



Peaslake Free School Information Report 2022 -2023

Responses to the 14 Questions

| Questions | School Response |
|--|--|
| <p>1 How Peaslake Free School know if children need extra help and what should I do if I think my child may have special educational needs?</p> | <p>Assessments/observations of all children are made upon entry and thereafter half termly checks monitor the progression of each child.</p> <p>Any concerns about the level of progress made are raised and discussed, firstly within the teaching team in progress meetings and then with the parents.</p> <p>Children who are noted as not making expected or desired progress are given small group sessions/individual attention.</p> <p>IEPs (Individual Education Plans) are drawn up by SENCO and class teacher – daily interventions eg: daily flash cards and reading, targeted IEP work 10 to 30 mins depending on need. Teachers, TAs and the SENCO closely monitor effectiveness and adjust support accordingly using a range of strategies.</p> <p>As a small school all teaching staff communicate and discuss the children on an ongoing basis and observe them in a wide variety of different situations. If children need additional help in any areas of learning it is picked up quickly and support is put in place and closely monitored.</p> <p>There are four areas of Special Educational Need:</p> <ul style="list-style-type: none"> • Communication and interaction: this is where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. • Cognition and learning: where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular aspect of their learning performance such as in literacy or numeracy. • Social, emotional and mental health: where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing. |

| | | |
|----------|--|---|
| | | <ul style="list-style-type: none"> • Sensory and or physical needs: where children and young people with visual and /or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. • |
| 2 | How will Peaslake Free School staff support my child? | <p>All teachers adapt their lessons to meet the needs of individual children in their class, known as Quality First Teaching (QFT), and form part of our Universal offer for all pupils. When the School identifies the need for additional support, teachers inform the parents/carers and provide activities to meet the child’s needs and to help achieve personal targets. The impact is monitored half termly by looking for evidence that progress is being made.</p> <p>Regular contact between parents and SENCO and class teacher to ensure that they are supported at home and school. Targets are reviewed with the parents (and the child if appropriate.)</p> <p>Additional provision such as regular small group work focussing on achieving the targets set and/or a different approach to learning, if appropriate, will then be explored and assessed.</p> |
| 3 | How will the curriculum be matched to my child’s needs? | <p>Information gathered from assessment of the child’s learning style and needs will be matched to curriculum activities: i.e. a variety of indoor/outdoor games, resources chosen to support the child through practical activities and written work which is differentiated.</p> <p>Older children, together with the teacher, identify on-going targets such as spellings and letter formation which need practice and they do so at times such as first thing in the morning in their “AM books”.</p> |
| 4 | How will both you and I know how my child is doing and how will you help me to support my child’s learning? | <p>Informal discussion of progress of targets on IEP with parents occurs regularly and is one of the significant benefits of attending such a small school.</p> <p>All new IEPs are sent home to parents, following consultation with them. These are reviewed on a termly basis, but often more frequently, and parents are encouraged to comment to us and on the IEP regarding the progress they perceive their child to be making.</p> <p>We have an open-door policy so parents are always welcome to come and speak to the teachers about the learning and progress taking place and to discuss next steps.</p> <p>Curriculum events to help parents support learning and understand the methods and activities in school. Weekly home activities reflect what we do and resources are sent home to support them.</p> <p>Open mornings where parents come and see the work and chat to children about what they have been learning – images of trips and work in school displayed on Interactive White Board.</p> <p>Parents’ evenings each term and end of year school report.</p> |
| 5 | What support will there be for my child’s overall | <p>Peaslake Free School has a very high standard of pastoral care – all staff take active responsibility for the care of all children and communication is very good. Weekly staff meetings focus on particular children and plans put in</p> |

| | | |
|-----------|---|---|
| | well-being? | <p>place to support them are monitored and adjusted accordingly.</p> <p>Reward systems help to build self-esteem, confidence and responsibility.</p> <p>The School uses the language of Growth Mindset to encourage, engage and build confidence in the children.</p> |
| 6 | What specialist services and expertise are available at or accessed by the school? | <p>Outside agencies such as SALT, OTs and Specialist Teachers visit the school for children with particular needs.</p> <p>We have contact with the Educational Psychologist whenever the SENCo and staff feel it is necessary to obtain support in the form of advice or observation of a child to help assess their needs and agree on the necessary intervention.</p> <p>The SENCo meets regularly with other SENCos in the area to receive further training, share resources, discuss ideas and new developments in the field.</p> |
| 7 | What training are the staff supporting children and young people with SEND had or are having? | <p>TAs, class teachers and SENCo attend relevant courses to help support our children.</p> <p>Our Senior TA has Level 3 training in dyslexia from the Helen Arkell Centre.</p> <p>The SENCo has attended courses in autism, literacy intervention programmes, dyslexia workshops etc. SENCo, as part of an on-going process, builds stock of knowledge and activities to help meet the needs of different children.</p> <p>The Head Teacher attends local confederation meetings to keep up to date on changes.</p> |
| 8 | How will my child be included in activities outside the classroom including school trips? | <p>When required, extra staff will be employed to support children on school trips. Outside the classroom, activities will be differentiated so that the child can access them. Information is shared among the whole staff group so that, if a child requires extra support to walk down steep steps due to visual impairment or physical mobility difficulties for example, a member of staff will always be assigned to this duty.</p> |
| 9 | How accessible is the school environment? | <p>The school is situated on top of a hill with access via several small steps or by wheelchair from the car park at the bottom of Mackies Hill. We have wheelchair access through the front door and a disabled toilet.</p> |
| 10 | How will Peaslake Free School prepare and support my child to join the school and transfer to a new school for the next stage of education and | <p>New to Year R meetings are held in the Summer term for parents.</p> <p>There is an induction day for the new Year R pupils. Some of the pupils may wish to spend time in the Nursery to get to know their peer group.</p> <p>The transfer school will have all the information and paper work passed on.</p> <p>Teachers will make every effort to visit the school and/or invite the new teacher to our setting to</p> |

| | | |
|-----------|---|---|
| | life? | <p>observe and discuss the pupil. There will be opportunity for the new teacher to meet the child and discuss the work he/she has done at Peaslake and what he/she likes/dislikes and any special needs. The child will be given the opportunity to visit the new setting as many times as needed to help with a smooth transition.</p> <p>During Circle Time the transferring class will discuss their feelings towards change and any concerns or worries that come to light can be discussed and helped.</p> |
| 11 | How are Peaslake School resources allocated and matched to children's special educational needs? | <p>The SENCo has a budget to build up resources in order to meet the needs of pupils and to help them achieve their targets</p> <p>We are building a stock of resources for small group and individual work according to the needs of the children. When necessary, this budget would also be used to provide support staff for a particular child.</p> |
| 12 | How is the decision made about what type and how much support my child will receive? | <p>Parents, teaching staff and the SENCo work closely to meet the needs of the pupil.</p> <p>When a child starts school support may previously have been identified from pre-school, previous school or parent carer.</p> <p>Outside agencies, such as Educational Psychologist (EP), Learning Language Support (LLS) Speech and Language Therapists (SALT) and Behavioural Specialist Teachers may be called upon to support staff and support put in place.</p> <p>Allocated support or outcomes are identified in the Education Health Care Plan (EHCP).</p> |
| 13 | How are parents involved in the school? How can I be involved? | <p>We believe parents play a vital role in the education of their child and are welcomed into the school where their advice and support is appreciated.</p> <p>Partnering parents in a two-way dialogue is important to support a child's learning, needs and aspirations and we take every opportunity to strengthen this dialogue.</p> <p>We host a number of parent meetings throughout the year, discussing learning expectations for the children and home learning activities.</p> <p>Parents can stand to become Parent Governors.</p> <p>Parents volunteer to support the school in activities such as listening to readers, supporting after school clubs and lunch and swimming duties.</p> |
| 14 | Who can I contact for | The School runs an open-door policy for parents/carers. |

further information?

Parents are encouraged to contact the following if they have concerns, however small they may think they are:

Head Teacher

SENCo

Class Teacher

Tel: 01306 730411

Email: info@peaslakefreeschool.com