairment [HI] Multi-Sensory Impairment [MSI] Physical Disability [PD]</p>	<p><i>See provision listed above</i></p> <ul style="list-style-type: none"> • All staff are aware of children's physical/sensory disabilities and the implications of these needs on their teaching and learning. • All teachers encourage children to wear/use appropriate sensory equipment. • Our accessible school environment includes out of hours activities and school trips. • Minor adjustments are made to classroom practices and materials/equipment that may be required. • Advice and guidance is sought and implemented from the Local Authority, school nurse, Regency Outreach Physical Disabilities Team, Occupational Therapy and Paediatric Service to ensure that barriers to success are reduced. • Additional adults are deployed to increase pupil success and

<p><i>equipment to access all the opportunities available to their peers. Some children require special educational provision.</i></p>		<p>independence.</p> <ul style="list-style-type: none"> • ICT and technology is used to increase access to the curriculum where appropriate. • Staff training from specialist medical colleagues is provided for those children who have significant medical needs e.g. diabetes, epilepsy and severe allergies. • Staff understand and implement the medicine administration and asthma policy. • Medical Care Plans for individual pupils are regularly reviewed and shared with relevant staff and clearly displayed at First Aid points and in classrooms. • Our bathroom management unit [BMU] meets the growing diversity of need within the school. • Intimate Care Plans are in place for pupils who require support with toileting. • School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement. • The school accessibility plan covers the following 3 areas: <ul style="list-style-type: none"> ➤ Increasing the extent to which our pupils with disabilities can participate in the curriculum. ➤ Improving school's physical environment to increase the extent to which our pupils with disabilities can take advantage of the education, benefits, facilities and services we provide and offer. ➤ Improving the delivery to our pupils with disabilities of information that is readily accessible to pupils without disabilities. • Our Pre-School Nursery has a ramp and disabled toilet, as it always has since the new building in 2013.
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This School Information Report was reviewed in September 2025. This report is due to be reviewed in September 2026.