

Park Primary School **SEND Information Report 2022**

The name and contact details of the SENDCO (mainstream schools)

Rebecca Hunt- SENDCo
Victoria Loughran- Assistant Head Teacher for Inclusion
info@park.primary.newham.sch.uk Address emails FAO: SENDCo
0208 534 4065

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 SEND.

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 needs will be identified through tracking systems and day to day observation by the class teacher or SENDCO. 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.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1) 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 SENDCo or Assistant Headteacher for Inclusion 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 SEND and should not automatically lead to a pupil being recorded as having SEND. 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, behavioural or mental health difficulties. Some special educational needs may present as needs with social skills rather than academic abilities.

2) 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.

Class teachers raise their concerns with the SEND team. They may also raise concerns with their Assistant Head Teacher during pupil progress meetings.

Inclusion Meetings: Teachers should meet with SENCO or AHT twice a year to discuss the needs of the children in their classes who require support that is additional to and different from their peers. For some children this will form part of Assess, Plan, Do, Review graduated approach.

The support plans on provision mapping will be reviewed in line with these meetings.

3) Parents sometimes ask us to look more closely at their child's learning or development.

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 SENDCo 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 SEND register or may continue to be monitored. The SENDCo 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 the school has initial concerns about a child and these have been discussed with the SENDCo, parent views will need to be sought. This will usually be through a meeting with the class teacher, parents and SENDCo.

When parents decline support, a written record of the meeting will be kept. Parents will be told this at the meeting. This will be shared with parents.

Where a pupil is receiving SEND support, schools 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. Schools should endeavour to 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 SEND 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 SENDCO, where possible.

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 SENDCo. The SENDCo 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 some pupils the adults who know them will need to use their knowledge of the child and interpret their behaviour to discuss what they like and dislike.

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

- All children are assessed by their class teachers termly. Please see the Assessment Policy.
- There is not one specific assessment practice to assess all children with SEND. Assessments used should be appropriate to the needs of individual children. Teacher assessments will be made, based on the teacher's knowledge of children's everyday learning.
- Some children may require additional time to process questions and will be given additional time when undertaking tests. This will not just happen during end of key stage two assessments, but throughout the school. This should be recorded on a Support Plan.
- **Engagement Model**

This is pupils not engaging in subject specific learning and working around old P1 to p4 level. Children will be observed engaging in an activity termly and a narrative assessment in the 5 areas of the engagement model completed by a member of the SEND Team.
- The five areas are exploration, realisation, anticipation, persistence and initiation.
- **Pre Key Stage Standards**
- For children working below the level of their Key Stage and not accessing Key Stage whole class work, they will be assessed using the pre key stage standards.
- 2021 Pre-key stage 1 - pupils working below the national curriculum assessment standard
- 2021 Pre-key stage 2 - pupils working below the national curriculum assessment standard
- This will be a teacher assessment based on the class teacher's knowledge of the child's achievements and day to day learning.
- These will be inputted into the whole school Fisher Family Trust Aspire assessment tool. Teachers and learning support assistants can discuss the assessment together but the class teacher remains responsible. These assessments will be discussed during Pupil Progress meetings with either the SENDCo or an SEND teacher.
- **Assessing Outcomes**
- Outcomes on EHCPs will be assessed as achieved, on track or not on track during the annual review. The SENDCO is responsible for this but it will be based on a discussion involving professionals and parents.

- Targets on support plans will be assessed when they are reviewed.
- Children will be monitored by the leader of an intervention at the end of that intervention using provision mapping software.
- **Support Plans**
- The school is beginning to use Provision Mapping Software and as such are in a period of change between how support plans will be written.
- Our support plans form part of the Assess, Plan, Do, Review cycle.
- They should be reviewed regularly. At times these reviews will include parents and at times they will be shared afterwards. We are moving towards the plans being reviewed 3 times a year.
- Some plans will include a pupil passport outlining children's needs, strategies that work and don't work. Some plans will include an outline of provision in place for that child. Some plans will include specific targets which are time limited and being worked on.

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 securely.

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 SEND. 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 SEND 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 classrooms 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 classrooms 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 classrooms 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 school buys in a speech and language therapist for 1 day a week.
- The school has access to a limited ‘core’ speech and language therapy service and a small number of children can be seen.
- 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 has a link clinician at CAMHS (child and adolescent mental health service) and can use this allocated time to discuss individual children/families or used for whole school development.
- The school has a linked Early mental Health practitioner
- The school has a linked LCIS (language, communication and interaction service) teacher and can support a limited number of pupils in school

including those at risk of placement breakdown, those in nursery and those identified with high level of need at transition points. They can also support with training needs and school development work.

- Access to the specialist or '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.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of our children and the school improvement plan.
- Please be aware the school does not currently buy into an Educational Psychology service.
- The school has access to a trainee play therapist and a very limited number of children can be seen.
- Currently the school has 2 SEND teacher (one for EYFS and KS1 and one for KS2) running interventions, supporting planning and individual and groups of pupils across the school.

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

- The school is moving towards using Provision Mapping software and in 2022 will be in a period of change.
- Support plans should be reviewed 3 times a year.
- Specific interventions or provision should be reviewed after a given period of time (different for different provision) using Provision Mapping software.
- After assessment weeks have taken place within the school, the SENCo will review whole school data for children receiving SEND 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 SEND. 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 AHT will be involved in monitoring progress and provision, alongside the assistant head teacher for that year group.

Details of extra-curricular activities that are available for pupils with SEN

Extra-Curricular clubs are offered to all children at Park Primary, including those with SEND. 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 SEND.

When organizing educational visits, class teachers will need to discuss the needs of a child with SEND with the SENDCo. 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 social 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 SEND. 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 SEND will be in classes with children without SEND. They will be involved in many of the same day-to-day activities and when appropriate the same learning experiences.

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

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:
 - CAMHS
 - CAMHS outreach service (we have a named clinician who is able to support us for 2.5 hours per half term)
 - Early Mental Health Practitioner
- 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
- Children may receive mentoring from an identified teaching assistant or the school's family support worker.
- A small number of pupils work with a Play Therapist
- 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 with positive relationships being critical 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 SEND 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)
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychology Service (we do not buy in to this as this only comes through as part of a statutory assessment for an Education, Health and Care Plan)
- Language, Communication & Interaction Service (they can support in nursery, transition points and when there is a risk of placement breakdown)
- Complex Needs and Dyslexia 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. 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.
[Local Offer | Newham Families Advice and Support](#)

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 Support Plan will inform the PEP targets. When possible, the Support Plan 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"> ● High quality teaching and learning ● A differentiated curriculum ● Reasonable adjustments to the environment and equipment for pupils with disabilities ● Assessment for learning ● Personalised target setting ● After school clubs and educational visits ● 	<ul style="list-style-type: none"> ● targeted interventions and support matched to need ● Individualised target setting ● Personalised progress tracking and assessment of need ● Access to flexible working groups ● Access to additional adult support for specific tasks ● Additional time during assessments ● 	<ul style="list-style-type: none"> ● A personalised timetable ● Access to evidence based specialist programmes ● Access to specialist services and therapists ● High levels of adult support and small group working ●
<i>Some specific provisions are listed below:</i>		
In EYFS all children access Forest School	<ul style="list-style-type: none"> ● RWI 1:1 ● Lexia ● Perceptive Maths Support- following up on children's attainment and progress on the day ● 'Catch up' interventions devised in year groups. ● Mentoring in year 6 ● Box clever groups in EYFS ● Dynamo maths ● Circus Skills 	<ul style="list-style-type: none"> ● Individual timetables ● Sensory Circuits ● Specialist dyslexia programmes devised by specialists for individual children. ● Life skills groups in Key Stage 1 and 2 ● Speech and Language groups (Language Enrichment Groups) ● Social Interaction/ social skills groups ● Play Therapy

	<ul style="list-style-type: none"> • NELI (Nuffield Early Language Intervention)- in reception • Block Play • Forest School • Art Group 	<ul style="list-style-type: none"> • Social skills groups • Attention autism • TacPac • Motor Skills United • Musical Interaction Group • SEND Sports Group • WellComm • Speech sound work • Filos Fursday
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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 may involve applying for an Education, Health and Care Plan.
- 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 SEND 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 SENDCo (Rebecca Hunt) or they can speak to the Assistant Head Teacher (Victoria Loughran), 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 SEND 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.

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.