



# Star Primary School

## SEND Information Report

### Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



### Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

### **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.*



Star Primary School, Hilda Road, London, E16 4NH  
T: 02074765336 E: [info@star.newham.sch.uk](mailto:info@star.newham.sch.uk)



## **Inclusion Quality Mark Flagship**

*'I have visited Star Primary School on a number of occasions, and every time I leave with such a positive feeling about the future of inclusive education at this school. The Head Teacher and her staff team are such enthusiastic people, in fact one of the staff body described them to me as being 'inspirational women'. They think creatively about how to make successful futures possible for the children and families in their care, they consider the people of the area to be part of their wider responsibility, they share what they know to be effective with professionals at other schools and organisations, and they are concerned about the inclusion of their students into real life, for the whole of the life they will live beyond school leaving age'.*

**Sue Rush (IQM, March, 2019)**



## **Ofsted Inspection**

*'Leaders have high expectations for pupils. They ensure that pupils, including those with special educational needs and/or disabilities (SEND), have the help that they need to learn successfully in their different subjects. Pupils work hard, try their best and achieve well... The curriculum provides pupils with many opportunities to return to prior learning and build up their knowledge over time. Staff make appropriate adaptations to their teaching so that pupils with SEND can access the full curriculum. These pupils' needs are identified well. Teachers make appropriate links between different subjects to help pupils develop a deep understanding of what they are learning.'*

**Ofsted Report, October 2022)**

# What have parents and carers said about our school and our staff?

"I am happy where it comes to your school. You really do understand my son's needs and cater for them. I am not stressed no more or heartbroken."

"Thank you so much for your support. The strategies you share with us, has finally helped us as a family and my daughter looks forward to coming into school."



## **Introduction**

Welcome to our SEN information report which is part of the Newham Local Offer for learners with Special Educational Needs (SEN).

The Local Offer is where Newham sets out what is available for 0-25 year olds with SEN.

**Newham SEND Partnership offer information and advice to children, young people and parents/carers about special educational needs and disabilities (SEND).**

**For more information about the Newham Local Offer please follow link at:**

<https://families.newham.gov.uk/kb5/newham/directory/home.page>

[www.families.newham.gov.uk](http://www.families.newham.gov.uk)

At Star Primary School we are committed to working together with all members of our school community. This information report has been produced with parents/ carers, governors and members of staff.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are:

- Head Teacher – Ms Lisle von Buchenroder

- Special Educational Needs & Disability Coordinators (SENCO) – Faria Alam and Loren Oliver
- Lead Governor for SEND - Sue Parfitt
- Community Welfare Advocate – Remi Clarke

**The kinds of special educational needs for which provision is made at the school.**

**“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”**

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. The SEN Department provides support for students across the 4 areas of need as laid out in the SEN code of practice 2014:

- Communication and Interaction
- Cognition and learning
- Social Emotional and Mental health difficulties
- Sensory and/or physical needs

At Star Primary, we aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track students' progress and where there is evidence that a student is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling. Along with student tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

<b>Who are the best people to talk to in this school about my child's Educational Needs and/or Disabilities (SEND)?</b>	
The class teachers	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring that all students have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEN Team know as necessary.</li> <li>• Communicating specific targets and sharing and reviewing these with parents at Parents Evenings</li> <li>• Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work</li> <li>• Knowing the needs of the students and planning their lessons accordingly to meet these needs</li> <li>• Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Teachers and support staff attend training that is relevant to the needs of groups or specific students.</li> </ul>
<p>The Special Educational Needs Coordinator (SENCO):</p> <p>Mrs Faria Alam - EYFS/KS1</p> <p>Ms Loren Oliver - KS2</p>	<p>The SENCO is responsible for:</p> <p>Coordinating all the support for students with special educational needs and/or disabilities (SEN) and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are:</p> <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> </ul>

	<ul style="list-style-type: none"> <li>• part of planning ahead for them.</li> </ul> <p>Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</p> <p>Updating the school's SEND record of need (a system for ensuring all the SEN needs of students in this school are known) and making sure that there are records of your child's progress and needs.</p> <p>To provide specialist support for staff in the school so they can help your child (and other students with SEN in the school) achieve the best possible progress in school.</p> <p>Ensuring school staff are aware of the needs of individual students</p> <p>Advising school staff of recommended strategies to support individual students with SEN</p> <p>Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.</p>
SEN Governor	<p>The SEN Governors are responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.</li> </ul>

**The school's arrangements for assessing and reviewing the progress of students with special educational needs;**

**FAQ - "How will both you and I know how my child is doing and how will you help me to support my child's learning?"**

We meet with parents and students at least once a term to review targets, discuss next steps and amend provision if necessary. Some students may require an individual support plan, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. It may be desirable for a Home/School book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

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

- How to support students with a diagnosis of dyslexia

- How to support students on the autistic spectrum
- How to support students with behavioural difficulties
- Adverse Childhood Experiences (ACE's) and Childhood Trauma
- How to support children with sensory service
- SCERTS - social communication, emotional regulators, transactional support (Newham's approach to working with children with ASD)
- Literacy support for teaching assistants
- Team Teach (positive handling)
- First Aid
- Allergies and Asthma
- Epilepsy
- Diabetes
- Tracheostomy training for EYFS staff
- Specialist programmes: Box clever, occupational therapy exercises, Colourful semantics, the listening program, Makaton, LEGO Therapy, Literacy programmes.

#### How can I let the school know I am concerned about my child's progress in school?

Class teacher	If you have concerns about your child's progress you should contact your child's form tutor/class teacher. This can be by telephone on (020) 7476 5336 or by email <a href="mailto:info@star.newham.sch.uk">info@star.newham.sch.uk</a>
SENCO	<ul style="list-style-type: none"> <li>• If you still have concerns you can contact the schools Special Educational Needs Coordinators (SENCOs), Mrs Faria Alam/ Loren Oliver. This can be by telephone on (020) 7476 5336 or by email <a href="mailto:sen@star.newham.sch.uk">sen@star.newham.sch.uk</a></li> </ul>
Senior Leadership	<ul style="list-style-type: none"> <li>• If you are still worried you should contact</li> </ul> <p>Ms Lauren Borley - Assistant Head Teacher (EYFS)</p> <p>Ms Zoe Bagheri - Assistant Head Teacher (PGL KS1)</p> <p>Mr Mateu Ramonet - Assistant Head Teacher (PGL LKS2)</p> <p><i>Mrs Rebecca Bradley D'cunna - Assistant Head Teacher (PGL LKS2) - Maternity Leave</i></p> <p>Ms Gemma Williams - Assistant Head Teacher (PGL UKS2)</p>

	<p>Mrs Jacqui Jennings - Deputy Head Teacher</p> <p>Mr Steven Carbutt - - Deputy Head Teacher</p> <p>Ms Lisle Von Buchenroder – Head teacher</p>
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**How will the school let me know if they have any concerns about my child's learning in school?**

If school is concerned that your child is not making progress the school will contact you to discuss this in more detail. This is to:

- Seek your views and listen to any concerns you may have
- Plan any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child's learning.

**What are the different types of support available for students with SEND in this school?**

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND.

Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

Star Primary School leaders, including the SENCo, work closely with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways.

These include:

- carefully differentiated\* planning which ensures that all children are able to make progress
- supporting the Class Teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track students' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work and respond to feedback from their teachers



- providing additional adult support from well-trained and well supervised Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning

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

Star Primary offers support in a number of ways. Some students 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 through out-of-class intervention such as:**

- ☐ tutoring programme
- ☐ Rainbow Club
- ☐ Core Vocabulary Board
- ☐ Targeted Speech and Language Therapy
- ☐ Literacy Interventions - PASS programme, Nessy, SNIP programme
- ☐ Counseling
- ☐ Play and Drama Therapy
- ☐ Sensory food group/ Cooking
- ☐ Life Skills
- ☐ Box Clever - program to improve speech and language
- ☐ Colourful Semantics – program to develop vocabulary and building sentences
- ☐ Individual programs meeting individual needs
- ☐ Movement group
- ☐ Music group
- ☐ Social groups
- ☐ Language Enrichment Groups
- ☐ LEGO Therapy

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 targets are set at the start of such interventions and progress against them is monitored by SENCO.

**“What support will there be for my child’s overall well-being?”**

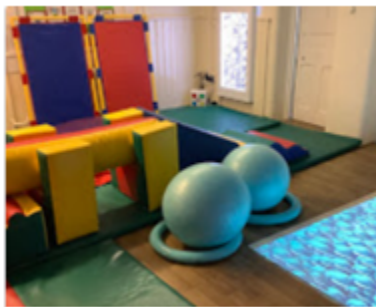
We believe that emotional and social development is very important in the overall education of students. Being happy at school is crucial and the school leadership team monitors happiness

and well-being. Therefore a whole school approach of Zones of regulation, which teaches and supports student's emotional language and vocabulary. Students can communicate their feelings and they learn self regulating strategies.

Where Students are found to have needs around emotional and social development, provision is put in place to support (eg social communication groups, anger management, circle time, individualised Zones sessions, lego therapy) and progress monitored. Some students may have needs related to behaviour and we work closely with parents to support such students in school. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

### **Star Primary Is Proud to have two ZEND Rooms**

These are sensory rooms designed to help our SEN students with sensory issues, learn to regulate their brain's negative reactions to external stimuli by developing coping skills for these experiences.



### **Specific Learning Difficulties**

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 –

- Speech and language therapy
- Occupational therapy
- Behavioral support services
- Complex needs and Dyslexia Specialist teachers (CNDS)
- EP (Educational Physiologist)
- CFCS (family counseling)
- CDC (child development center)
- DAC (development advisory clinic)

### **Support for students with medical needs**

If a student has a medical need then a detailed Care Plan is compiled by the school nurse with support from the SENCO and Community Wellbeing Advocate (Ms Clarke) in consultation with parents/carers. These are discussed with all staff involved with the student.

Where necessary, and in agreement with parents/carers, medicines are administered in school. Medication is administered by a trained First Aider and 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)

### **What happens for children whose learning needs are severe and complex?**

This is usually detailed via a Statement of SEN (or from Sept 2014, an Education, Health and Care Plan; EHCP) This means your child will have been identified by the SENCO as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school. Your child may need specialist support in school from a professional outside the school.

- The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about this by following this link <https://families.newham.gov.uk/kb5/newham/directory/advice.page?id=3F9ZKJKFt4I>
- The local authority will get information from school and from you. They then decide whether they think your child's needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the support currently available.
- After all the reports have been sent in, the local authority will decide if your child's needs are severe and complex. If this is the case they will write an Education, Health and Care Plan (EHCP).
- The EHCP will outline the support your child should receive and what strategies should be put into place

### **What support do we have for you as a parent of a child with SEND?**

SENCO and the Community Welfare Advocate are able to signpost parents and

- Prior to your child joining our school the class teacher/SENCO is available to meet with you to discuss your child's needs and any concerns you may have.

carers to appropriate support groups or outside agencies.	<ul style="list-style-type: none"> <li>• All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Parent Training workshops are shared regularly through the Pastoral Team and Community wellbeing Advocate Ms Clarke.</li> </ul>
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## 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.

## 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.

## How will we support your child when they are moving to another class or leaving this school?

- ☐ 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 whom 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 liaises with the new schools that students 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

### **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 Head Teacher would be present if requested at this meeting or the matter may be reported to the Head Teacher, 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.***

By order of the Governing Body of Star Primary School

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

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

**Policy Date: September 2023**

**Review Date: September 2024**