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Partnership



SEND Information Report Autumn 2026-27

All schools are required to provide parents with information outlining the support and provision they would expect to receive for their children.

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This policy applies to all School Academy staff, pupils and parents.

PICKNALLS SEND INFORMATION REPORT

All schools are required to provide parents with information outlining the support and provision they would expect to receive for their children.

Picknalls First School is committed to offering an inclusive education which provides all children with the same chance to succeed. All class teachers provide Quality First Teaching (QFT) for all pupils. This raises the attainment for all pupils not just those experiencing difficulties.

Additional support is provided when necessary and is available throughout the whole school including Nursery. We believe in providing adapted and individualised support wherever possible, including small intervention groups or one to one for those with high-level need. We aspire to enable pupils to achieve their full potential in terms of learning and participation in all activities.

HOW DOES PICKNALLS KNOW IF YOUR CHILD NEEDS EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?

A child may be identified as having a Special Educational Need at any stage during his/her education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention. At Picknalls First School we may decide further assessment of a pupil's needs is necessary through the following processes:

-  Information provided by the Early Years Forum or District EY Inclusion Support
-  Maths and English assessments
-  Identified slow progress across the curriculum
-  Teacher concerns discussed during termly pupil progress analysis
-  Parental concerns

If you feel that your child may have special educational needs you should contact our SENDCo Mrs S Fenton on 01889 228700 or email sendco@pfs.i2e.org.uk to arrange an appointment.

HOW WILL PICKNALLS FIRST SCHOOL STAFF SUPPORT MY CHILD?

Picknalls are committed to providing quality first teaching for all. Teaching staff will support individuals at an appropriate level through effective adaptation and appropriate classroom adjustments. All staff are expected to take full responsibility for the progress and achievement of all learners in their classroom including those with SEND.

Additional support may be provided following up to date assessment of the pupil's needs. The support will follow the SEND Code of Practice 'Assess, Plan, Do, Review' and will work towards clear outcomes.

Additional support includes:

In The Classroom	Small Group	One –To-One
 Chunking of instruction  Learning Support Assistant  iPads  Workstations  Resources and manipulatives  Reading rulers  Pencil grips  Fidget toys  Sensory boxes	 Interventions  Precision Teaching  English  Little Wandle Phonics  Maths  Speaking and Listening skills  Social Skills  Friendship Group  Additional Reading  Lego therapy	 Maths and English support  Physical Mobility and Self-Help skills support.  Communication support  Behaviour Support  Speech and Language programmes  Physiotherapy and Occupational Therapy Programmes.  EPATT

- Visual timetables and prompt cards - Quiet area - Role play area - Reward and sanction prompts – Picknalls Points	- HOPE - SALT - Additional phonics/reading - Nurture - ELSA	- Lunch time and play time social skills support. 1:1 teacher/pupil discussions - HOPE - ELSA
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HOW IS THE CURRICULUM MATCHED TO MY CHILD'S NEEDS?

When a pupil is identified as having SEND their work will be scaffolded (ensuring supports are put in place so that they can be successful) by the class teacher to enable them to enjoy equal access to the curriculum.

Picknalls offers a broad and balanced curriculum with subjects being taught discretely.

If appropriate a Teaching Assistant will be allocated to support children within the classroom or deliver an additional intervention. Progress will be monitored and matched to the agreed learning objectives. The Teaching Assistant will not replace the role of the class teacher. Their aim will be to support learning and help pupils to develop independent learning skills.

Where necessary, an intervention plan or provision map will be provided outlining the support offered to your child. This will also be used to monitor and track progress.

Most pupils on the SEND register will have an ILP and a One Page Profile this will contain information on likes/dislikes triggers etc, and will also contain two or three targets that the staff and pupil will work on achieving.

Frequent reviews will be offered through the EHA (Early Help Assessment) process or if your child has an EHCP (Education Health Care Plan).

Following review, if your child's needs have been met and you agree with this, they will be removed from the SEND register.

HOW WILL I KNOW HOW WELL MY CHILD IS DOING?

At the end of each term your child's progress will be assessed using a variety of assessment and tracking tools in school.

We also monitor progress in areas of Behaviour and Social and Mental Health, this is closely supported by our HOPE project and our trained ELSA. Attendance and behaviour are also monitored and provided in the termly progress reports for parents.

Some pupils may be offered a Home/School link book which provides a daily log of activity. These may be used to provide information for parents when a child has communication difficulties, behaviour and emotional difficulties or needs to have a specific record as evidence for either school, parents or an outside agency.

The link books are always used to promote positive communication and should not be viewed as a punishment.

Your child may receive a red award certificate in our Monday celebration assembly to celebrate specific achievement. We encourage all children to try to gain certificates and offer them on individual merit and not academic progress or achievement. Children may also visit the Head Teacher for praise and rewards.

If your child has a behaviour difficulty a specialised support plan will be offered and additional support from outside agencies provided if required.

WHAT SUPPORT IS OFFERED FOR MY CHILD'S OVERALL WELLBEING?

We take care to oversee the progress of every pupil and complete a Pupil Progress analysis every term. We consider, alongside academic progress, your child's wellbeing and factors which may contribute towards any difficulty in school. These include attendance, illness, family issues and any known pastoral concerns. We value parent information and encourage good communication links.

Please let us know if your child is worried, anxious or has experienced changes within family circumstances.

We have a variety of useful charity contacts that provide sensitive help and support to both children and parents experiencing difficulties. With consent we can offer 1:1 sessions with our ELSA (Emotional Literacy Support Assistant) or we may offer HOPE which is delivered as a 6 week programme.

If your child has medical needs, a Care Plan will be provided and circulated to all relevant staff.

WHAT SPECIALIST SUPPORT IS AVAILABLE AT PICKNALLS FIRST SCHOOL?

All Teaching Support Assistants have received training in a number of areas including Behaviour support, Mobility difficulties, Speech and Language, Autism, Dyslexia and EAL. The SEND support team has differing levels of expertise and if necessary, will be allocated to your child on a one-to-one basis to enable them to participate fully in daily activities.

Mrs Fenton (SENDCo) has a number of years' experience working with children with SEND from nursery to Year 6. She has a Bachelor of Education (B.Ed Hons). She also remains classroom based for up to two days a week.

Outside agency support includes:

-  School Nurse Team
-  Community Paediatrics (specialist Doctor and Nursing staff)
-  Autism Inclusion Team
-  Speech & Language Service
-  Educational Psychology Service
-  CAMHS Childhood & Adolescent Mental Health Service
-  SENSS Special Support Advisory Teachers
-  Behaviour Support Team
-  Local Support Team (Family Support Workers)
-  MEAS Minority & Ethnic Assessment Service
-  Physiotherapy Team
-  Occupational Team
-  Hearing Impairment Team
-  Family Support Service (Parent Partnership)
-  Social Services
-  HOPE
-  Family Hub

If a referral is made to more than one service an EHA meeting will be arranged offering a multi-agency approach of Plan, Action, Do, Review.

These agencies also offer regular staff training and information for parents

HOW IS MY CHILD INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING EDUCATIONAL VISITS?

Children with additional needs are encouraged to fully participate in all school activities. All clubs and trips are offered and individual arrangements are planned in advance, including making risk assessments to ensure they are able to participate.

Pupils with physical or medical needs are provided with a Care Plan which is reviewed before visits take place. Any potential issues will be discussed with parents and relevant staff made aware of concerns. Staff may receive additional training to support an activity.

HOW ACCESSIBLE IS PICKNALLS FIRST SCHOOL?

Measures in place to enable access to school for pupils and parents include:

-  All areas are accessible by ramps
-  Stairs and steps are marked with high visibility edging.
-  A disabled toilet is available for staff and visitors.
-  Pupils have access to toilet facilities with hand rails, balance steps and toilet inserts.
-  All sinks have easy to operate taps.
-  The school has clear signage and has a regularly updated fire evacuation system in place. Pupils with a disability have a PEEP in place (Personal evacuation and exit plan)
-  The school has an accessibility policy which is regularly reviewed by governors.
-  Disabled parking bays are provided in the school car park.
-  The main steps have hand rails to both sides.
-  Doors are widened to allow wheelchair access.
-  The reception window is at wheelchair user height

Pupil need is frequently reviewed with outside agency support and risk assessments carried out to ensure safety and access at all times. Reasonable adjustments will be made for any child as and when the need arises.

WHAT SUPPORT IS OFFERED TO MY CHILD ON TRANSITION TO MIDDLE SCHOOL OR WHEN CHANGING SCHOOL?

We have an established transition system in place with all of the Middle schools. This includes:

-  An additional transition visit which includes a tour of the school and a snack. Children are encouraged to talk about any concerns they may have about changing school.
-  The Pupil Support Manager/SENDCo meets with Middle school SENDCos to transfer information and discuss necessary provision.
-  Parents are offered meetings with Middle school SENDCo's on request.
-  Outside agencies provide transition work with Middle School Teaching Assistants including Autism Outreach and Behaviour Support.
-  Parents are encouraged to take their children to the arranged open evenings in October and July.

For children who move to schools both in and out of the catchment area the following process is in place:

-  The receiving school will be provided with electronic information through the office Arbor system and MyConcern system.
-  The school will be notified by telephone of your child's needs.
-  Your child's information file will either be hand delivered (depending on the distance) or forwarded by secure mail to the new school. It is policy that these files are not given to parents to hand to the

new school. At any time, parents may view the contents of the file and discuss the information to be shared with the new school.

Transition between year groups and Key Stages follows the following procedure:

-  All pupils have an 'all change' morning where they will move into their new class.
-  If one-to-one support is provided they will be accompanied during this change.
-  Additional visits are arranged for pupils with high level need or upon request.
-  A transition photo book is provided for children with high level needs.
-  Information on pupil need is shared with staff at the end of the academic year and includes pupil progress, case studies (outlining pupil need and agency involvement) care plans, individual behaviour plans and intervention plans.
-  Transition meetings are held in July where all staff pass on information on to the next year group teacher. There may be occasions when staff roles change at short notice. We always try to make your child aware if this happens as soon as possible.

HOW ARE PICKNALLS RESOURCES ALLOCATED AND MATCHED TO YOUR CHILD'S NEEDS?

Picknalls leaders are responsible for the SEND budget. Advice provided by outside agencies will be followed along with recommendations outlined in individual pupil EHCPs.

Where applicable pupils will be able to access iPads from year 1 to year 4.

Resources, including finger grips and reading overlays, are available for any child if required.

Class teachers and learning support assistants have a variety of resources and manipulatives to support learning.

HOW IS THE DECISION MADE ABOUT THE TYPE AND LEVEL OF SUPPORT MY CHILD WILL RECEIVE?

All decisions are made from the following:

-  progress your child is making,
-  the type of need,
-  participation and accessibility to activities,
-  Multi- agency advice.

High level need support (one-to-one) is provided whenever practical and following successful application for additional funding, following the stated provision in the EHCP document. A process has to be followed gathering supporting evidence before an application can be made. If the suggested criteria are not met, funding will not be granted. We always try to provide the best type of support appropriate to your child's learning needs and work with parents to ensure that this will happen. The school will use its 'best endeavours' to provide an appropriate level of support.

UTTOXETER SEND HUB

Occasionally, we will speak to parents about referring their child to the Uttoxeter SEND HUB. This is a group of Educational specialists who meet bimonthly to offer advice, access to specialist provision and sometimes financial or emotional support to pupils or families in need.

We have found this HUB to be crucial in discussing pupils who may require an EHCP and we have secured some emergency funding through this forum. The Middle schools and High schools also attend these meetings to ensure your child's transition to them is smooth and they are kept well informed. The SENDCo will discuss this with the family if she feels a referral is needed.

HOW CAN PARENTS BE INVOLVED?

Parents are encouraged to attend Parent Evenings held at October half term and February half term. Dates are advertised on the school website and on the regular newsletter. The school office manages Mrs Fenton's diary and you can contact the office if you need to make an appointment with her.

She is available for appointments during the week around her teaching commitments. Appointments can be made via the school office or by contacting Mrs Fenton on the email below.

sendco@pfs.i2e.org.uk

A yearly pupil support/SEND questionnaire is given to all parents of children identified with SEND. Please give feedback to help us to improve what we offer as a school.

THE GOVERNING BODY

Your SEND Governor is Mrs Heidi Elsmore.

The Governing body are updated throughout the year on SEND issues. They are involved in budget setting, allocation of resources and support staff. They are made aware of any parent concerns and respond to queries and complaints whenever they arise.

The school has a SEND Policy and Disability Policy.

Governors are provided with a full report on SEND every term.

If you require any further support or information please feel free to contact

Mrs Fenton (SENDCO)

Mrs Tapp (Headteacher)

