



## SEN Information Report (SIR) UET (The Pinetree School)

This SEN Information Report refers to the following schools:

The Pinetree School

(DfE No: 926/1112)

Director (Specialist Provision): Katrina Warren

Chair of SIB: Alan Jones

Publication Date: September 23

Review Date: September 24

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## UET (The Pinetree School) Vision for Inclusion

We believe that educational inclusion is about 'equal opportunities' for all learners, whatever their age, gender, ethnicity, difficulty, disability, ability or background. We take an 'all round' approach to designing a pupil's individual curriculum that takes account of pupils' individual needs. We can achieve this by:

- Providing an appropriate and high quality education to all the young people who attend our provisions.
- Develop policies and practices that include all pupils.
- Encourage a sense of community and belonging.
- Offer new opportunities to pupils who may have experienced difficulties with education in the past.
- Believe all young people should be equally valued.
- Eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.



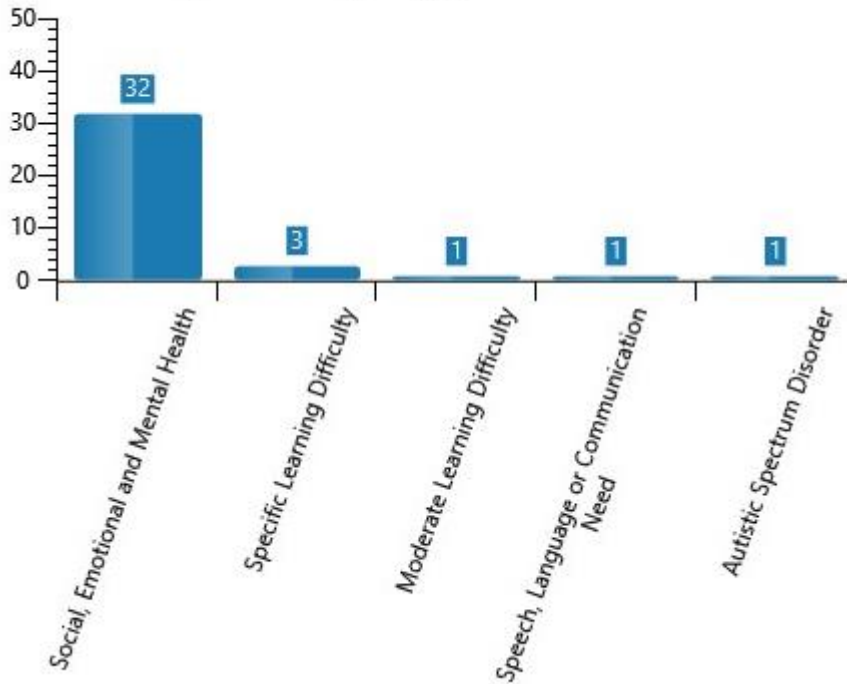
## SEND PROVISION

The schools within Specialist Provision support the special educational needs of pupils identified within the four main areas of need:

### The Pinetree School - Primary Need Type

#### Students by SEN Need Type Category

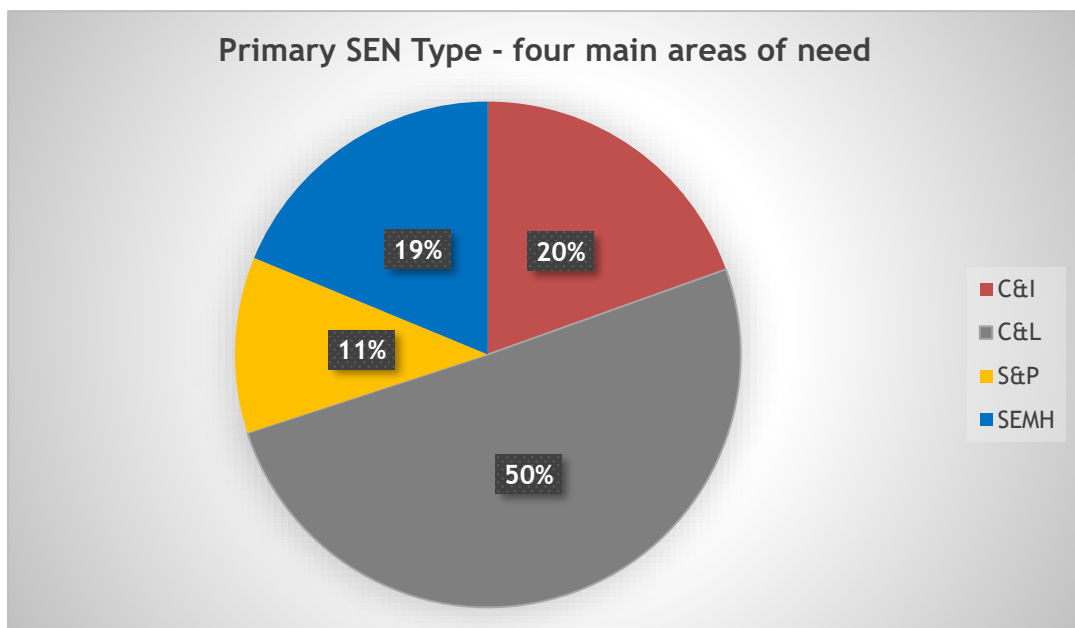
A count of students by their SEN need type category



This data only gives the proportion/percentage of pupils with each primary need. Any secondary needs pupils have is not represented in this data (**Accurate as of 12/21**).

### National comparison (June 21) – Primary Need Type

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>



## The Pinetree V National Data (England) – Plans in place

<u>Pinetree</u>	<u>National Average</u>
100%	3%

National data source: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#dataBlock-f1ebe839-7842-4a53-9b8c-0806616d2546-charts>

## **POLICIES USED FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**



To access the policy(hyperlinks) hover the cursor over the web address (blue) and press Ctrl/right click on 'mouse' to follow the link:



### **UET Accessibility Plan**

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/06/UET-Accessibility-Plan-2021.pdf>

Within the Accessibility Plan the following points are clearly laid out on Page 3 of the document which show that schools are:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services provided and/or offered.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

### **UET Safeguarding Policy & Procedures**

<https://www.unityeducationtrust.uk/key-documents-policies/>

### **UET Behaviour Policy**

<https://pinetreeschool.org.uk/wp-content/uploads/2024/03/The-Pinetree-School-Behaviour-Policy.docx>

### **UET Complaints Procedure Statement**

<https://unityeducationtrust.uk/wp-content/uploads/2024/02/UET-Complaints-policy-2024-27.pdf>

### **UET Supporting Children with Medical Needs**

<https://pinetreeschool.org.uk/statutory-policies/>

<https://unityeducationtrust.uk/wp-content/uploads/2022/10/Supporting-Pupils-with-Medical-Needs-Policy-final-Oct-22.pdf>

### **UET Admission Arrangements**

<https://www.pinetreeschool.org.uk/>

### **UET Equality Information and Objectives**

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/04/Equality-Information-Public-Sector-Equality-Duty-Statement-and-Objectives-Mar-2021.pdf>

### **The UET (Specialist Provision) SEND Policy**

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/Unity-Education-Trust-Specialist-Provision-SEND-Policy-doc-2.pdf>

## SPECIAL EDUCATIONAL NEEDS PROVISION

### Evaluation of the effectiveness of SEND provision

Pupils attending The Pinetree School are assessed on arrival either by the assessment team. The types of assessments used include:

#### Cognition & Learning

- Wide Range Achievement Test (WRAT 5) are used to assess spelling, word reading, sentence comprehension and maths providing a standardised score to measure their academic ability versus their age:
- Access Maths & English tests provide a standardised score to measure ability versus their age.
- Dyslexia/dyscalculia screening.
- NFER Maths & English (KS1/2) tests providing a standardised score to measure attainment against their age.

#### Standardised Score (SS) explained

The standardized scoring process uses a set of scores that show the present ability of a pupil against thousands of other children who have completed the same assessment.

SS	Below 70	Below 85	85-115	116-129	130+
Ability	Very Low	Low	Low average	High average	Very high

#### Social, Emotional Mental Health

- All about me questionnaire (pupil voice).
- OCEAN – personality questionnaire.
- LAWSEQ (self-esteem) questionnaire.

#### Sensory and/or Physical

- Detailed Assessment of Speed of Handwriting (DASH).
- Visual stress assessment for possible use of coloured overlay/paper.
- Fine/gross motor skill observation e.g. holding pens/pencils (fine) and running, balancing etc. (gross).

#### Communication & Interaction

The SCLN Progression Tool is available on request for pupils displaying communication difficulties to audit need and put support in place as part of gathering evidence for a speech and language referral.

#### Individual Learning Plan (ILP)

On completion of the assessment period an Individual Learning Plan (ILP) document is produced describing the assessment data and strategies to support the pupil's needs. The ILP is reviewed by class teams as required, depending on whether the strategies have been successful and/or additions/deletions need to be made. They will be reviewed at least every 6-7 weeks.

#### Interventions to support additional needs

Examples of interventions used to support pupils include:

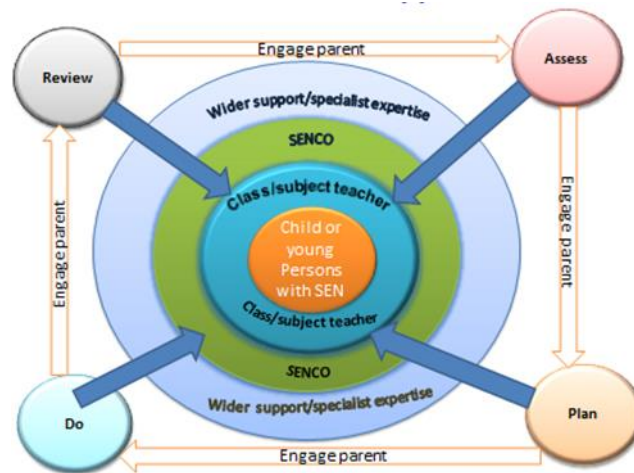
- Lexia (literacy support).
- Read, Write Inc. (Literacy support).

- Boxall (Identify and provide targets to support SEMH needs).
- Gridmaker (collects evidence of Spiritual, Moral, social and cultural values (SMSC)).
- Sensory circuits.
- Personalised equipment including writing slopes, pen/pencil grips, coloured overlays (visual stress/dyslexia), concentration gadgets etc.

If further additional support is required then the SENCo from across the trust is contacted.

## **ASSESSING AND REVIEWING THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

We follow the ‘graduated approach’ and the four-part cycle of assess, plan, do, review.



After the assessment process is complete (**Assess**), teachers and support staff are informed of the pupil’s special educational needs (**Plan**), the teaching strategies or approaches required to meet that need(s) and the outcomes sought via their ILP (**Do**). The ILP will be reviewed regularly to consider the effectiveness of the support/interventions and their impact on the pupil’s progress. If the interventions are not meeting need, the class/subject teacher will seek further guidance from the SENCO (**Review**).

### **Educational Health Care Plans (EHCP)**

An EHCP assessment will be requested if:

- The ‘graduated approach’ and four-part cycle indicate that it is necessary to ‘meet the special educational needs of the child or young person’.
- A pupil which the Secondary Assessment Unit have identified as requiring monitoring for an EHCP application due to concerns regarding one or more of the four main areas of need.



## TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Pupils that attend UET (Specialist Provision) are taught in small class groups (averaging no more than 7-8 pupils), which allows for a higher pupil/staff ratio. Each pupil has an Individual Learning Plan (ILP) which informs the teaching staff of current skills and understanding and strategies to support them in the classroom.

Lessons are planned and delivered based on the level of differentiation (level of work a pupil is expected to be able to complete with little support) for each subject area. This can be small groups (2-4), paired or individual if a pupil is following a personalised timetable. Due to the higher pupil/staff ratio there are many more opportunities to check understanding and give immediate spoken feedback on progress during lessons and through written comments on their Marking Grids which the pupil can respond to (pupil voice). Movement between lessons is supported depending on the needs of the individual pupil e.g. escorted by an adult, visual timetables and advance warning before a change to routine.



## ADAPTING THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

**Pupils are supported to access the curriculum in various practical ways including:**

- Coloured overlays (visual stress).
- Coloured paper (visual stress).
- Use of a writing slope to support recording information from the interactive whiteboard to the pupil's book.
- Use of visual timetable/PECS.

We have a clear intent to our curriculum in supporting our pupils to achieve the best they can both with their SEN needs and SEMH development but also with their academic studies.

We look to support all pupils to make strides in their SEMH development by:

- Teaching appropriate behaviours
- 1:1 coaching settings
- Keyworker and tutor time
- Targeted SEMH interventions
- We track and monitor pupils SEMH development and achievement

Alongside the progress of their SEMH needs we are also looking for pupils to improve their academic skills in preparation for studies in Key Stage 4. This includes pupils having highly differentiated lesson content that matches their ability and interests. We aim that all pupils leave us with suitable and relevant qualifications that will prepare them for life after school.

We also put a big emphasis on LifeSkills. We believe many of our pupils do not have the appropriate lifeskills to be successful in the community so through trips, visits and other activities we improve their resilience, self-esteem, confidence, perseverance, emotional literacy, oracy, creativity and communication skills.

All pupils have access to technology either as part of lesson planning or to meet a particular need; this also includes referrals to the Access Through Technology Team (ATT) for specialised hardware, software and guidance as required.

Secondary pupils who require day-to-day practical support in the classroom to access the curriculum are also assessed for GCSE access arrangements and the appropriate applications made/evidence collected to conform to the Joint Council for Qualifications (JCQ) requirements.

**For pupils who have ongoing medical or health needs the provision for supporting their access to the curriculum is outlined in the UET Supporting Pupils with Medical Needs Policy:**

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/UET-2020-Adopted-Policy-Supporting-children-who-cannot-attend-school.pdf>

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/10/Supporting-Pupils-with-Medical-Needs-Policy-final-Oct.pdf>

## **ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The interventions used to support pupils across the four main areas of need are:

### **Cognition & Learning**

- Lexia
- Read, Write Inc. Fresh Start (replacing Sound Discovery)
- Maths Watch
- Sumdog
- Toe-by-Toe
- Prodigy Maths

### **Communication & Interaction**

- Zones of Regulation
- Incredible 5 Point Scale
- Speech, Language and Communication Progression Tool (The Communication Trust)

### **Social, Emotional & Mental Health**

- SEMH First Aiders
- Mindfulness approach
- Boxall (Electronic Boxall Profiles)

### **Physical and/or Sensory**

- Sensory Circuits
- Sensory rooms
- Sensory equipment including weighted blankets/cushions, fidget toys, leg bands etc.

### **Provision Map**

The provision map is held by the SENCO where all additional support for pupils with SEN is recorded.

## **ENGAGEMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE ACTIVITIES OF THE UET**

See UET Accessibility Plan:

<http://www.unityeducationtrust.uk/wp-content/uploads/2021/06/UET-Accessibility-Plan-2021.pdf>

## SUPPORT FOR IMPROVING SOCIAL, EMOTIONAL MENTAL HEALTH OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

**See UET RSE Policy:**

<https://unityeducationtrust.uk/wp-content/uploads/2022/03/Pinetree-RSE.pdf>

### SEMH adult support

SEMH First Aiders are available to support pupils in schools.

Mental Health first aiders and champions are present in school.

### SENCO INFORMATION

The SENCO for UET (Specialist Provision) is: Martin Taylor-Bennett MA PGCE NASENCO

#### **Contact details:**

[MTaylorBennett@sss.unity-ed.uk](mailto:MTaylorBennett@sss.unity-ed.uk)

[SENCO@sss.unity-ed.uk](mailto:SENCO@sss.unity-ed.uk)

07706323721

01553 612001



## **EXPERTISE AND TRAINING OF STAFF – SPECIAL EDUCATIONAL NEEDS**

### **Staff Training**

Staff across all schools within specialist provision receive termly SEND training provided by the SENCO. The number of Continuing Professional Development (CPD) sessions allocated in the CPD calendar has increase to two per term. This does not include additional sessions that maybe required for staff to meet a particular need. **Specific training already delivered includes:**

- Attention Deficit Hyperactivity Disorder (ADHD).
- Oppositional Defiant Disorder (ODD)
- Zones of regulation
- Incredible 5 Point Scale
- ASD
- ODD
- Dyslexia

### **Training that has been requested by staff include:**

PECS/visual cues.

- Sensory Circuits.
- Identifying speech & language difficulties.

**There are also opportunities for staff to access fully funded Level 2 courses, which have been highlighted in the weekly Staff Bulletin and these include:**

- Skills Network
- The Aim Group

The subjects include children and young people's mental health, adverse childhood experiences, understanding anxiety, understanding eating disorders etc.

### **Training for parents/carers**

The fully funded courses provided by the AIM group have been sent out to parents/carers via Parent Mail.

## **THE USE OF EQUIPMENT AND FACILITIES TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The funding agreements for schools/provision and The Pinetree School can be found at:

<https://www.unityeducationtrust.uk/key-documents-policies/>

**Additional funding to support pupils with an Educational Health Care Plan (EHCP) has been obtained through the SEN Placements Advisory Group (SENPAAG) and has been used to purchase:**

- Additional Teaching Assistant (TA) support
- Autistic Spectrum Disorder (ASD) specialist support

**The Pupil Premium Grant (PPG) has also been used to support pupils with SEND and purchases have included:**

- Specialist Teacher
- ASD Support Team

- School Councillor
- Sensory equipment
- Speech & Language assessment/support materials

## CONSULTING THE PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Parents/carers are able to communicate with the SENCO/Teachers on a day-to-day basis via:

- ParentsApp
- Direct contact with the School/SENCO via landline, mobile phone (voice/text) and email.
- Face-to-face where possible (this can be difficult as many of the pupils on roll within specialist provision travel to school in taxis).
- SEND Portal providing information and contact details on the UET website.

Parents/carers have the opportunity to provide their views via:

- EHCP review meetings (usually via Microsoft Teams/phone as parents/carers often live some distance from the school). Face-to-face meetings have taken place e.g. due to a disability (deafness) or pupil anxiety levels (ASD).
- Daily phone calls recorded on a Communication Log.
- Re-integration meetings following a fixed-term exclusion.
- Questionnaires provided by the Trust and Ofsted during an inspection.

Pupils given their 'voice' in school via:

- School Council representation.
- School Council member.
- EHCP reviews (requested 2 weeks before the meeting).
- Re-integration meetings following a fixed-term exclusion.
- Individual Learning Plans (ILP).
- Roots and Fruits discussion sheet.
- UET website (presently being updated) e.g. link to the Local Offer (updated) <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## COMPLAINTS PROCEDURES FOR PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS CONCERNING PROVISION

A parent/carer who wishes to make a formal complaint will be able to find the complaint procedures outlined in the SEND Policy. A link is provided on the UET website:

<http://www.unityeducationtrust.uk/wp-content/uploads/2017/07/Unity-Education-Trust-Specialist-Provision-SEND-Policy-doc-2.pdf>

## INVOLVEMENT OF OTHER ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEN AND SUPPORTING FAMILIES

### Services used to support pupils with SEND

#### Education:

<b>Service</b>	<b>Example of use</b>
Inclusion & Opportunity Team	Support a pupil who is experiences high levels of anxiety when attending school.
Virtual School for SEND	Support the school to meet the needs of a pupil's SEN.
The Virtual School for Looked After and Adopted Pupils	Support the school to ensure that the needs of this vulnerable group of children are met.
Norfolk STEPS Team	Support the school to ensure that the staff who are required to use restrictive physical intervention are appropriately trained.
Educational Psychology and Specialist Support (EPSS)	Provision of specialist teaching staff to offer guidance and support for children and young people with a diagnosis of ASD.
Access Through Technology (ATT)	Provision of hardware/software to support pupils who experience difficulties with handwriting and require another form of communication e.g. touch type.

#### Health:

<b>Service</b>	<b>Example of use</b>
Just One Norfolk	Access the Healthy Child 5-19 programme for guidance and advice for parents/carers, staff and pupils
Forensic CAMHS	Guidance for schools to ensure the needs of pupils with complex SEMH needs are being met.
Medical Needs Team (Joint Medical Protocol)	Guidance for schools to ensure that needs of pupils with medical needs are being met.
Harmful Sexual Behaviour Team (HSB)	Professional guidance and intervention to support schools where a pupil's behaviour is giving cause for concern.

#### Social Care:

<b>Service</b>	<b>Example of use</b>
Short Breaks	Respite for parents/carers by giving children the opportunity to attend activities, clubs etc. without the parent/carer being present.
Early Help/Partner and Community Focus (PCF) Service	Support for parents who need professional support to provide a stable and positive family environment.
Children's Advice and Duty Service (CADS)	Guidance for schools who have safeguarding concerns regarding a pupil.
Young Carers	School to support the Young Carers programme when a pupil is involved with caring for a member of the family.

#### Third Sector Services:

<b>Service</b>	<b>Example of use</b>
Benjamin Foundation	Presentations focusing issues such as drug and alcohol misuse.

## **CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

### **Parent/Carer SEN Support Services**

#### **1. Norfolk SENDIASS (SEN Information, Advice & Support Service)**

<https://www.norfolksendiass.org.uk/>

[norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)

01603 704070

SENDIASS provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers. This includes:

- An Advice Clinic
- Downloadable Information Booklets
- Online information
- Training

#### **2. Family Voice – Norfolk**

<https://www.familyvoice.org.uk/>

[office@familyvoice.org.uk](mailto:office@familyvoice.org.uk)

Twitter@familyvoicenfk

Facebook - [FamilyVoiceNorfolk](#)

The aim of Family Voice - Norfolk is to improve services for our children and young people by ensuring that families' voices are heard by planners and decision-makers.

#### **3. Norfolk SEN Network**

<https://www.norfolksennetwork.org/>

01603 300178

<https://www.norfolksennetwork.org/contact-us/>

The aim of the Norfolk SEN Network is to help parents of children with Special educational needs (0-16) and young people themselves with special educational needs (16-25) to find the right educational placement or provision to meet their needs.

#### **4. Independent Provider of Special Education Advice (IPSEA)**

<https://www.ipsea.org.uk/>

01799 582030

Helpline 0300 222 5899

IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

#### **5. ACE Education**

<http://www.ace-ed.org.uk/>

Helpline 0300 0115 142



ACE Education provides high quality information and practical advice to parents and carers based on current education law and guidance. The information and advice will enable parents to get the best outcomes for their child at school.

## **THE LOCAL AUTHORITY OFFER**

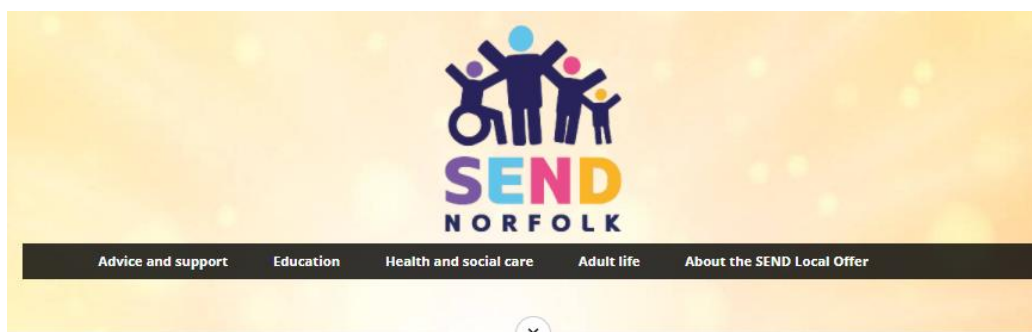
### **Norfolk Local Offer**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

The website can help to:

- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life



**Welcome to Norfolk SEND Local Offer website**

## **THE LANGUAGE OF SPECIAL EDUCATIONAL NEEDS (SEN) EXPLAINED**

### **Conditions**

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

AS - Asperger Syndrome

ASC - Autistic Spectrum Condition

ASD - Autistic Spectrum Disorder

APD - Auditory Processing Disorder

BESD - Behavioural, Emotional and Social Difficulties

FAS - Fetal Alcohol Syndrome

FASD Fetal alcohol spectrum disorders

GLD - Global Learning Delay

HI - Hearing Impaired

LDD - Learning Difficulties and Disabilities

MLD - Moderate Learning Difficulty

ODD - Oppositional Defiant Disorder  
PDA - Pathological Demand Avoidance  
PDD - Pervasive Developmental Disorder  
PMLD - Profound and Multiple Learning Difficulties  
SEMH – Social. Emotional Mental Health  
SLCN speech, language and communication needs  
SLD severe learning difficulty  
SM - Selective Mutism (formerly known as elective mutism)  
SpLD - Specific Learning Difficulty  
SPDs - Sensory Processing Disorders  
VI - Visually Impaired

**Other regularly uses abbreviations**

PP - Pupil Premium  
CAMHS - Child and Adolescent Mental Health Services  
CoP – SEN Code of Practice  
CYP - Children and Young People  
SALT - Speech and Language Therapy  
EAL - English as an Additional Language  
EHCP - Educational Health Care Plan  
EP - Educational Psychologist  
ILP – Individual Learning Plan  
JCQ - Joint Council for Qualifications  
LO - Local Offer  
OT - Occupational Therapist  
RAO – Reintegration and Admissions Officer  
SENCo - Special Educational Needs Coordinator  
SEND - Special Educational Needs and Disabilities  
SENDIASS - Special Educational Needs & Disabilities Information Advice & Support Service  
SENPAAG – Special Educational Needs Placement Advisory Group  
SSSfN – Short Stay School for Norfolk  
SS – Standardised Score  
TA - Teaching Assistant

