

Pamphill SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

Pamphill First School works within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE April 2014). We comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Pamphill First School is expected to make reasonable adjustments to accommodate pupils who are disabled or have medical conditions.

Identifying pupils with SEN and assessing their needs

At Pamphill First School we are committed to early identification of SEN and adopt a graduated response in line with the Code of Practice, 2014. If a concern is raised (by the class teacher/TA, child's parent or other adult), a range of evidence is collected through classroom assessment and monitoring processes and is used to assess gaps in learning. If the evidence suggests that a pupil is not making expected progress, the class teacher will decide on an appropriate level of support and/or intervention and will monitor its impact. If difficulties persist, the class teacher may adjust the support/intervention and seek advice from the SENDCo. A Record of Concern will be completed and the pupil will be added to the Monitoring Register. After a period of monitoring (about 6 weeks), the SENDCo will decide if the child needs to be added to the SEND Register and what further assessments or referrals may be appropriate. At all stages, parents are kept fully informed, if despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child, the child has not made expected progress, the school and the parents/carers may consider requesting an Educational Health Care Plan. To inform the final decision regarding the granting of an EHCP, the local authority will expect to see evidence of the action taken by the school as part of the graduated response.

Consulting and involving pupils and parents

The school endeavours to work closely with parents and carers to support children and the families of children with special educational needs and disabilities. We encourage an active partnership through ongoing dialogue with parents. We are also keen to develop pupil voice, particularly that of those who have SEN and/or are disadvantaged and to involve them in the decisions which affect them.

Our named AC member takes a particular interest in special needs and is always willing to talk to parents. Alongside this, members of staff are accessible to parents by phone, email and via face-to-face meetings where necessary. This allows an opportunity for parents and carers to discuss their concerns and for referral to or awareness of outside support or agencies to be made.

At PFS we are keen to continually develop our communication with and engagement of parents and to create opportunities for them to fully contribute to their child's education.

Assessing and reviewing pupils' progress towards outcomes

The assessment of progress and attainment of all pupils is a continuous process which is monitored through drop-ins, book scrutiny and termly data drops. Targets are formally reviewed termly at which time provision may be adjusted to better meet the identified needs of the child. To assess the progress of children with SEND, the school follows the Graduated Response cycle of Assess, Plan, Do and Review which is carried out termly and recorded on a child's support plan. Methods of assessing and reviewing children with SEND will vary according to the individual concerned but will include the following:

- Analysis of attainment and progress data by the class teacher and Inclusion team
- SENCo observations, diagnostic tests or advice from outside agencies and professionals
- Teacher assessments: observations, tracking progress and attainment, assessments and tests.
- Teaching Assistant records, observations, meetings with the Inclusion Lead
- Termly review of PPPs which, where appropriate will include the views of the child
- Seeking parent's views and discussions at Parent Consultation meetings

Supporting pupils moving between phases and preparing for adulthood

Pamphill First School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, securing admission to school.

In addition to this PFS makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, PFS will liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual needs.

Pamphill First School is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed onto the next phase of education so that successful intervention, support strategies and learning experiences may be continued. The SENCo and class teachers are involved with regular exchange of information through:

- Advanced planning for pupils in year 4 transitioning to middle school
- Visits to/from pre-schools and middle schools
- Correspondence, liaison and meetings with SENCos
- Meetings with pupils
- Observing pupils in class
- Arranging for preliminary visits for pupils to their new schools
- Arranging induction lessons/sessions for pupils in their new schools
- Meeting with parents
- Attending Annual Reviews of pupils with EHCPs

Our approach to teaching pupils with SEN

The majority of pupils with SEND will have their needs met at the school support level. Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where pupils access support from TAs or other specialist staff including outside agencies. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have learning needs and this is known as a graduated response. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

When a pupil is identified as having SEN and is added to the SEND Register, Pamphill First School will provide appropriate support and/or intervention, an Individual Support Plan (ISP) will be written for and a 'plan, do and review approach' will be followed. The ISP includes an outline of the child's difficulties and any external agency involvement, the identified area(s) of need, the strategies and interventions in place and outcomes. Progress will be evaluated and recorded on the plan at least half-termly and levels of support and intervention adjusted accordingly.

At PFS we also recognise that needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues

- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked-after children
- Pupil premium pupils
- Service children

Adaptations to the curriculum and learning environment

At PFS we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

Our SENCO has 13 years' experience in SEN and has completed the National Award for Special Educational Needs Coordination.

She is inclusion lead for 5 schools and is allocated 5 days a week to manage SEN provision for all 5 establishments.

We have a team of 2 teaching assistants and 1 part time TA who is trained to deliver SEN provision.

In the last academic year, staff have been trained in precision teaching and speech and language.

Working with other agencies

At PFS, where more specialist advice or support is needed to meet individual needs, we work with external agencies to ensure the best possible provision for children. This includes health and social care bodies, local authority support services and voluntary sector organisations. If it is identified that the child will need support from outside services, we will consult with Parents/Carers prior to any support being actioned. In most cases children will be seen in school by external agencies and support services. The school will work closely with the outside agency and Parent/Carers to agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

Complaints about SEN provision

Any grievance or complaint should be addressed in the following order:

- Informal or formal communication with the class teacher.
- Arranged meeting with the class teacher and the SENDCo.
- Arranged meeting with the Head Teacher.
- Arranged meeting with the Academy Committee Member with responsibility for SEND.
- The school will furnish the parents with a contact name and to take the matter further as necessary.

The local authority local offer

The Dorset Council SEND Local Offer provides information on services and activities for children and young people living in Dorset aged 0-25 with Special Educational Needs and Disabilities. Click on the link for more information:

Our local authority's local offer is published here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

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