

# Parsonage Farm Primary School

## SEND Information Report 2019-2020

### **We provide for the following kinds of special educational needs (SEN):**

In accordance with the SEN Code of Practice, we cover the four areas of Special Educational Needs:

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

In most instances teachers and the Senco identify the prime area of need and differentiate the teaching and learning to ensure all children are included. Where necessary, we use outside agencies to help us identify children's needs and then make provisions to address them. We inform parents from the first instance, if this is the case with their child. Progress is continuously reviewed with parents, as well as the child involved.

Some children do not have a special educational need but need some assistance with their progress. We make provisions for these children by putting them on Class Action. This is reviewed termly with parents and the child involved.

Any external provisions, which are put in place, are always reviewed with the child's primary care givers before hand.

### **We identify and assess students with SEN using the following methods:**

Concerns are raised by parents/carers/staff/previous settings – we then discuss these together, with the children, to help identify the best next steps.

Pupil progress meetings may highlight concerns with progression – these are discussed and then the children and parent/carer are spoken to and provisions are put in place.

We listen to the pupil's voice, when they express a concern or difficulty, and then find how to help them progress in a way which suits them.

Once a need has been established, we follow the cycle of 'action, plan, do, review' to ensure provisions are put in place and adjusted as required.

Reviews take place with parents/carers and the children and outside agencies, if required.

Outside agencies may be required to observe and offer feedback to the SENCO, teacher and parents/carer.

### **We evaluate the effectiveness of our SEN provision in the following ways:**

The impact of SEN provision is monitored and fed back to relevant staff on a regular basis enabling adaptations to be made.

Staff will report to the Senco about the impact of intervention on the children and discuss developments to help the children make further progress. The SENCO will work closely with the child, class teacher and parents/carer to ensure that progress is monitored. If there are any changes to be made to the child's provision, the Senco or teacher will inform the parent/carer.

Discussions about progress, which can take place during or outside of pupil progress meetings, happen on a regular basis.

The review process of targets is on-going and targets are changed once they are met or broken down into smaller steps if they need to be. Children and all adults, who work with the

children, are informed of the targets so everyone knows what they are working towards. Data about targets is collected and reviewed termly (this includes targets for SLT, SEN and individual targets)

Parents are given the opportunity to go through all SEN Pupil Passports or Class actions and offer feedback and any other methods that can support the child in question.

**Our arrangements for assessing and reviewing the progress of students with SEN and evaluating the effectiveness of the provision are as follows:**

Half-termly pupil progress meetings review the progress of children within a year group – all teachers in a specific year group attend this meeting and the Senco, Assessment Co-ordinator and SLT attend too to ensure consistency and progression across the school.

Feedback from interventions is reviewed on a regular basis by the Senco and class teachers. For children on the SEN register and who have a Class Action we follow the aforementioned cycle of 'assess, plan, do and review'. Within this cycle teachers, pupil, parents are involved to review and set targets. When necessary, outside agencies participate in this cycle.

**Our approach to teaching students with SEN includes:**

We have several approaches to how we teach students with SEN and they vary according to the pupils needs; they may have intervention on a 1:1 basis or in small groups but all children are included in the quality first teaching we provide to ensure they make the maximum amount of progress. When children work in intervention groups we also ensure the person carrying out the intervention is informed of the processes and outcomes and all information is fed back to the class teacher. We use provisions recommended by outside agencies and schemes, which have shown a proven impact on learning, to support the children's development. The Senco keeps up-to-date with training and developments and feeds back to the school.

All interventions are monitored and reviewed by the class teacher and Senco termly.

**We adapt the curriculum for students with SEN in the following ways:**

High quality teaching ensures that the curriculum is differentiated so all children can be included. Objectives, communication and resources are adapted to meet the children's needs to ensure they achieve their potential. The overall objective for all children is to give the support and guidance they need to become more independent.

**We enable students with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:**

Risk assessments are carried out and provisions are made, whether this means more staff deployed or trained or different resources purchased, to enable all children to be included in activities and trips, this also includes extra-curricular activities.

**The following emotional, mental and social support is available for students with SEN:  
(What support systems do you have in place both internally and externally?)**

We have a Worry Box for children to discretely air their concerns, which the assistant head teachers respond to. There is also an open door policy for children to talk to the assistant head teachers and we employ a member of the Behaviour Support Service to talk with children. In addition to this, we work with CAHMS, family support workers and the Educational Psychologist should we require multi-agency support. We also employ a full-time Inclusion Officer who is able to provide pastoral support as required. We provide social groups for children, whereby emotions and appropriate responses are looked at too.

**Listed below are the names of staff members with responsibility for SEN:**

Name: Miss Hurst  
Job role: SENCO

**The expertise and training of staff includes:**

SENCO is NASENCO accredited  
LSAs have received positive handling training and work closely with LA advisors  
SENCO and LSAs have received Lego Therapy training  
HLTA involved in speech and language caseload meeting  
Insets regarding SEN  
Support from outside agencies  
Social Groups

**In addition, we use the services of the following specialists:**

Speech and Language  
Educational Psychology  
Behaviour support service  
CAMHS  
Educational Welfare Officer  
Social Services  
Early Help Assessment Team  
Occupational therapist  
School Nurse  
Liaise with NHS services e.g. paediatricians  
As well as guidance from the 'SEND Code of Practice' and 'The Children and Family Act 2014'

**We currently possess the following equipment and facilities to assist our students with SEN:**

We have ground floor access for wheelchair users and a loop system to assist with hearing impairments. In addition to this we purchase equipment, such as writing slants and pen grips, as necessary to assist children to make progress. We have also have ipads, which includes apps to assist children with their learning.

Further planned developments can be seen in our accessibility plan, which is on our website.

**Our arrangements for ensuring the involvement of parents of children with SEN are as follows:**

Parents are contacted should any concerns about their child's progress be raised. In addition to this, we have curriculum meetings, parent meetings and review meetings for all children on Class Action or on our SEN register. Parents are able to speak with the class teacher, the Senco or a member of SLT if they wish about the provisions in place. We also have information on our website informing parents about the learning in school. Parents are always invited to speak with outside agencies and to come in to explore ways to help their children at home. Copies of Class Actions and Passports are provided for parents too.

**Our arrangements regarding complaints from parents of students with SEN are as follows:**

Our complaints procedure can be seen on our website – however the SENCO is available to speak with all parents about any concerns they may have and meet with parents and class teachers if necessary. And if needed, the Local Authority can also be contacted to offer further advice.

**We work with the following bodies to ensure the best possible provision for our students with SEN:**

In addition to the London Borough of Havering and the aforementioned list of multi-agencies, we work with the Early Help Services, Parents in Partnership, Special Needs and Parents (SNAP) and schools which specialise in SEN – all whom help advise us to have the best possible provision.

We work alongside our governing body to ensure we meet the needs of our pupils with SEN.

**Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:**

SENDIDAS – Havering (01708 433885)  
Havering Special Needs department (01708 431885)  
Acorn Centre (03005551129)  
Barnardos <https://www.barnardos.org.uk/>  
Childline <https://www.childline.org.uk/>  
NSPCC <https://www.nspcc.org.uk/>

**Our transitional arrangements for students with SEN include:**

Our transition arrangements vary according to the children's needs – for all children with and EHCP or who require one we will arrange a Pupil Centred Review meeting to decide the next steps for transition between settings – this could include photobooks, pre-visits by staff or children or a graduated transition process. The child's parents/carer are also involved in any transition meetings that take place where a PCR is required.

For all the children on the SEN register we meet with the new school to discuss future provisions and will attend additional meetings with parents and children if required.

Transition also includes in-school transition whereby we make early class swaps so children can familiarise themselves with their new teacher and environment before the summer holidays

### **The Havering Local Offer:**

The Havering Local Offer is where you can find information online about the services and support available locally for children, young people and adults with special educational needs and disabilities.

The Local Offer allows those with special educational needs or disabilities, and their families, to see what help and services are available across the London Borough of Havering. You can also contact the service with the contact details provided.

For more information, please see the website:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>