

Governors' Report on Special Educational Needs and Disability (SEND)

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

“Enjoying Learning and Growing Together.”

This is our school motto and cornerstone of the vision for our school. We expect all our children to enjoy learning in **the present**; be ambitious and seek out personal challenge: to become autonomous learners. We want all our learners to leave our school fully prepared for, and looking forward to, **the next stage**.

AIMS

Parkhill Junior School focuses on the needs of every child. **(Please see our Inclusion Policy)** Each child's current skills and levels of attainment are assessed on entry, including liaison with their previous school. All children are assessed through standardised reading and maths tests. This is when they join us from Parkhill Infants' School or mid phase. Tests are repeated, at age appropriate standard, during the year and across all year groups, in addition to the on-going assessments made by the class teacher throughout the year. If a child is below the expected standard, s/he has an additional individual assessment by the class teacher or a member of our expert Personalisation Team. Through open and shared discussions, involving the class teacher, parents/carers, pupils, *SENCo* (Special Educational Needs Coordinator) and any other significant professionals, strategies to address your child's needs are identified and a plan agreed with you and your child.

Mrs Nicola Tanner, our *SENCo*, and the Personalisation Team, work closely with parents, pupils, LSAs and class teachers to help identify special educational needs and ensure our children are supported and challenged. In addition to our experienced teaching staff, Parkhill Junior School and, in particular, our Personalisation Team, also draws on support from many local authority support services: This includes: ***Redbridge Educational Psychology Service, Specialist Education and Training Support Service, NHS Speech and Language Therapy, NHS Occupational Therapy, Emotional and Well Being and Mental Health Service.*** Our Personalisation Team includes a school-based part time counsellor who supports children with varying needs and difficulties. We also have a Speech and Language Therapist working with our HLTA who delivers a weekly SEND speech and language programme.

We aim to reduce barriers to progress by providing high quality teaching across the school. We use our best endeavours to ensure that appropriate provision is made for any individual who has special educational needs or disability (SEND). We constantly strive to improve the accessibility of our school and curriculum.

WHAT ARE SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Special educational needs and provision can be considered as falling under four broad areas:

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

Disability:

- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

GUIDANCE

If you are concerned that your child has SEND, then please come and speak to us. Start with the class teacher who will then judge if there is a need to escalate to **Mrs Tanner**, our SENCo (Special Education Needs Coordinator). Please see the Parent Concerns Flowchart at the end of this document.

Following an assessment, if it is agreed that your child has SEND, we will gather evidence such as reports about your child’s progress and identify the next steps and resources to support your child’s needs. Where necessary this will include direction, support and guidance from the SENCo, the Personalisation Team and/or outside specialists (please see the list above). The curriculum and learning environment will be adapted by the class teacher to reduce barriers to learning and enable the child to access the curriculum more readily. In addition, if it is considered appropriate, a child may be provided with specialist resources.

We support our SEND children in an infinite number of ways, both in and out of the classroom – please see the list below. We have a special team of teachers and LSAs, the **Personalisation Team**, who support learning across the school. Welcoming group rooms are for the sole purpose of small intervention, precision teaching and learning groups; children have the optimum learning environment and conditions to support their progress and to consolidate, enhance and advance the work done in class.

- Curriculum adaptations/differentiation
- Mixed ability groupings of pupils
- 1:1 LSA support
- Small group work
- Specialist support teacher led intervention.
- Personalised teaching programmes

- Specialist teaching groups
- Nurture and pastoral support groups
- Specific individual support
- Support for communication needs.
- Speech and Language Therapy
- Support for behaviour
- Support for social and emotional needs
- Support for health needs, including mental health
- Support for visual and hearing impairment
- Support to aid gross and fine motor development
- Use of auxiliary aids and specialised resources
- Coaching

If a child is not making expected progress, despite the additional support, further advice regarding strategies to best meet the specific needs of a child from a range of specialists is arranged. Pupils and parents are fully involved throughout the process. Regular review meetings are held to discuss progress with professionals and parents/carers.

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Our Local Offer can be found here:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=KihFRXO_G8o

The Local Authority (Redbridge) Local Offer can be found here:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1>

ASSESSING PROGRESS AND IMPACT

The assessments that are completed when a child begins the school and the on-going assessments made to monitor each child's progress during each year are used to help identify children who may need additional support. Concerns about a child's development may also be raised by parents/carers, teachers and LSAs, a child's previous school or the child themselves. Where a concern has been raised additional assessments and observations will be made to help identify the child's needs. As outlined above, open and shared discussions will help to identify the child's needs and to agree a support plan.

Each child, assessed as having a special educational need, has a plan of support and is closely monitored by the SENCo. Meetings are held with all agencies/parties involved with the child at regular intervals, including formal termly review meetings, parent consultations and senior leader (usually the SENCo) meetings with the LSA support and child – half termly. During these meetings, we discuss the strategies we have used to support your child; we look at the progress and impact of precision teaching by the Personalisation Team, and we set revised targets.

We measure and describe progress, through national age related expectations and record these on *Target Tracker*. Each child has targets to help them strive to the next stage. In addition, we have IEP targets and provision maps to set, review and measure progress. We encourage parents and children to contribute to the review and setting of new targets Through *Pupil Progress Meetings*, this is monitored regularly by class teachers, the head teacher, the deputy head teacher and the SENCo. Parents/carers are informed in a variety of ways, including reports, target sheets and meetings with the relevant members of staff.

ACCESSIBILITY

The Accessibility Plans (past and current) have ensured that all reasonable measures are in place, to secure optimum opportunity and access to the curriculum and all areas of the learning environment (the entire building and grounds). In the event of a fire, instructions are clear to all staff and especially staff working with SEND children. All classrooms and work areas are on the ground floor. A toilet for disabled children is located in the Reception area. Fixed signs across the school have raised images and braille.

INCLUSION

Risk Assessments are completed for all educational visits using our own detailed and approved template and Evolve (online risk assessment). Safety is a priority. As a fully inclusive school, we expect all children to fully participate in all aspects of school life and ensure that staff have the expertise to facilitate this.

We ensure that all children have access to the same opportunities in all aspects of school life, by making adjustments and adaptation where needed. Our children with SEND are encouraged to take part in off-site learning e.g. educational visits, residential visits and after school clubs.

TRANSITION

Each child with SEND has a customised programme for transition - agreed between child, school and parents. This ensures that the programme is a high quality provision appropriate to the child's needs. (Transition includes moving from year group to year group.)

We strongly encourage parents to visit different secondary schools so that they are able to make an informed decision on a preferred school. We collaborate closely with our feeder school, Parkhill Infants' and have a comprehensive range of activities to support a smooth transition. Equally, we work with all our receiving schools, to ensure a smooth transition for all our Year Six children, with additional visits and support for children with SEND. (Please see our Transition Policy)

If children are transferring from another setting and are known to have SEND, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

WORKING TOGETHER (PARENT, CHILD AND SCHOOL)

The relationship and communication between home and school is pivotal in maximising learning opportunities. We support our parents in a variety of ways and are constantly searching for ways to build on this. Although not exhaustive, below is a list of how we strive to achieve this in our learning community:

- Planning and review meetings
- Parent consultations
- Advice and workshops on how to support learning at home
- Regular contact between home and school – *meet and greet* the parents/carers/ children slot every morning for all staff (5 minutes)
- Individual pupil/ teacher conversations
- Regular hot chocolate mornings for parents and carers
- Inclusion in all educational visits
- A wide and diverse offer of extra-curricular clubs which are accessible for all.

Please look at the school website. It can be found at <http://www.parkhilljunior.com> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class or SENCo may also suggest additional ways of supporting your child's learning.

We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school. We encourage parents to arrange an appointment with their child's class teacher if they wish to discuss their child's progress or would like to share information that could impact on their child's success.

MEDICAL NEEDS

Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.

Staff who volunteer to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Health Care Plan

All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

CONTINUOUS PROFESSIONAL DEVELOPMENT AND TRAINING.

All staff, including our **Personalisation Team** benefits from regular training provided in-house, as well as from external consultants. It benefits routinely and regularly, from the expertise of the external professions they work with, e.g. educational psychologist, Specialist Education and Training Support Service and the school counsellor. Our SENCo provides advice and guidance during formal half termly individual meetings with each LSA and the children they support.

The SENCo has obtained the Nationally Accredited Award for Special Educational Needs Coordination and the Governor with specific responsibility for SEND had participated in SEN Governor Training.

CONTACTS AT THE SCHOOL

- Your child's teacher
- SENCo: Mrs Nicola Tanner
You can contact Mrs Tanner via Reception, on the school phone number 020 8550 5253 or via email: Admin.Parkhill-jnr@redbridge.gov.uk
- Link Governor for SEND: Mrs Michelle Fuller
- Headteacher: Mrs Hughes-Mulhall

Date agreed by Governors: pending agreement November 2020

Date to be reviewed: November 2021 (However, this report is routinely updated in keeping with developments at a local and national level.)

Parkhill Junior School
Parent's Concerns Flowchart

