



Shoreditch Park Primary School

Special Educational Needs and Disabilities (SEND) Information Report (School Offer)



An overview of the school

Introduction

Shoreditch Park Primary School is an inclusive two- form entry primary school with over 400 hundred children on role from Nursery to Year 6. The school has an Autistic Resource Provision on site that provides 10 places for children with a diagnosis of Autism **and** an Education Health Care Plan (EHCP). Please see Autism Resource Provision Information report for more information.

All staff and governors at Shoreditch Park Primary School recognise that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Staff and governors at Shoreditch Park Primary School understand that children may have special educational needs either throughout or at any time during their school career. The SEND Information report ensures that curriculum planning, assessment and pastoral support for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and Objectives

Shoreditch Park Primary School aims to:

- Identify the roles and responsibilities of staff in providing for children with special educational needs;
- Enable all staff to play a part in the identification of SEN pupils and address their individual needs;
- Identify areas of special educational needs as early as possible;
- Include all pupils by providing access to a broad and balanced education through class, small group teaching and individual programmes of support;
- Provide a curriculum that is relevant and differentiated to meet the individual needs of children;
- Integrate pupils with SEN effectively alongside their peers;
- Encourage parents to understand and support their child's learning at home and at school;
- Ensure that our children have a voice in the process.

Special Educational Needs

Shoreditch Park Primary supports children with a wide range of SEN as outlined in the '*Special educational needs and disability code of practice: 0 to 25 years*' (pg. 97-98, 2014).

Hackney Local Offer

Hackney Local Offer sets out the services available to children and young people with Special Educational needs and/or Disabilities (SEND) in Hackney local authority, aged 0 -25. This includes education, health, leisure and social care. To access all the information, follow the link below: www.hackneylocaloffer.co.uk

Frequently asked questions

1. What kind of special educational needs does Shoreditch Park Primary School make provision for?

At Shoreditch Park we make provision for children with range of needs as set out in the SEND Code of Practice including children with:

Language and Communication difficulties

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Shoreditch Park Primary School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (See Shoreditch Park Primary Behaviour and Bullying policy.)

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Medical conditions

All staff and governors are aware of the duty Shoreditch Park Primary School has to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with their healthcare plan (if relevant). See Shoreditch Park Primary School's Supporting Children with Medical Needs Policy.

Representation of SEND children in our school:

Year group	Nursery	Reception	YR1	YR 2	YR3	YR4	YR5	YR 6
On roll	17	56	52	47	58	58	56	49
% SEND	6%	18%	21%	30%	32%	34%	34%	29%

Total on roll: 393

On SEND register: 27%

2. How does the school know if my child needs extra help?

At Shoreditch Park Primary School there is a graduated approach to addressing SEN. Initial identification is the responsibility of the class teacher, unless the child comes from another school or enters the school with an EHCP.

The process begins with the professional judgment of the class teacher with support from the SENCo, subject leaders and senior leaders. Class teachers make regular assessments of progress for all pupils in every lesson in addition to three times in each academic year, in the second half of each term. These assessments serve to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

At Shoreditch Park Primary School the first response to such progress is high quality teaching targeted at their areas of weakness e.g. a child may have work further differentiated within their literacy group, be placed in an intervention Read Write Inc. group or math intervention group for a measurable period of time.

Where progress continues to be less than expected following a time specific intervention the class teacher, working with the SENCO and/ or Head of the ARP, should assess whether the child has SEN. This will include gathering evidence (including the views of the pupil and their parents) and referral to outside professionals with parental consent. If pupils are referred to external professionals, or have a considerable number of interventions within school, the pupil may be placed on the school's SEN register so that we can better monitor their progress.

If it is decided to provide a child with EHCP parents will be formally notified although they will have been involved with the identification and assessment process as outline above.

3. Who do I contact if I have questions or concerns about my child?

As the parent or carer of your child you are in the best position to know your child and if you have concerns around their attainment in any area of the school your child's class teacher and their phase leader is your first point of liaison.

Class Teachers are responsible for:

- The learning of **all the children** in their class and the delivery of all National Curriculum subjects
- Planning for **all** children
- Liaising with the SENCo
- Monitoring, reviewing and setting targets for identified children at both School Support and School Support Plus.
- Reviewing individual plans in consultation with relevant parties.
- Supporting children to take an active role in setting and reviewing their own targets, whenever possible.
- Contributing to behaviour programmes.
- Liaising with parents/carers of pupils on School Support and School Support Plus

and pupils an EHCP

- The day-to-day direction of Teaching Assistants working with children who require additional support in their classroom.
- Planning and coordinating individual timetables and individual programmes for pupils with an EHCP with support from the SENCo.

Following on from this initial meeting a further meeting may be arranged between parent / carer and a member of the Inclusion Team.

Shoreditch Park Primary School has an in-house team of professionals dedicated to supporting children with special educational needs: the Inclusion Team. This team includes: Deputy Head for Inclusion, Assistant Head for Inclusion and Pastoral Manager, Learning Mentor and the School counselor.

Deputy Head for Inclusion:

Rachel Cleverton

Rachel has over 13 year's teaching experience in London. Previous to working at Shoreditch Park Primary School she worked at Hackney Learning Trust within the Inclusion Team. Rachel's primary responsibilities include managing the Inclusion Team at Shoreditch Park and Coordinating the special educational needs for children in KS1 and KS2. In addition, Rachel is the strategic lead for Safeguarding in the school and the lead teacher for medical needs.

Assistant Head Teacher for Inclusion:

Alix Bevington

Alix has had 8 year's experience teaching pupils with SEND and communication difficulties in London. Her primary responsibilities include managing the Autism Resource Provision at Shoreditch Park and Coordinating the special educational needs for children in the EYFS. In addition, Alix is the Designated Safeguarding Lead for EYFS and After School Club.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher for Safeguarding where a looked after pupil has SEN
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Both the Deputy Head and the Assistant Head for Inclusion hold the: National Award in Special Educational Need Co-ordination.

Pastoral Manager: Claire Keady

Claire had over 12 years' experience working in Hackney Primary schools. She spent 9 years working as a Learning Mentor and Senior Learning Mentor supporting vulnerable children and their families. She is currently our Pastoral and Child protection manager, responsible for all our children's pastoral needs. Her role also includes supporting our current families within the community as well as our new families. She is part of our senior management team.

To contact any of the Inclusion Team please e-mail: admin@shoreditchpark.hackney.sch.uk with attention of the name of the member of staff you wish to contact in the subject line.

4. Involving children and parents/carers in planning support

How will I know how you are supporting my child? How will I be involved in discussions about my child's education?

Shoreditch Park Primary School has three parent's evenings a year where parent/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum.

Where children require support from a range of school staff, or from outside professionals, a meeting will take place with a member of the Inclusion team. This may result in specific targets around a child's area of need at school and or at home agreed by both parties and, where appropriate, the child. Further actions may also be agreed between school and parents/carers e.g. specific and targeted intervention groups in school, referral to outside professionals in health or social care with parental consent. A timeframe will be agreed and a follow up meeting will be scheduled to review the above and decide if further support and action is required.

Where a pupil is also support from external specialist, we will 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. If a child is referred to an external specialist, such as speech and language or educational psychology, they will automatically be added to the school's SEN register with the consent of the parent or carer. This helps the school to coordinate the provision of these children and ensures that pupils receive targeted support where needed.

For children with an EHCP, there will be an Annual Review of the child's EHCP or Statement of his/her special educational needs.

5. What specialist services and expertise are available or accessed by the school?

The range of support available to pupils with SEN is reviewed by the Head Teacher with Deputy and Assistant Head for Inclusion annually.

Range of support for the academic year 2018-19

Internal Support

- KS1 and KS2 intervention math and literacy groups.
- KS1 and KS2 speech, language and social skills groups.
- KS2 'Nurture' style intervention groups.
- Foundation stage: pre- Read Write Inc. group, Speech and Language groups.
- An experienced assistant head teacher responsible for each phase of the school to provide additional support and advice around differentiation in all areas of the curriculum
- Out-reach support for children with a diagnosis of ASD from the on-site Autism Resource Provision.
- Termly CPD is provided for teachers and support staff around Autism.
- In-house therapeutic support from the School Counselor: Natasha Mattos.
- Targeted behavioural support from Pastoral Manager
- Specialist Teacher support from the Head of the ARP or SENCo
- Teaching and learning coaching based on a collegiate system of outcome improvement facilitated by Senior leaders.

External Support

- Speech and Language Therapists, on site, working directly and indirectly with identified children 3 days a week (buy-in)
- Launchpad for language-specialised speech and language support for children in the Early Years to help develop early language.
- 7 days of direct in school Educational Therapist support for identified children (buy-in)

External Services

In liaison and with agreement from parents/carers class teachers, with advice and support from Deputy or Assistant Head for inclusion and or other member of the Inclusion Team can refer individual children for additional support to:

- School Nurse
- First Steps
- CAMHS
- CAMHS Disability Service
- School Nurse
- Multi-agency Referral Service (MARS)
- Young Hackney
- Young Carers
- Children’s Social Care

6. If my child has medical needs, how will they be supported?

Please refer to Shoreditch Park Primary School’s *Supporting Pupils with Medical Conditions policy*.

7. Measuring pupil’s progress

How will I be kept informed of how my child is doing in school?

(See also *SEND assessment policy*)

Shoreditch Park Primary School has three parent’s evenings a year, which follow on from the whole school assessment cycle. During these meetings all parents /carers have an opportunity to meet with their child’s class teacher and discuss progress.

In addition a detailed written report is provided to parents/cares once a year, which outlines their child’s progress in all areas of the curriculum.

All pupils on the school’s SEN register will receive targets relating to their primary need.

SEN Primary Need

How are SEND targets written.

Cognition and Learning Difficulties

Teachers select academic targets from the school’s assessment program: **‘Target Tracker’**. These targets are then closely monitored by school staff throughout the term.

Social, Emotional and Mental Health

Targets will be set through 2 key pathways:
 1: Nurture Group. The lead adult running the nurture groups at the schools sets termly targets with pupils.
 2. The Multi – Family Groups in Schools. The lead adult, parent and where appropriate child will agreed these targets before the start of the intervention.

Language & Communication
including Autism.

Hackney Speech and Language Therapy (SALT) will set targets for all pupils on their caseload. These will be shared with parents by SALT when a pupil begins speech and language sessions.

Sensory
Including hearing impairment or visually impairment.

Target will not be written for pupils; however, the school will note specialist teacher guidance on the teaching, resources and environment of the educational setting. Pupils with this additional need will have a specialist teacher from HLT. All reports and recommendations will be circulated to parents.

Where a child has one of the above needs as stated in an
Education Health and Care Plan (EHCP).

Annual targets are agreed at the Annual Review meeting and written up by the SENCo. The pupil's progress on this annual target is then reviewed by class teachers termly and shared at parents evening.

Outside professionals in health or social care may invite parents / carers into school for feedback following individual assessment or work with their child. Outside professionals will usually provide parents / carers with written reports summarizing their assessment or work with their child.

Finally parents / carers have the right to request to meet with the team of professionals around their child when they feel appropriate.

8. How are school staff supported to work with pupils with SEND?

All staff will receive three training sessions a year on Autism Spectrum Disorder and to support the needs of individuals with ASD. The Deputy Head and Assistant Head for Inclusion also provide training around the broad range of SEN as outlined in part 1 of this document.

Outside agencies from health and social care will also be invited into the school as and when training needs are identified to ensure that school staff are able to meet the needs of all the children with SEN at Shoreditch Park Primary School.

In addition to this Hackney Learning Trust has a professional development programme and staff are encouraged to attend courses relevant to their role and to the children that they teach.

Have any staff received specialist training in SEND?

All teaching staff are supported to work with pupils with SEN by members of the Inclusion Team. Individual members of the Inclusion Team have received specialist training in different

areas. This includes:

Picture Exchange Communication (PECs)

Team Teach training

Makaton

TEACCH

ASD

SCERTS

Child Development and Psychology

9. How are the school resources allocated?

The decision around how this money is spent to support children with SEN in the school is made through the thorough auditing of the school's SEN population based on all the information available at the end of each academic year. This ensures that individual children's needs are at the heart of any decisions around SEN support and the use of the SEN budget. The process is as follows:



- Audit the school SEN population for 2018 – 19 divide notional SEN budget for each year group dependent SEN ratios.
- Audit SEN population and looked at predominance of need (primary need as written on their statement or recorded on to SIMS.)
- Commission and plan both in house and outside agencies for the whole school, year group and individual children according to their needs and the support written into their statement of SEN or EHCP.
- Predict the spend for the following academic year including high needs (top up funding) for individual children at School Support Plus and with a statement of SEN or EHCP for the year.
- This data is then entered into a personal and individual provision map (see appendix) that can be used to apply for EHCP or could be used alongside an existing statement/EHCP. This allows for transparent and honest conversations with parents and professionals about how money is being and can be used to ensure appropriate support for the individual child.

How is the decision made about how much support my child will receive? How will I be involved in this decision?

Decisions around how much support a child needs are decided with reference to assessment, with discussion with parents and the process mentioned above.

Parent’s and carers are included in decisions around the support their child will receive in school is outlined in the section 2 and section 4 of this document.

10. How is the school accessible to pupils with SEND?

Shoreditch Park Primary is an inclusive 2- form entry school and accessibility to all areas of school life underpins our ethos. We welcome children, parents and carers with a wide range on special educational and medical needs (see section 1 of this document.)

Staff and governors at Shoreditch Park Primary School are committed to ensuring that all children can access the school and will always consider reasonable adjustments to the environment in order to accommodate a broad range of Special Educational Needs.

This SEN Information report ensures that curriculum planning, assessment and pastoral support for children with special educational needs takes account of the type and extent of the difficulty experienced by the child and decisions around a child’s support at Shoreditch Park Primary School is made in partnership with parents and carers.

School Building

Shoreditch Park Primary School is a large Victorian building with classrooms and teaching spaces over three floors.

Staff and governors at Shoreditch Park Primary School are committed to ensuring that all children can access the school and will always consider reasonable adjustments to the environment in order to accommodate a broad range of Special Educational Needs.

An Accessibility Plan will be co – produced with staff, governors and parents/carers and is available on request.

Facilities for personal care

There is a disabled toilet on the ground floor and children with any intimate care needs will be granted full access to this facility.

Specialist teaching areas

The Autism Resource Provision is housed in a separate building and is fully accessible as it has an elevator that could be used with adult support to travel between floors.

There are rooms on all floors of the school which are used for withdrawal support for children with who require additional support in their area of need.

11. How will my child be included in activities at school, after school clubs, and on school trips?

All children at Shoreditch Park Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

12. How will you encourage my child to mix with children who do not have SEND?

Shoreditch Park Primary is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity and children and adults with SEN are included within this. (Please reference ASPIRE Curriculum) Consequently all children who attend Shoreditch Park Primary are exposed to a wide range of images and resources that reflect adults and children with SEN or a disability in a positive light.

In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

ASPIRE character curriculum taught daily.

Circle of friends

Structured Play

Additional adults (e.g. Learning Mentor) in the playground to support identified children to interact with their peers.

13. How will the school prepare my child when joining the school or when transferring to a new school?

At Shoreditch Park Primary School there are systems and structures in place to ensure smooth transitions for all children starting or leaving our school.

All staff and governors understand that planning and preparation for the transitions between phases of education and preparation for adult life is of the up most importance to ensure that we have high expectations for our children so that they can meet their full potential.

To support transition, the Shoreditch Park Primary School shares information with the nursery or school the child or young person is moving to.

Shoreditch Park Primary Staff agree with parents and pupils the information to be shared as part of this planning process. Examples of this include:

- A transition meeting with the parents and all the professionals working with the child to information share.
- Visits to the new educational setting for the child with their parents.
- Observations of the child in their current setting by a professional from the new school setting.
- A formal review of the statement of SEN or EHCP can be called early in order to facilitate the effective transition of a child with SEN.

14. My child needs help with transport to school. How can you help?

Transport Solutions are responsible for transporting children with Special Educational Needs (SEN) to and from schools with Hackney. The children are mainly collected from their home addresses or a suitable pick-up point and taken to schools in the mornings and returned home in the afternoon.

The Deputy and Assistant Head for Inclusion can support you with an application for transport support. For more information and contact details please visit the link below:

http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As1_ZGo

15. What support and training is available for parents/carers?

We offer a range of workshops and events for parents throughout the year to ensure you know about current teaching and learning strategies to enable you to support your child.

- Early reading strategies and phonics schemes.
- Maths calculation policy and strategies
- In class reading mornings.

In addition to this we also host sessions run by outside professionals such as speech and language therapists, educational psychologists and occupational therapists on a range of subjects. Workshops this year have included:

- ASD
- Speech and Language needs including Developmental Language Disorder.
- Managing transitions -Educational Psychology
- Fine motor skills-Occupational Therapy.

16. What support do you give to children who are having a difficult time emotionally?

All staff and governors believe that Shoreditch Park Primary School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

Most children, at some time during their time at school, will require extra support in managing their behaviour.

At these times the behaviour policy may need to be adapted to support children with Special Educational Needs and/or vulnerable pupils.

The behaviour tracking on SIMS will be collated to provide the senior leadership team with an overview of pupil progress. If a pattern of worrying behaviour begins to emerge, staff will begin a series of interventions.

Parents will receive a phone call from the year group lead if we have concerns about their child's behaviour or if there have been a high number of behaviour incident forms recorded. The year group lead or a member of the senior leadership team will discuss with parent's strategies to further support their child's behaviour. These may include:

- Home school communication books
- SEN Support Plans
- Behaviour Plans (Trigger Avoidance Timetables)
- Pastoral Support Programmes
- Positive Management Plan
- Individual Risk Assessments

- Support from the Young Hackney Re-Engagement Team or New Regent's Lower School.
- Referral to the School Counselor
- Referral to First Steps or CAMHS

Please see the: Behaviour Policy, Anti-Bullying, Child Protection and Safeguarding and Positive Handling policies for more information.

17. How do you link with health, social workers, other family services in supporting my child and us as a family?

Shoreditch Park Primary School engages with a wide range of services to support children and families. Referrals to these agencies can be made with parental consent by staff at Shoreditch Park Primary School as soon as it is felt that additional support for the child is required. Parents/carers can also request that referrals to outside agencies can be made to further support their child.

18. What should I do if I have a complaint?

If you would like to complaint then make an appointment to see one of the following members:

Pastoral Manager: Claire Keady

Assistant Head for Inclusion: Alix Bevington (EYFS and ARP)

Deputy Head for Inclusion: Rachel Cleverton (Y1-6)

Head of School: Siobhan Fehim

They will contact you, without delay, in order to arrange a meeting to discuss your complaint.

All the above mentioned staff will endeavor to ensure that appropriate actions are put in place so that your complaint is resolved effectively.

If, after meeting with all of the above mentioned staff, you still feel that your complaint has not been dealt with effectively, you can write a letter to the Head Teacher and the Chair of Governors. Contact details are below:

Head teacher: Penny Smith

PSmith@shoreditchparkprimary.hackney.sch.uk

Acting Chair of Governors: Jane Kemsley

jkemsley@shoreditchparkprimaryhackney.sch.uk

19. Further information for parents/carers, pupils and practitioners

All of the policies referred to in this document are located on the Shoreditch Park Primary School website. Information about other services for children and young people with SEN can be found on the Hackney Learning Trust website: <http://www.learningtrust.co.uk/sen/>

A list of further useful websites are listed below:

<http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx>

<http://www.cityandhackneycamhs.org.uk/parents/>

<http://www.autism.org.uk/>