



# **Special Educational Needs and Disabilities (SEND) Information Report**

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**Perins School**

**February 2022**

## Perins School - SEND Information Report – 2021-2022

The information in this report will provide you with an overview of the level of provision available for a child with Special Educational Needs and Disabilities at Perins School for 2021-2 with the addition of an addendum on how Perins School are responding to the COVID-19 pandemic (please see end of document). Should you have any further enquiries please contact Mrs Gemma Tanihatu SEN Co-ordinator and Team Leader of Learning Support, her contact details are at the bottom of this report.

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### How does the school know if pupils need extra help with learning?

Perins School is a mainstream school. We believe that all students should be valued as individuals. We aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised SEND Code of Practice (Jan 2015).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four areas of Special Educational Needs and Disabilities (SEND), defined by the SEND Code of practice (Jan 2015):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory or physical

If a pupil has SEND, their needs can be attributed to one (or more) of these categories. A school's provision for SEND is defined as support which is '*additional to*' or '*different from*' that which is available to all pupils.

At Perins School, we recognise that pupils make progress at different rates and not always in a steady linear pattern therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The pupil performing significantly below age related expectation
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from a paediatrician

If a pupil is identified as having SEND their name will be added to the SEND register, but we recognise that a pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the pupil to make expected progress, so once they reach this threshold they may be removed from the school's SEND register. If they fall behind again at any point, they may then be added to the register again.

### What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Pastoral Leaders or the SENCo (Mrs Tanihatu), then please email/telephone them directly.

### How will school support my child?

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCo is responsible for ensuring that:

- Teachers understand a pupil's needs
- Co-ordinating teacher SEND training
- Support teachers in planning to meet a pupil's needs
- Monitoring the quality of teaching for pupils with SEND
- Provision across the school is efficiently managed

At times, some pupils require additional support to make progress across the curriculum because they are significantly below the expectations for their age. On these occasions the SENCo is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- **Additional adult support in the classroom** – The SENCo is able to direct a limited amount of 'hours' of additional adult support in the classroom in cases where there is evidence that pupils have identifiable SEND and are significantly below the expectations for their age. We have a team of Teaching Assistants (TAs) who support the teacher in the teaching and learning of the whole class.
- **Withdrawal sessions** – when pupils are withdrawn from certain lessons/tutor times for pre-arranged support sessions with a TA in: spelling, reading, numeracy, emotional support, or social skills
- **Skills Base Programme** – an intervention programme for pupils joining Year 7 who are not yet secondary ready and who may have weak social, literacy and/or numeracy skills

### Independent Learning (sometimes called Homework)

The independent learning set by teachers (online via Class Charts) is an integral part of pupils' learning and can contribute directly to how well a pupil makes progress. Independent learning consolidates and builds on the learning in lessons, ensuring that pupils fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's work at home, so that pupils can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil's learning.

There is a lunchtime 'Homework' Club available to all pupils, where they can seek help from a member of staff and/or a number of Year 11 Pupil Support mentors. Parents/carers and pupils can speak to their child's tutor for more information about Homework Club.

### Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or relevant team leaders. There is an annual opportunity for this at parents' evening, however, teachers can meet with parents/carers at any point in the school year to discuss a child's progress.
- In the case of individual or small group interventions, the Learning Support department will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. The member of staff running the intervention will review progress approximately every half term. A programme called Provision Map is used.

**How are the school governors involved and what are their responsibilities?**

- The SENCo reports to the trustees annually to inform them about the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.
- One of the trustees is responsible for SEND and meets with the SENCo on a regular basis throughout the academic year. The 'SEND link trustee' also reports to the governing committees, to keep all the governors informed. The SEND link trustee is Ms Katy Toms.

**How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated or scaffolded for every pupil. Pupils are entitled to participate in all areas of the curriculum, and it is the subject teacher's role to scaffold resources and activities to ensure the pupil can access the learning. This may mean teachers:

- plan visual, auditory and/or kinaesthetic activities
- plan small group or 1-1 learning facilitated by a Teaching Assistant
- facilitate pre-teaching content or vocabulary
- direct the over-learning of topics
- set alternative activities for homework
- provide specially targeted texts and resources appropriate for pupils' reading ages
- provide additional apparatus or materials, such as mind maps, sentence starters
- adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties

Year 9 acts as a 'bridging year for students where they benefit from a broad and balanced curriculum offer along with the benefits of embarking on areas of KS4 programmes of study. This blend of KS3 and KS4 curriculum ensures that students have effective transition to the KS4 programmes of study.

At Key Stage 4 (Year 10 onwards) pupils choose from a range of courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or employment. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

For some of our EHCP students, we discuss alternative pathways for learning and curriculum offering. This could be a 14-16 college course at Sparsholt College or Bordon. We are currently investigating work experience as an option for some students in years 10 and 11. Additionally, we can make reasonable adjustments to the number of qualifications studied and offer one-to-one or small group support sessions where appropriate.

**How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members: directly by email, through the school office by emailing [reception@perins.hants.sch.uk](mailto:reception@perins.hants.sch.uk) or calling 01962 734361.

Planned arrangements for communicating between school and home include:

- Each year group has a parents' evening, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a reporting programme. These reports are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, and outside agencies involved in the pupil's education.

### **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Perins includes:

- Data collection six times a year, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and team leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCo and the Learning Support team, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed weekly at Learning Support Team meetings, and at monthly department meetings. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the school professional development and progress system; the deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Senior Deputy Head Teacher, Mr Mark Nevola, is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for team leaders when planning the curriculum and additional support for pupils. Additionally, we have KS3 Progress Manager, Miss Laura Jones, and KS4 Progress Manager, Miss Lorna Billington, to analyse data and identify specific students who are not making expected progress, or who are making greater than expected progress.
- At the start and end of Year 7, the end of Year 8, and the end of Year 9, pupils are screened for reading, writing, spelling and maths skills. This allows us to identify when pupils may need further support, intervention, or additional assessment to detect any underlying difficulties.

### **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

A child's tutor is the first point of contact regarding wellbeing. Every teacher will log any concerning incidents regarding wellbeing on the CPOMs system which will be reviewed by the Head of Year or Head of House where appropriate.

Prior to the COVID-19 pandemic, Perins School were developing an Emotional Vulnerable unit with the aim to positively impact and support our most vulnerable students at Perins. Unfortunately, the unit is no longer functioning as a physical place, however, reintegration and support plans for individual students remain in place from Perins team of Guidance Manager. Students will, as much as possible, follow their timetabled lessons but there are reasonable adjustments in place and regular guidance sessions to support students.

During 2021-22 the school is revisiting its rewards system, with a relaunch for September 2022. The school currently uses Class charts to positively reward students. Every lesson, every pupil has the opportunity to receive an achievement point from the teacher for following the Perins Values with a lesson

1. Participation
2. Excellence
3. Respect
4. Independence
5. Nurturing
6. Safe

Points are recorded on the school database and monitored by tutors, Heads of Year, and Heads of House. This provides the Pastoral team with another opportunity to identify pupils who may be falling behind their peers and to investigate and address the reasons for this. Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. To encourage positive behaviour, the school enters pupils into termly prize draws for each set of 3 PiP points awarded and tokens are awarded to pupils to contribute to the House PiP competition which is visualised by the token collector outside of Student Services.

Perins School has its own extensively qualified Pastoral team of appropriately trained staff who deliver the majority of provision for pupils with social, emotional and mental health difficulties.

The SENCo, together with the Deputy Headteacher, Mr Alexei Western, (who line manages the SEND department and the Pastoral team) manage the SEMH provision that Perins offer. All teaching staff may refer pupils for this support, should they have any concerns. The areas of emotional difficulties that the Pastoral team provide support with are: communication and interaction difficulties, social emotional and mental health issues, friendships and relationships, anger management, loss and change, and self-organisation. Pupils who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they can be supported by members of the Pastoral team and/or TAs to manage unstructured social time.

If a pupil is unwell during the school day, they will be sent to the School Office First Aid room, which is run by First Aid trained School Office staff. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The trained First Aider will decide if the pupil is well enough to stay at school or not.

In a medical emergency, the trained First Aider will attend urgently, or may call for an ambulance if the pupil requires hospitalisation. Staff are trained annually on administering Epi-Pens for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are identified to all staff throughout the school year.

#### **How does the school manage the administration of medicines?**

Medicines for pupils are managed by the School Office staff, from the First Aid room. If a pupil requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the School Office by a parent/carer
- The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the School Office
- To take their medicine, the pupil must go to the First Aid room, where the dose will be administered or supervised by a member of the School Office team
- Each time the medicine is administered, the time, date and dosage is recorded.

#### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

Every lesson, every pupil has the opportunity to receive Classcharts reward points from the teacher for abiding by the five main rules of the classroom:

1. Participation
2. Excellence
3. Respect
4. Independence
5. Nurturing
6. Safe

Points are recorded on the school database and monitored by tutors, Heads of Year, and Heads of House. This provides the Pastoral team with another opportunity to identify pupils who may be falling behind their peers and to investigate and address the reasons for this. Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. To encourage positive behaviour, the school enters pupils into termly prize draws for each set of 3 PiP points awarded and tokens are awarded to pupils to contribute to the House PiP competition which is visualised by the token collector outside of Student Services.

During 2021-2022 the School is reviewing its sanctions processes, these are planned to be communicated to students and parents during the Spring term. The consequences for poor behaviour, which are outlined in the school's behaviour policy. Pupils can receive sanctions such as detention, isolation or fixed term suspensions. However, a primary focus of all our sanctions is based around restorative conversations. We have a Reflection Room, manned by Mr Matt Jackson, for students to have restorative conversations.

If a pupil is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, additional support may be provided:

- The Pastoral team helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school.
- One of their responsibilities is to monitor attendance; oversee legal action against parents/carers whose children do not attend school; and, to help liaise with outside agencies who can support families in difficult situations.
- The Pastoral team works with pupils whose behaviour is affecting the learning of other pupils, to help them develop skills for understanding and managing their social, emotional, and mental health for supporting learning at school.
- Attendance is monitored and addressed on various levels. This includes tutor conversations, GM/HoY/HOH/Leadership conversations and meetings with pupils whose attendance is below 90% and then further meetings with parents should there be no significant improvement. Pupils with 100% attendance for a term are also entered in to termly prize draws which take place in House 'celebration' assemblies.

### **How will my child be able to contribute their views?**

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active pupil council who are referred to as the 'Student Voice Committee.'. These meetings are predominantly focussed on the four different Houses (Ventus, Ignis, Terra, and Aqua). The Student Voice Committees meet with the respective Head of House, and this process is overseen by Assistant Headteacher Miss Amy Craig. Conversations are used to consult on whole school plans, lead on charity activities at school, and are used as a vehicle to express pupil views to senior leaders throughout the school year.
- The Head Boy and Head Girl are part of the Governing body and we have dedicated Senior Prefects appointments in addition to the head Girl and Boy, to chair this committee.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- Pupils leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop pupil experiences.
- If a pupil takes part in an intervention programme, they will contribute their views to the half-termly review of progress.
- If your child has an EHCP, their views will be sought before any review meetings.



**What specialist services and expertise are available at or accessed by the school?**

The SENCo, Mrs Gemma Tanihatu, is a fully qualified teacher and SEN Co-ordinator. She holds the National Award for Special Educational Needs Co-ordination (SENCo accreditation), and liaises with many specialist services and outside agencies/experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (Child and Adolescent Mental Health Service - CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Hampshire & Isle of Wight Educational Psychology Service (HIEPS)
- Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, and Hampshire County Council's SEND team
- We liaise with EMTAS (Hampshire's Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.

**What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff throughout the school year.

- Members of the Pastoral team are appropriately trained to help students with Emotional Support. They receive support from Hampshire Educational Psychology Service.
- Our team of highly qualified TAs have extensive experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school; this may include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our feeder primary schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- A working party of staff from across the curriculum, meets at least once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

**How will my child be included in activities outside the classroom including school trips?**

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is possible and successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from the SENCo, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

- Perins is a community school. All teaching blocks have stairs with no lift access.
- The site has been adapted to enable the ground floor areas to be accessed via ramps, with the exception of Rousseau, making the ground floor of the majority of buildings accessible for

wheelchair users or those with impaired mobility.

- The site has two disabled toilets large enough to accommodate changing in Evolution and Turing, the Maths block.
- There is a tiered car park with three levels on site. There is a disabled parking bay for disabled badge holders, marked clearly in yellow paint.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

Our goal is to make sure our new pupils feel like they belong at Perins School before they officially arrive. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

### **Key Stage 2-3 (Year 6 to Year 7)**

- Perins is the only secondary school in a consortium referred to as the '7AS' (7 Alresford Schools). Carefully supported transition is planned and arranged through the regular correspondence with all of our feeder schools. The SENCo, Assistant Heads, and the Pastoral team work closely with primary schools to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in Year 6 who have accepted a place at Perins School for Year 7 are invited to an induction day in June. This day provides a taste of secondary school life, involving an experience of a 'Perins lesson', information about how the school runs and provide an opportunity for pupils to meet their new tutor group and classmates. Some pupils with SEND are invited to a further transition visit at the school during the Summer Term, as determined by the pupil's needs.
- Parents/carers are invited to an information evening during the Summer term. There is also a 'Meet the Tutor' evening at the end of Induction day (June), to learn about the activities their children have undertaken, to meet key members of the Pastoral and Learning Support teams and to receive information about the organisation of the school.
- The SENCo, together with the transition team, visits feeder primary schools to meet pupils, gather information from Year 6 teachers and support staff, and to offer informal 'question and answer' sessions for parents/carers. Year 6 parents should contact your child's primary school to find out about the arrangements made with Perins School for the current academic year.
- Perins School teachers are provided with information about all new pupils' needs, strengths and background at the start of the academic year.
- The transition team, in consultation with the SENCo, allocate Year 6 pupils to tutor groups according to advice from the primary school where possible.
- The first day of the new school year in September is for Year 7 only. On this day, pupils learn together about how to be effective learners and reflect on their own skills.
- Once received from the Primary school, every pupil's school file is passed on to their Pastoral Leader, or, in the case of pupils with SEND, the SENCo, at the start of Year 7.
- The school arranges additional transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the pupils' needs, but typically involve: fortnightly afternoon group activities; experience 'shadowing' Year 7 pupils; tours; and, informal gatherings for pupils and parents. Parents/carers can contact their child's primary school for more information about this programme.

### **Key Stage 3-4 (KS3 -Year 7 to Year 8)**

At Perins we have a shorter KS3 (Year 7 and Year 8 only) and a longer KS4 (Year 9 onwards). This is so that our pupils have more time to spend on developing the skills and knowledge required for achieving qualifications at the end of Year 11.

- At KS3, students are timetabled a variety of enrichment lessons including 'Life Studies' – a life skills based programme unique to Perins. These enrichment lessons also include: STEM, digital Media literacy, enterprise (problem solving), silent reading, critical thinking (humanities led), and Perins Values (creative arts led). Students also have a compulsory RE lesson once every two weeks with Humanities team.
- For KS4, pupils choose from a range of courses, which help to prepare them for the next steps in their education, be that college, apprenticeship or work. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

#### **KS4 (Year 9 to Year 11)**

- The school arranges visits to open days and further education fayres for all pupils. Support with funding and applying for apprenticeships is also available.
- Pupils are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for pupils to inspire the ambition to pursue this route.
- Pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Pupils with an EHCP who are moving on to further education are supported through transition by the Learning Support teams at Perins and their intended destination. A representative from their desired destination will be invited to attend their Year 11 annual review meeting to help plan and organise support for the move to college or vocational training.
- The Learning Support team liaise closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs, but typically can include: extra visits or tours; an opportunity to 'shadow' a year 12 pupil; meetings with college support staff; or, guidance and advice on meeting the pupil's needs for college staff.
- In year 10 all students get the opportunity to take part in Work Experience. Students will work in industry for five school days. Before and after the placement students will received work experience education from our partners EBP South Work Experience.

#### **Joining mid-year**

- All pupils admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the pupil's learning
- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at Perins. The buddy takes the new pupil to lessons, introduces them to other pupils, answers questions and informs pastoral staff how well the new pupil is settling in to school
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

#### **Moving to another school**

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

#### **How are the school's resources allocated and matched to children's needs?**

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

**How is the decision made about what type and how much support my child will receive?**

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.

The SENCo and Learning Support team consult with subject teachers, academic leaders and pastoral leaders, to discuss the pupil's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

**How do we know if it has had an impact?**

- We see evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the pupil at school
- Pupils may be removed from the SEND register when they have 'caught up' or made sufficient progress.
- In 2021-22 – we are investigating additional reporting features for students on the SEND register. This is to reflect progress in areas other than academic testing. This will enable skills and dispositions such as organisation, emotional regulation, social skills to be reported on, where appropriate to a child's needs.

**Who can I contact for further information?**

- A parent/carer's first point of contact should be the child's tutor to share concerns
- Parents/carers can also arrange to meet the SENCo, Mrs Gemma Tanihatu.

**Who should I contact if I am considering whether my child should join Perins School?**

Contact the school's SENCo and Team Leader of Learning Support, Mrs Gemma Tanihatu, directly via email [gtanihatu@perins.hants.sch.uk](mailto:gtanihatu@perins.hants.sch.uk) or telephone 01962 734361.

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Hampshire SENDIASS, offering independent, free advice for parents of children with SEND: <https://www.hampshiresendiass.co.uk/>
- IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy service: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy->

[\(paediatric\).aspx](#)

- Hampshire Ethnic Minority and Travellers Advisory Service:  
<http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help:  
<http://www.friendsofthefamilywinchester.org.uk/>
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston's Wish, a national charity supporting families that have been bereaved:  
<http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved:  
<http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service:  
<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Hampshire Careers Service: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/youthtube/youth-professionals/hampshirecareersandemployabilityservice.htm>
- Paediatricians: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-health-services.aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx)
- Occupational Therapists: <http://www3.hants.gov.uk/adult-services/disability/ot.htm>
- Physiotherapists: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx>
- Hampshire County SEND Team: <http://www3.hants.gov.uk/sen-home>