

# Park Primary School

## SEND Information Report 2019

### **The name and contact details of the SENCO (mainstream schools)**

Jon Mowjoudi- SENCo  
Rebecca Hunt- Assistant Head Teacher for Inclusion  
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### **The kinds of special educational needs that are provided for in the school**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Park Primary School is an inclusive school which caters for children with all types of SEN.

### **Policies for identifying children and young people with special educational needs and assessing their needs**

- Some children start school with a diagnosis or with specialist support
- Some children will be identified by school staff and referred for specialist support.
- Some children's need will be identified through tracking systems and day to day observation by the class teacher or SENCO. These children may have needs which can be met through differentiated teaching, small group work and/or catch up in school.
- Parents may raise concerns about their child.

The progress of every child is monitored at **termly pupil progress meetings**. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with leadership team and the SENCo or Inclusion Manager and a plan of action is agreed.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties

**Class teachers** are continually aware of children's learning. If they **observe** that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

There are termly **inclusion meetings** between class teachers and the SENCo. These provide an opportunity to discuss strategies to support children's needs. Further to this, there are initial concern forms which teachers can fill out, outlining the concerns they have and the strategies and support they have already tried. Following this the SENCo will carry out an Initial Concerns Observation and look at a child's work. The SENCo will also speak to the child's parents.

**Parents sometimes ask us to look more closely at their child's learning.**

We take all parental requests seriously. In the first instance, they should be addressed to the class teacher as in school they will know the child best. Following this there can be a discussion with the class teacher. Frequently, the concern can be addressed by Quality First Teaching or some parental support. The SENCo may carry out an Initial Concerns Observation and look at some of the child's work.

Following on from this, children may be placed on the SEN register or may continue to be monitored. The SENCo may request further assessments and support from outside agencies.

**Arrangements for consulting parents of children and young people with special educational needs and involving them in their education**

Parents must be involved and give consent for referrals to other agencies and specialist support agencies.

When we have initial concerns about a child and these have been discussed with the SENCo, parent views will need to be sought. This will usually be through a meeting with the class teacher, parents and SENCo (and if appropriate, the child).

Where a pupil is receiving SEN support, we should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We should meet parents at least three times each year.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO, where possible.

These meetings are in line with school parent consultation meetings in the autumn and spring terms. However, they will need to be longer than meetings with parents of children without SEN. Therefore a double appointment should be offered.

An annual report must be produced for parents, as in line with all children in the school. For some children, the report format will need to be adjusted in order to comment accurately on the child's learning throughout the year. The class teacher will need to discuss this with the SENCo. The SENCo will be responsible for devising the format for the annual report. The class teacher will be responsible for writing the report.

#### **Arrangements for consulting young people with special educational needs and involving them in their education**

The views of the pupil should be included in the discussions around targets and outcomes. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Views can be gathered through discussion with the pupils or using a pupil view sheet. These can use symbols, photographs or other communicative means to help support a child's understanding.

For annual reviews for children with high needs funding, sharing photographs and work books can demonstrate a child's learning. Annual reviews should take the form of a person-centred review where children can be invited to part of or all of the review.

#### **Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this review**

- Our school's Assessment Policy (available in school on request) outlines the range of assessments regularly used throughout the school
- Children's outcomes are recorded on Individual Education Plans (IEPs) or SEND Support Plans. These are reviewed termly with the child and parent and new outcomes will be set and recorded on an IEP.
- The outcomes in IEPs and SEND Support plans will be assessed using a red, amber, green system termly.
- For children who receive High Needs Funding, the outcomes will be recorded in a SEND Support plan.
- Annual Reviews for children with high needs funding will be person-centred and get the views of children and parents.
- Where children are involved in certain specific interventions, there may be assessments at the start and end of the intervention to assess the progress children have made.
- Tracking of pupil progress in terms of National Curriculum levels (2014) – 3x yearly
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by the school's Speech and Language Therapist.
- A cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service.
- P Scales are currently used for children significantly below age related expectations. We are aware they are being removed, and will look into methods of assessing children at this level. P scale levels are recorded using an online programme called 'Connecting Steps- B Squared'. These are recorded 3 times a year, in line with the school's assessment timeline.
- Children working below the national curriculum will be assessed once a year using the pre key stage standards.
- The SENCo may attend pupil progress meeting to set and monitor progress towards end of year targets.

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Where parents and other settings inform us of a SEN or disability we will make our best endeavors to visit the child in their previous setting and/or arrange a visit or visits to help prepare a child for their start at Park Primary. This will be flexible according to the needs of the child. Newham annually host a meeting for primary SENCOs to meet with secondary SENCOs. Here we can discuss the children's strengths and needs. For some children, additional visits to their new school may be required or a transition book or film so they can familiarize themselves with the new school. For other children the new school may wish to visit them. This will depend on the needs of individual children. Records will be passed on to the new school. Where there a digital records, these will be passed on using a secure email.

The PSHE curriculum helps prepare children for adulthood. The school can also run life skills groups for both Key Stage 1 and Key Stage 2. Some children may require individual programmes and support to help develop their independent living skills.

### **The approach to teaching children and young people with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Our aim is to make the curriculum as: rich; creative; accessible and exciting as possible. All children will study according to their level of ability, and maturity, the National Curriculum subjects or the Early Years curriculum. For the majority of the children with SEN access to the curriculum can be achieved through differentiation by: learning objective, questioning, the task, assessment, managing of behaviour, resources and mixed ability grouping.

Some children will require an individual timetable with specific programmes of work matched to their needs.

### **How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs**

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.
- We endeavour to ensure that all class rooms are ASD friendly as necessary including use of visual timetables, personalised timetables and prompt/sequence cards, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources.
- We endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, ‘chunking’ of instructions, use of thinking time’ to allow processing time, pre-teaching of key vocabulary.
- Small group rooms are available to provide quiet work areas for 1:1 or small group work.
- When needed the learning environment will be adapted to meet the needs of children. This may be through specialist furniture or through arrangements and displays within the classroom.

### **The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured**

- The SENCo has the National Award for SEN Co-ordination.
- The Assistant Head Teacher for Inclusion has the National award for SEN Co-ordination
- The school buys in a speech and language therapist for 1 day a week.
- The school buys in to the local authority's dyslexia service for approximately 2 days a term (this is currently the most we are able to buy)
- The school buys into an educational psychologist service for approximately 2 days a term.
- Access to the specialist 'buy in' services is through the SENCo, who will need to prioritise certain children or training opportunities for staff in school for varying reasons.
- Other staff have access to specialist training offered by the borough, which the SENCo will book.
- Support staff have regular meetings with the SENCo.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children and the school improvement plan.

### **Evaluating the effectiveness of the provision made for children and young people with special educational needs**

- A Provision Map is used to help track the various provisions provided throughout the school.
- IEPs and SEND support plans are reviewed 3 times a year with parents and children to assess and discuss the outcomes for the child.
- The outcomes on IEPs and SEND Support plans are evaluated using a red, amber, green system.
- After assessment weeks have taken place within the school, the SENCo will review whole school data for children receiving SEN support (and EHCPs). This will be in terms of attainment and progress and compared to all children within the year group and will inform the SEN action plan.
- Learning walks will take place to monitor the provision for children with SEN. Feedback will be given at a whole school level. At times, book looks may look at the progress, provision, support and differentiation being provided for children with SEN within class.
- Each year group will bi-annually receive an MOT (monitoring of teaching). The SENCo will be involved in monitoring progress and actions towards IEP outcomes, alongside the assistant head teacher for that year group.
- IEPs will be monitored after inclusion meetings and IEP review meetings to ensure new IEPs are completed and outcomes and targets are appropriate.
- Further to this, the school has a Monitoring and Review officer from the local authority who will look at documentation and support the school, where necessary.

### **Details of extra-curricula activities that are available for pupils with SEN**

Extra-Curricular clubs are offered to all children at Park Primary, including those with SEN. If a child needs support to attend this club, this will be arranged. Children will not be excluded from attending an after school club because of their SEN.

When organizing educational visits, class teachers will need to discuss the needs of a child with SEN with the SENCo. Some children will not require any additional support. Other children may require more adult support which we will put into place. Some children may need support with the change in routine an educational visit can bring and may be given a short story to read at school and home to help prepare them for the visit. On rare occasions, an educational visit may not be educationally appropriate for a child with SEN. On these occasions an alternate provision must be put into place.

### **How children and young people with special educational needs are enabled to engage in activities available with children and young people who do not have special educational needs**

Park Primary is a mainstream primary school and children with SEN will be in classes with children without SEN. They will be involved in many of the same day-to-day activities and when appropriate the same learning experiences.

Children with SEN will eat in the dining room with children without SEN and spend their playtimes and lunchtimes in the playground with children without SEN.

### **Support for improving emotional and social development. This should include extra pastoral support, arrangements for listening to the views of children and young people with special educational needs and measures to prevent bullying include information on their school's approach to fostering good relationships and reducing bullying**

- This is in line with our PSHE curriculum and PSHE, anti-bullying and behaviour policies.
- When needed referrals can be made and advice sought from:
  - Educational Psychologist
  - CFCS (child and family consultation service)
  - CAMHS outreach service (currently piloting for ½ day a half term in primary schools)
  - Behaviour Support Service.
- We also work with HeadStart and can refer children for Bounceback, to be a HeadStart champion or take part in out of school activities. This is available for children in years 5 and 6. See [www.headstartnewham.co.uk](http://www.headstartnewham.co.uk)
- Children may receive mentoring from an identified teaching assistant or the school's family support worker.
- All children's ideas are listened to through the School Council and other child leaders in school. School Councillors will seek the views of the children in their classes on many issues.
- At Park we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families**

School works with many other agencies, who will often want to meet with parents and children to discuss the needs of the child. When we review the progress children with SEN make against their outcomes, we will make our best endeavours to involve other agencies. This may be through attending a meeting or providing a report.

Some of the agencies we work with are:

- Speech and Language Therapy (NHS). This includes a Speech and Language therapist who works for 1 day a week in the school.
- Occupational Therapy (NHS)
- Physiotherapy (NHS)
- Child & Family Consultation Service (NHS)
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychology Service
- Language, Communication & Interaction Service
- Behaviour support Service
- Complex Needs and Dyslexia Team
- Visual Impairment Team
- HeadStart
- Newham Parent Partnership

Further to this the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families.

The NHS trust also provide school's with a School Nurse who will work for ½ a day a week for the school. The nurse can provide support with Individual Health Care Plans (see Medical Needs Policy) and training staff. The School Nurse will only work with children over 5. For children under 5, the health visitor service will need to be contacted to offer support.

### **The contact details of support services available for parents of children and young people with SEN**

#### **Newham Parent Partnership Service**

020 3373 2871 or 020 3373 2869

The Web Building, Ground Floor, 49–51 The Broadway, Stratford, London, E15 4BQ

### **Details of the school's contribution the local offer and where the local is published**

The local offer is published on Newham's website.  
<http://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

Park will publish its contribution to the local offer on the Park Primary School Website.

**Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN**

Children who are looked after will have Personal Education Plans. These are often written three times a year following a review meeting. At times, PEPs may need to be written more frequently if a child's circumstances require this.

When a looked after child has special educational needs, the outcomes set for the child on their IEP or SEND Support Plan will inform the PEP targets. When possible, the IEP will be reviewed alongside the PEP and the team around the child will be invited.

**Additional support for learning that is available to children and young people with special educational needs**

ALL pupils will access:	Some pupils with additional SEN needs will access:	A few pupils with complex or significant needs will access:
<ul style="list-style-type: none"> <li>○ <i>High quality teaching and learning</i></li> <li>○ <i>A differentiated curriculum</i></li> <li>○ <i>Reasonable adjustments to the environment and equipment for pupils with disabilities</i></li> <li>○ <i>Assessment for learning</i></li> <li>○ <i>Personalised target setting</i></li> <li>○ <i>After school clubs and educational visits</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>targeted interventions and support matched to need</i></li> <li>○ <i>Individualised target setting</i></li> <li>○ <i>Personalised progress tracking and assessment of need</i></li> <li>○ <i>Access to flexible working groups</i></li> <li>○ <i>Access to additional adult support for specific tasks</i></li> <li>○ <i>Additional time during assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>A personalised timetable</i></li> <li>○ <i>Access to evidence based specialist programmes</i></li> <li>○ <i>Access to specialist services and therapists</i></li> <li>○ <i>High levels of adult support and small group working</i></li> </ul>

**Arrangements for providing equipment and facilities for children and young people with special educational needs and how these will be secured**

- If a child's needs may require additional funding, Newham's guidance will be followed. This involves the SENCo assessing a child based on their needs and using advice and evidence from other agencies to support this. Further to this, the SENCo will write a SEND support plan in consultation with the child, adults working with the child and parents demonstrating how additional funding will impact on the child's development and learning. The SENCo will then need to submit this to the local authority.
- However, not all children with SEN will require additional funding. Gaining equipment and facilities will be secured
  - through discussion with specialist agencies involved (who may advise something specific)
  - through discussion with parents
  - through discussion with our Head Teacher
- Within reason children with SEN will get equipment and facilities they require e.g. an area of quiet retreat for a child with a diagnosis of ASD; provision of equipment e.g. sensory cushion and implementation of strategies e.g. exercise breaks for children with sensory issues.
- We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
- Please see our school's Accessibility Plan

**Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school**

Please see the school's Complaints Policy.

Parents can speak to the class teacher or the SENCo (Jon Mowjoudi) or they can speak to the assistant head teacher (Rebecca Hunt), deputy head teacher or head teacher.

Further to this any complaints can be raised with the governors.

**The arrangements for the admission of disabled persons as pupils at the school**

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.

- Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.
- Appropriate support will be provided.
- Training will be provided for staff.
- Regular reviews will be planned, which include the pupil's views.

**The facilities provided to assist access to the school by disabled pupils**

**The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 to the Equality Act 2010).**

Please see Park Primary School's website for the Accessibility Plan.