



# **GOVERNORS OF STAR PRIMARY SCHOOL**

## **SEND Information Report**

### **School Mission Statement:**

*At Star Primary School we believe that everyone is equally loved and accepted.*

*Acknowledging the diversity of our community, we...*

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

By order of the Governing Body of Star Primary School

(Signed) \_\_\_\_\_ Dated \_\_\_\_\_ (Head Teacher)

(Signed) \_\_\_\_\_ Dated \_\_\_\_\_ (SEND Link Governor)

**Policy Date: February 2017**

**Review Date: February 2018**



## **Inclusion Quality Mark Flagship**

*'The most impressive thing of all at Star Primary is the high level of good-natured and empathetic care with which the head teacher, senior leadership team and staff body manage every communication with every child and family member. The first sentence of the most recent Annual Report states: 'At Star Primary School we believe that everyone is equally loved and accepted', and as a visitor with time to observe practice and talk to professionals, children and parents, that is how it feels..' Sue Rush (IQM, April 2016)*

Welcome to our SEND information report which provide parents with information for children with Special Educational Needs & Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the draft SEND regulations which can be found here:

[www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations](http://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations)

## **Our Approach to Teaching Learners with SEND**

At Star Primary we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place.

Our provision for children with special needs, including those with complex or significant needs, forms part of how we work and teach at Star Primary School.

All SEN children will access: Quality First Teaching appropriately differentiated to meet identified needs – i.e. every teacher, in every class, will plan and deliver lessons that meet the needs of every child in the classroom.

Some children with additional SEN will access: Small group or 1-1 targeted interventions (i.e. additional support) to help them to make progress in English, Mathematics, Language, Acquisition, Development, Behaviour, Social, Well-being, Fine and Gross motor skills.

A few children with complex or significant needs will access: 1-1 support, with funding provided by the local authority. This is referred to as 'High Needs Funding'.

The following information outlines the support and provision pupils with SEN can expect at Star Primary School.

### **Contact Details**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Your child's class teacher and/or the SENCO or a year group phase leader:

- Early Years Foundation Stage Phase Group Leader: Mr Carbutt - Assistant Head Teacher
- Year 1 and 2 Phase Group Leader: Mrs Poulteney - Deputy Head Teacher
- Year 3 and 4 Phase Group Leader: Mrs Jennings - Assistant Head Teacher
- Year 5 and 6 Phase Group Leader: Mrs Spencer - Deputy Head Teacher
- Mrs Putscher - Assistant Head Teacher (SENCO)
- Mrs Bagheri – Assistant Head Teacher (EYFS & KS1 Phonics Manager)
- Ms Freeman - Assistant Head Teacher (Literacy, Oracy & SEN teacher)
- Mrs Ormerod - Deputy Head Teacher
- Mrs Von Buchenroder – Head Teacher

Appointments can be made with any of these people through the School Office.

**Telephone: 020 74765336**

**E-mail: [info@star.newham.sch.uk](mailto:info@star.newham.sch.uk)**

### **Information**

#### **1. Categories of SEND**

It is not always possible to categorise a child's difficulty and it may be a temporary or permanent manifestation of some other underlying cause, but we have listed some examples of difficulties or areas which would lead us to consider in identifying a child as having special educational needs (SEN). These difficulties may occur singly, or in any combination, or may not be obvious at all.

**The four areas are:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

## **2. Identification**

When children have identified SEN before they start Star Primary the school will work with people who already know the pupil and use information already available to support them in school.

New admissions: we have a comprehensive admissions process, which includes an interview at which personal details as well as any other relevant information is captured. Our internal processes ensure that any information regarding a child's special needs is forwarded to the SENCO. In addition, the SENCO from the child's previous school (if applicable) will provide details. When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCO) will observe your child in class or individually.

If you think your child has SEN please speak to the class teacher; the school will listen to your concerns and support the family in the next steps. The class teacher can flag a concern to the SENCO at any time, which will be investigated accordingly.

For children in Early Years (Nursery and Reception), children who do not reach the age expected levels in the Early Years Profile will be flagged to the SENCO. For children in Key Stage 1 and 2 (i.e. years 1-6), teachers input information re (i) progress and (ii) attainment on the internal school progress and tracking monitoring system.

The SENCO runs termly reports that analyse this information and any children who are working significantly below what is expected of them according to national standards for their age and year group are flagged.

Children with specific literacy difficulties or moderate learning difficulties will follow the learning intervention pathway identified for children with these particular needs.

For children with High Needs Funding – i.e. needs in one (or more) of the following areas:

- (i) autism
- (ii) complex learning needs
- (iii) speech and language difficulties or
- (iv) emotional, social, and mental difficulties

We are immediately aware of their particular needs, from their parents and other agencies who have been involved in their care and welfare. The SENCO will lead the development of a pupil profile and a child centred plans for children in this group and ensure that they receive the high needs funding they need to make the appropriate progress related to their levels of need.

Pupils with 'lower-level' speech and language difficulties not requiring High Needs Funding are identified through their Early Years providers prior to their arrival at Star Primary School, or by class teachers and our SEN assessment procedures soon after their arrival. We work closely with the Speech and Language Therapy Service, whose recommendations will then be acted on in the school setting.

Finally if it is found that your child has difficulties the school will discuss these during parents evening or may be asked to attend a separate meeting.

### **3. Support**

We use the school's progress and tracking monitoring system to record and report all our children's progress. In addition, children who have been identified as having special needs are continually monitored.

When pupils are identified as needing additional support to make the progress expected, parents are informed and consent is sought for any interventions (i.e. ways we feel we can help the child) considered appropriate. Such interventions will be determined as per the processes outlined in this document. We always ensure that parents are kept informed of the outcome of any formal assessments, which are completed at least annually.

If necessary, an informal meeting with parents will be held to explain why a referral to an outside agency is thought appropriate, and to seek their consent to allow us to access this support.

Further to the processes outlined above, the individual needs of the identified children will be assessed. All children will receive quality first teaching differentiated appropriately to meet identified needs – i.e. our teachers plan and deliver lessons that meet the various needs of all the children in the class. All subsequent interventions - i.e. extra help in the areas in which the child is struggling - will be designed and run with the needs of the individual child at the center of the process and its efficacy monitored and assessed on a regular basis.

#### **Broadly, our support falls into the following areas:**

Star Primary offers support in a number of ways. Some pupils receive targeted support in class from a teaching assistant who help to differentiate the lesson. The lesson may be differentiated according to:

- time given to the task
- materials or resource use in the task
- the amount of adult support given
- the outcome of the lesson, that is, what the children are expected to have learned or produced

Sometimes a child may be supported by out of class intervention and these include:

- Bug club (reading)
- Mathletics
- Targeted homework clubs
- Targeted booster clubs – on one to one basis

- Counselling
- Box Clever - program to improve speech and language
- Colourful Semantics – program to be used independently, and also in the classroom setting, to develop vocabulary
- Individual programs meeting individual needs
- Swimming
- Movement group
- Gymnastics
- Music group

Interventions are designed specific to the needs of each child, and will typically involve working in either a small group or one-to-one support, depending on the nature of the needs. Specific progress targets are set at the start of such interventions and progress against them is monitored by SENCO.

Pupils identified as having a specific learning difficulty e.g. dyslexia, dyspraxia, dyscalcula will receive appropriate support depending on their particular need.

Further to such support, if children are still not reaching expected levels, we would typically involve an external agency which would provide additional specialist support to further strengthen the help already being provided – e.g. speech and language therapy, physical therapy, specialist behavioural support, identification of dyslexia, EP (Educational Physiologist), CFCS (family counselling), CDC (child development center) and DAC (development advisory clinic).

For our children with High Needs Funding (see SEND policy for further information), each child has a child centred plan and a pupil profile – with tailored learning targets. Parents, pupils, staff at school and from the relevant external agencies are involved in putting these plans together, to best support the child concerned. These plans are reviewed on a half-termly basis, and action taken further to this review as appropriate.

Decisions regarding the levels of support that will be provided to all children with special needs will be taken by the Head Teacher and the SENCO, further to the collection of all relevant information unless outlined in EHC plan.

#### **4. Resources**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team). Funding may be used to buy in specialist support (e.g. speech and language therapy) or to train a 1:1 support teacher assistant in specific areas.

## **5. Curriculum**

Class Teachers have responsibility for the education of ALL children including those with SEND. Within the classroom, teachers use variety of teaching approaches to meet the needs of all children, some children may require additional 1:1 support alongside this.

A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.

Star Primary offers an imaginative and innovative curriculum offering all children the opportunity to find a learning style which best meets their needs.

Teachers plan from the children's standards and starting points, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be continued to be differentiated by the class teacher to support their learning and ensure they make progress.

Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips or easy to use scissors, to aid their learning.

## **6. Effectiveness of Provision**

The progress of children with SEN is regularly monitored and reviews are held termly, half-termly, annually or as appropriate. All relevant school staff external agencies/specialists and parents are invited to the review meetings. The child will also be invited to attend and contribute to the meetings. At the review meeting, the progress of the child will be discussed and new targets will be agreed.

You will be able to discuss your child's progress at Parents Evenings. Class teachers are available at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or the SENCO by visiting the school office. Pupil profiles and child centred plans will be shared with parents and targets discussed encouraging parents to contribute towards the profile.

## **7. Pupils with medical needs:**

If a pupil has a medical need then a detailed Care Plan is compiled by the school nurse with support from the SENCO in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement is parents/carers medicines are administered in school by the welfare officer, Chrissy Addy where a signed medical consent form is required. Antibiotics may be given in discussion with the office staff and on completion of a medical consent form. (see Medical Policy)

## **8. Specialist services**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- . Language Communication and Interaction Service
- . Education Psychologist
- . Behaviour Support Service
- . Physical & Sensory Service to support pupils with hearing/visual Impairment
- . Social Services
- . Speech & Language
- . Occupational Therapy
- . School Nurse
- . Complex needs and dyslexia service
- . Newham Child and Family Consultation services

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned in consultation with the SENCO, class teacher and parents. In order to help understand the pupil's educational needs better, the psychologist will generally meet the parents and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupils in order to take their learning forward.

## **9. Training**

All staff have received training related to SEND. These have included sessions on:

- . How to support pupils with a diagnosis of dyslexia
- . How to support pupils on the autistic spectrum
- . How to support pupils with behavioural difficulties
- . How to support children with sensory service
- . SCERTS - social communication, emotional regulators, transactional support (Newham's new approach to working with children with ASD)
- . Literacy support for teaching assistants
- . Team Teach (positive handling)
- . First Aid
- . Epilepsy
- . Epi-pen and dealing with other medical conditions
- . Specialist program: Box clever, occupational therapy exercises, colourful semantics, the listening program, singalong, physiotherapy

### **Activities outside the classroom**

- Music sessions
- Swimming sessions – off site
- London Gymnastics - off site
- Movement group



- Sensory support provided to children with autism
- Support if necessary is given for our SEN pupils to attend after school clubs.

## **10. Educational Visits**

Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff. We provide transport for children who would struggle to travel on public transport.

## **11. Accessibility**

As a school we are happy to discuss individual access requirements. Facilities we have include:

- Ramps into the ground floor of the school to make the site accessible to all.
- Toilets adapted for disabled users.
- Double doors in some parts of the building.

## **12. Transition**

New Admissions - At Star Primary School, we have a detailed admissions process, which includes an interview that we conduct with the parent/carers and the child who will be joining us. As well as key personal details, we also use this opportunity to discuss whether any child joining us has any special needs and how these have been met up until he/she joins Star Primary School. We also ensure that we discuss whether any external agencies have been involved in supporting our new children (and their families if applicable).

- Schools within the Borough will always ensure that we are advised of any support that a child with special educational needs has been receiving to date, and will contact our SENCO. New parents are provided with a hard copy of our prospectus at the interview.
- Transfers to another school: At Star Primary School, we aim to ensure that all our children have a smooth transfer to the next stage of their education as they move to secondary school. Support includes 'taster days' at the new schools for all our children, at which children with special needs are supported if necessary by a member of staff. In addition, children with special needs attend additional 'taster days' in small groups, and with the support of the SENCO.
- Our SENCO also ensures that she liaises with the new schools that pupils with special needs plan to attend, to facilitate a smooth transfer. High Needs Funded children with autistic spectrum disorders are provided with an individually tailored 'communication passport' for their new school to ensure that their needs are met on transfer.
- The SENCO attends the annual Borough SEN transition day for secondary school

13. Local Offer [www.newham.gov.uk](http://www.newham.gov.uk)

14. School Offer [www.star.newham.sch.uk](http://www.star.newham.sch.uk)

### **Complaints Procedure**

If there is a complaint related to SEND provision within the school, the following procedure will be adopted:

- Parents are encouraged to discuss the problem with the class teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the year group leader
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Special Needs Co-ordinator.
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Assistant Head Teacher
- If the problem is not resolved at this stage, the parents would make an appointment to discuss it with the Deputy Head teacher of the phase.
- The class teacher may or may not be present at this meeting. The Headteacher would be present if requested at this meeting or the matter may be reported to the Headteacher, if the problem is unresolved.
- If the parents continue to be dissatisfied, then they should complain in writing to the Chair of Governors. They also have the right to discuss their problem with an LA representative, with or without members of the school staff present.

Every effort is made to resolve any dispute satisfactorily within the school.

***Star Primary hopes that this report provides you with the information to support your understanding around SEND but do not hesitate to contact the school if you have further questions.***