# Parsonage Farm Primary School

## SEND Information Report ~~2022~~2026-~~2023~~2027

| **We provide for the following kinds of special educational needs (SEND):** |
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| In accordance with the SEND Code of Practice, we support the four areas of Special Educational Needs:<br>1. Communication and Interaction<br>2. Cognition and Learning<br>3. Social, Emotional and Mental Health<br>4. Sensory and/or Physical<br>In most instances, teachers and the SENDCO identify the prime area of need and differentiate or make adaptations to 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, if this is the case with their child. Progress is continuously reviewed, with parents (please note 'parent' throughout refers to those with parental responsibility of the child), as well as the child involved (where appropriate – this applies to all instances of where the child is referred to being included). Some children do not have a special educational need but need some additional support to make progress. We make provisions for these children by putting them on Class Action. This is reviewed termly, with parents and the child ~~involved~~.<br>Parental permission is gained, before external support is sought. |
| **We identify and assess students with SEND using the following methods:** |
| Concerns are raised by parents/carers/staff/previous settings/outside agencies – we then discuss these together, with the children, to help identify the best next-steps. Sometimes children are initially put on a Class Action to monitor their progress and determine whether they will required to be put on the SEND register at a later date<br>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.<br>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 is adapted to suit them.<br>Once a need has been established, we follow the cycle of 'action, plan, do, review' (as stated in the SEND Code of Practice) 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 advice to the SENDCO, teacher and parents/carer. |
| **We evaluate the effectiveness of our SEND provision in the following ways:** |
| The impact of SEND provision is monitored and discussed with relevant staff, on a regular basis, enabling adaptations to be made.<br>Staff will report to the SENDCO about the impact of intervention on the children and discuss developments to help the children make further progress. The SENDCO 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 SENDCO 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 to help them be achieved. Children and all adults, who work with the children, are informed of the targets and how they can be achieved. Data about targets is collected and reviewed termly (this includes targets for SLT, SEND and individual targets)
Parents are given the opportunity to go through all SEND Pupil Passports or Class Actions and offer feedback and input, in order to support their child too.
Children are included in this process too.

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

Feedback from interventions is reviewed on a regular basis by the class teachers and the SENDCO, where required
For children on the SEND register and those with 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 can participate in this cycle by offering guidance.

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

We have several approaches to how we teach students with SEND 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 information is communicated with 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 SENDCO keeps up-to-date with training and developments are shared and implemented, as required.
All interventions are monitored and reviewed.
The aim of interventions is to support children develop their skills to help them become more independent.

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

High-quality teaching ensures that the curriculum is differentiated and adaptations to teaching and learning are made, so all children can be included. Objectives, expectations, 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 and help overcome the barriers to learning.

See the table below for the adapted pathways we use to support various needs:

| Maple Leaves | Maple Branches | Evergreen | Tree Trunks |
|---|---|---|---|
| • Emerging intentional communication<br>• Emerging contextual and social awareness<br>• Learnt response to familiar routines<br>• Beginning to develop joint attention | • Intended communication of needs and wants<br>• Greater contextual and social awareness<br>• Emerging language and communication skills/some reciprocal skills<br>• Emerging problem-solving skills<br>• Developing levels of comprehension | • Early key academic skills for reading decoding; writing transcription and numeracy (1-10)<br>• Some reciprocal communication<br>• Increasing independence<br>• Motivation to engage with peers<br>• Some comprehension and retention | • Competent in reciprocal conversations<br>• Have greater social awareness and more competent communication needs<br>• Able to comprehend more complex and abstract concepts |
| • Access to a personalised sensory-based Curriculum with an exploratory approach to develop self and social awareness, as well as learning familiar routines | • Access to early National Curriculum skills with an exploratory approach<br>• Focus on core skills such as communication, independence and engagement and problem-solving skills | • Learning skills to access more of the National Curriculum taught using discrete methods | • Follow the National Curriculum at a level appropriate to them (year 1 National Curriculum) |
| • All learning through multi-sensory and practical experiences in preparation to access the National Curriculum.<br>• Emphasis on developing core skills such as communication, engagement and problem-solving skills.<br>• Core skills taught discreetly and thematically.<br>• Targets and areas of need are woven through all learning opportunities. | | • Skills to access the National Curriculum taught implicitly and explicitly<br>• Subjects taught through multi-sensory and practical experiences that are meaningful and purposeful to individual learners.<br>• Core skills such as communication, engagement and problem-solving skills are embedded within the Curriculum. Opportunities to develop independence and life skills.<br>• Support Plan targets are linked to EHCPs are woven through all learning opportunities.<br>• Targeted time to access some National Curriculum subjects with their mainstream peers. | • National Curriculum subjects adhered to. |
| **Assessment**: Progress measured against their targets, Engagement Model, Pre-Key Stage/ELGs and use of AfL | | **Assessment**: Progress measured against their targets and use of AfL. School assessments such as Language Link used. End of Year Expectations used and adapted. School reading recoding, writing transcription and numeracy 1-10 baseline used to monitor | **Assessment**: Progress measured against the National Curriculum End of Year Expectations (adapted as required) and will have opportunities to be assessed using formative assessments and use of AfL. |

**We enable students with SEND to engage in the activities of the school, together with children who do not have SEND, 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 make adaptations to enable children to be included in activities and trips. We provide additional support in school and make reasonable adjustments to support inclusion throughout the school day.

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

We have a Worry Box for children to discretely share their concerns, which our Inclusion officer ~~the assistant head teachers~~ responds to. There is also an open door policy for children to talk to Senior Management/Inclusion Officer~~the Assistant Headteacher~~/SENDCO and we employ a member of the Behaviour Support Service to talk with children. In addition to this, we can make referrals to CAHMS, family support workers and other professionals employed by Havering. 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. We ~~also~~ have an ~~on-site~~ELSA; range of cognitive behaviour ~~therapy~~ books; access to the Boxall Profile and Lego Based Therapy for children to attend; emotion coaching support, Peace of Mind, social groups and sensory toys.

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

Name: Miss Hurst/Miss Mahy
Job role: SENDCO

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

SENDCOs are NASEN accredited/NVPQ accredited
Specific LSAs and the SENDCO have received positive handling training ~~and work closely with LA advisors~~
Qualified teacher to over-see the running of speech and language, including caseload meetings
INSETs and training~~nset~~
Support from outside agencies
Social Groups
Lego Based Therapy
Comic Strip Conversations
Social Stories
ELSA
~~Positive Handling Training~~
CBA books
RWI
Boxall Profile
Emotion Coaching
Attention and Listening intervention
Intensive Interac~~a~~tion intervention
Speech and Language Link
SLT interventions e.g. Colourful Semantics
Team Teach
Talk Boost
Verbo

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

Speech and Language
Social Communication and Language Needs advisor
Educational Psychology
SEMH Advisor
CAMHS
Educational Welfare Officer
Behaviour Support
Social Services
MASH
Occupational therapist
Physiotherapist
School Nurse
Liaise with our local SEND schools
Liaise with NHS services e.g. paediatricians
As well as guidance from the 'SEND Code of Practice', 'Equality Act 2010' 'National Curriculum', and 'The Children and Family Act 2014'

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

We have ground floor access~~and a loop system to assist with hearing impairments~~. In addition to this we have 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. We ~~also~~ have a range of resources e.g. fiddle toys, wobble cushions, squeezy scissors… to help children children access the learning and support their day.

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 SEND 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 SEND register. Parents are able to speak with the class teacher, the SENDCO or a member of SLT, if they wish, about the provisions in place. We also have a SEND section on our website to support parents and children. 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. We have a dedicate SEN mailbox sen@pfps.havering.sch.uk for direct access to the SENDCO.

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

Our complaints procedure can be seen on our website – however the SENDCO is available to speak with all parents about any concerns they may have and meet with parents and class teachers, if necessary. 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 SEND:**

In addition to the London Borough of Havering and the aforementioned list of multi-agencies, we work with SENDIASS – whom all advise and guide us to have the best possible provision.

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

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

SENDIASS – Havering (01708 433885)
~~Havering Special Needs department (01708 431885)~~
Acorn Centre (~~03005551129~~03003001888)
Banardos https://www.barnardos.org.uk/
Childline https://www.childline.org.uk/
NSPCC https://www.nspcc.org.uk/

**Our transitional arrangements for students with SEND 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 Social stories, 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 SEND 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 children meet with their new teacher and environment before the summer holidays.

~~NB: due to the global pandemic restrictions this did not take place in subsequent years – however, additional measures were put in place to support the needs of pupils during transition.~~

**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