

Special Educational Needs Information Report 2017/18

Our approach to teaching children with SEN

At Durdan's Park Primary School our vision is to provide a welcoming, safe, happy school where everyone is respected and listened to. A school where we take pride in ourselves and our achievements enabling children to become confident and successful learners.

The school aims state that we will

- Respect and value ourselves and other people by displaying good team work, positive attitudes and an appreciation of each other.
- Work willingly to improve ourselves, our school, our community and the wider world by seeking and implementing new ideas.
- Provide a caring, secure and ordered environment where all can work and play with confidence by adhering to school rules and policies.

These aims include all children in our school with SEN.

1. What kinds of needs can be supported at our school?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

2. Who can I talk to about my child's needs?

- Class teacher
- SENCO/Inclusion Manager – Mrs Brown
- Deputy Heads – Miss Selvarajah and Miss Richter
- Head Teacher – Mr Duhig

3. How are children's needs identified?

All children are different so at Durdan's Park Primary School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about them so that we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. We gather information through:

- Home visits
- Parent/child induction meetings
- Working with previous schools or educational settings
- Liaising with other agencies such as health

How are children's needs identified whilst children are at our school?

Pupil Voice

- Through children's words and actions
- Circle time
- Worry boxes
- Feedback in books – children responding to developmental marking comments
- Self reflections (pictorial or written – children say how they feel about their learning and how they found their learning).
- Involving children in the learning process so that they get to choose how they learn.
- Time to talk to known adults and in more complex cases an adult with counselling training.
- School council are doing a survey looking at how children feel about different aspects of school life.

The school also uses "All about me" books, one page profiles and speech and language passports.

Parental Voice

- By informally talking to the teacher – open door policy
- By talking to the SENCO (Mrs Brown)
- Through discussions at Parent consultation evenings

Through teacher assessments

- All pupil's progress and achievement is assessed by teachers and teaching assistants in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets.

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other form of support.

- Analysis of behaviour logs
- Analysis of welfare logs that are stored weekly

During a review of progress against SEN desired outcomes

These happen every term in meetings with parents, children and teachers.

4. How do we work in partnership with parents of children with SEN

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through phone calls/ letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Have an open door policy so that parents can make appointments to see the class teachers and SENco when they are concerned and would like a longer discussion.
- Termly parents meeting to include discussions around desired outcomes so that everyone is working to the same goal.
- Include the progress a child with SEN has made towards their desired outcomes in their annual report.
- For any child with an EHC plan and for some children with more complex SEN the school will work with parents and children to draw up a 'one page profile' that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.

5. How do we enable children with SEN to make decisions about their education?

We encourage all children, including those with SEN, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- Asking questions in lessons
- Asking questions in books
- Discussions about pupils' literacy and numeracy passports
- Early Years children make independent choices about their learning and are an active voice in their learning journeys.

Children with SEN support

In addition, children with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during parent consultation meetings. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map. Class teachers will give parents and children a copy of the plan as soon as it has been decided. This plan will be reviewed termly at parent consultation meetings. Please make sure that you come to the meetings as this is the best way that we can work

together with you. If you would like a translator to attend the meeting with you we can arrange this if you give us some notice.

Children with an EHC plan or statement

In addition to termly review meeting we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate way as possible. Staff work with pupils and parents to complete an 'All about me' book or an up to date 'one page profile' that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life.

Children can attend the whole Annual Review meeting if they wish – or just state their views.

6. How do we help children when they move to our school

Before any child moves to our school we try to find out as much about the as possible as this will help them to settle in quickly. All our new children have the opportunity to attend an induction meeting with their parents where they will get to look round the school, see their classroom, and meet their teacher and the children in the class.

Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate a one page profile can be drawn up to communicate to staff exactly how to help your child and explain what we will be working on. (See the section on one page profiles).

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans and 'one page profiles' or 'All about me books' or speech and language passports.
- Liaise with the SENco/year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or the EHC plan. For example,

we may organise some extra visits to the school or do some work to help prepare them for the transition – eg drawing maps of the new school, looking at a timetable of lessons, or working on a one page profile for the new school.

- If possible we invite the new school to the last Annual Review of a child with an EHC plan or statement and a transition plan can be set up as part of this meeting.

8. How do we help children when they move between classes and/or phases of education?

When moving classes in school:

- Information will be passed on to the new teacher In ADVANCE and in most cases, a planning meeting takes place with the new teacher. All plans will be shared with the new teacher.
- Visit your new class session
- If your child would be helped by a book to support them understanding moving on then it will be made with them.

9. How are adaptations made to the school to help children with SEN?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's need are meet.
- Specific resources and strategies will be used to support your child individually and in groups (please see list of interventions)
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- We will run the following interventions to support with learning:

Speech and Language Interventions such as Talking Box, Talk Boost, Narrative Groups, Vocabulary Groups, Social and Emotional Groups as well as delivering specific Speech and Language Programmes.

Literacy Interventions such as Read Write Inc, Fresh Start and Reading Support which includes Catch Up Literacy and the Phonic Books programme for pupils with specific learning difficulties.

Numeracy Interventions such as Max's Marvellous Maths and Catch Up Numeracy. The use of Numicon resources are also encouraged throughout the school to aid the development of basic skills.

Other Interventions that meet the needs of individual children such as Occupational Therapy Programmes and Physiotherapy programmes.

10. What skills and training do our staff have?

All staff are trained in the requirements of The SEN Code of Practice and general school policies on teaching and learning and behaviour management include information on how to include children with SEN. Teaching Staff attend additional training linked to the needs of children in their class.

All of our Teaching Assistants work with children with SEN. Different staff members have had training in the following areas:

- ASD
- SLT Programmes
- OT Programmes
- Physiotherapy Programmes
- Reading Support
- Writing Support
- Maths Support

The Inclusion Manager has completed the National SENco Accreditation.

11. Can the school work with other agencies/services?

The school works with lots of different agencies and professionals to support individual children's needs. These are a few that we have worked with this year:

- Speech and language therapy service
- Occupational therapy service
- Educational psychology service
- Paediatric physiotherapy service
- School health
- Social Services
- SAFE team
- Behaviour support team

12. How do we support the emotional and social development of all of our children?

Please see the schools 'positive behaviour management' policy.

We also teach children strategies to help them socially and emotionally in the following lessons.

- PSHE lessons following the Ealing Scheme of work
- Circle time – once a week
- Weekly assemblies – linked to SEAL units
- Small group interventions such as 'social stories' and 'social and emotional groups'

- Teachers plan two soft starts a week that are linked to emotional wellbeing that meet the specific needs of pupils in their class.
- Time out to speak to a LSA with counselling training.

If necessary we also support children's social and emotional development in individual support plans that teach social skills and coping strategies.

The school also uses therapeutic support from

- Behaviour services
- Services offered by Social Care and SAFE

13. How effective is our SEN provision?

We currently have 85 children on our SEN register.

82 children are receiving SEN Support and 3 children have Education Health and Care plans.

Of the 82 children receiving SEN support, 10 are in the process of going forward for statutory assessment.

11 children have recently come off the SEN register because they have made above expected progress and are working at age related expectations.

Data below shows the Progress of all SEN children in Year 6 relating to National expectations (July 2017)

14. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All school checks the quality of the support for each child and reports the effectiveness of provision to the governors termly through the Head's Report.

But, if you are concerned at any time please contact the school in this order:

1. Class teacher
2. SENco
3. Deputy Head
4. Head teacher
5. Chair of governors

