

RODING PRIMARY SCHOOL



SEND School Information Report September 2023

Date Policy Approved	7 th September 2023
Chair of Governors signature	<i>Ian Starling</i>
Headteacher signature	<i>A. Bbwin</i>

Special Educational Needs and Disabilities at Roding Primary School

Roding Primary School has a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We aim to provide a safe, welcoming, and stimulating learning environment in which every child can enjoy their learning. We strive to ensure that pupils, regardless of their specific needs, make the best possible progress in school.

Special Educational Needs is defined by The SEND Code of Practice (2015), as a pupil that, 'has significantly greater difficulty in learning than the majority of others at the same age or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.'

Our School Information Report will outline how we identify, support, assess and provided the best possible provision for our pupils in line with this guidance.

How do we identify pupils with SEND?

The progress of children is continually tracked by the class teacher. We regularly assess each pupil's current skills and levels of attainment against age related expectations and their own personal learning targets. This will build on previous settings and Key Stages, where appropriate. Class teachers use early identification systems to communicate with the Inclusion team when a child's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Where relevant, additional screeners such as Thrive and Speech and Language to help identify any learning needs.

How do we assess the needs of pupils with SEND?

When a class teacher has identified the need for support:

- They complete relevant 'Early identification forms' to collect the observed evidence
- Class teacher and inclusion team meet to discuss concerns
- Member of inclusion team observes and talks to the child
- Further meeting with inclusion team and class teacher to discuss recommendations and outcomes
- Meeting with parent to discuss the identified concerns, ensure parents contributions are considered

During these meetings, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Class teachers continually monitor the progress and wellbeing of children by checking the work they do, observing their interaction with others and their behaviour. Class teachers and leaders will make regular assessments of progress for all pupils and identify those whose progress:

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

How do we consult and involve pupils and parents?

Class Teachers will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support and be placed on the SEND register.

Parents are invited to attend termly meetings to discuss their child's progress and review the personalised targets that have been set. We welcome parents to contribute about their child's current provision and work closely with the school to ensure that your child continues to make the best possible progress.

Parent's views are important to use at Roding Primary School, if at any time you have a concern, please speak to your child's class teacher first. The Inclusion team are available to discuss further concerns via the school office.

If a teacher has concerns about a child, he / she will meet with the parents. An early identification form will be completed by the teacher and the inclusion team will be informed. The class teacher ensures that the needs of the pupils at this stage are met through scaffolding of the curriculum. Through observation, monitoring and discussion, their progress is reviewed with the inclusion team.

What types of SEND do we provide for?

Roding Primary School provides additional and/or different provision for a range of needs to ensure every child reaches their full potential. The 4 broad areas of SEND provided for are outlined in the Code of Practice (2015). Staff receive regular training in these areas and specialist advice is sought from external agencies.

Roding Primary School also has an internal provision on both sites, 'The Harbour' for children with ASD, on the screening pathway to this, or with complex needs. This provision provides a personalised curriculum to ensure the best possible progress is made from the child's starting points.

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How do we review pupils' progress towards outcomes?

In school, the class teacher is best placed to initially identify children with special needs or difficulties.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How do we support pupils moving between phases and preparing for adulthood?

We recognise that transitions can be difficult for some children and we take steps to ensure that this is as smooth a process as possible.

When moving classes in school:

- At the end of the summer term the current and new class teacher meet in order to share all relevant information. Support staff are also involved in sharing of information.
- The class are introduced to, and spend some time with, their new teacher.
- We have a 'walkabout' evening in the Summer term, where parents are able to meet their new class teacher.
- Where appropriate, some children are provided with personalised transition plans such as social stories, additional time with new staff.

If moving to another school:

- We contact the SENDCo at the new school to share relevant information and organise any meetings or visits that are needed.

If arriving from another school:

- Visits and plans will be put in place depending on the needs of your child.

In Year 6:

- The school works closely with the Secondary schools and follows the borough procedures for transfers.
- We will share information with the school, college, or other setting the pupil is moving to.
- We work closely with Secondary schools to facilitate transition arrangements.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching ensures that all pupils' needs are catered and lessons provide appropriate levels of challenge and support for all.

This means that:

- Teachers have high expectations of all pupils.
- When planning lessons, class teachers take into account the particular needs of children and what a child already knows to ensure that they make progress.
- Additional adults are used effectively to support pupils within the classroom.
- Specific resources and strategies may be used to support a child so they can participate in all activities within the school.
- Specialist equipment may be used e.g. sloping table top

There are 3 categories of support to children. They are universal, targeted and specialist:

Universal Support (Wave 1)	All children receiving support in class through high quality first teaching and differentiation.
Targeted support (Wave 2)	In addition to universal support, children will be receiving extra intervention to support them with their learning outcomes. They may have intervention in class and/or outside of the classroom.
Specialist support (Wave 3)	In addition to universal and targeted support, children may have an EHCP and therefore the children will receive specialist support. This may be in the form of the school's internal provision, 'The Harbour', speech and language support etc.

There may be individual programmes of support for children with SEND. The following interventions are available:

- 1 to 1 or small group work supporting targets set by the Speech and Language Therapist

- 1 to 1 or small group work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Sensory diets support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction / Attention Autism

Within the Inclusion Team there are specialists who are Thrive Practitioners. They are responsible for delivering and monitoring individual programmes of interventions for particular children, including those with SEMH needs. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Thrive Practitioner. (Being needs)
- Small groups interventions planned by a Thrive practitioner
- Whole Class assessments
- Whole Class sessions planned and delivered by class teachers
- In class support from a learning mentor
- Referrals to other services such as Family Support workers.

How do we make adaptations to the curriculum and learning environment?

We make the following adaptations to ensure all pupils' needs are met:

- Appropriate levels of challenge and scaffolding within our curriculum to ensure all pupils are able to access it.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support pupils in small groups or 1:2:1 basis when required. Our teaching assistants received regular training to support children with different needs and to deliver interventions such as Precision Teaching, Project X Code, Communication Fix, Speechlink and Early Talk Boost.

Securing equipment and facilities

Additional equipment and facilities are purchased from the SEND budget and where appropriate upon advice from specialist agencies e.g. physiotherapists.

Expertise and training of staff

Our Inclusion Leads are both Assistant Heads and lead on SEND across both sites. In addition to this there is a SENDCO, who works across the school. They regularly attend external and Local Authority training and work closely with local schools, including specialist provisions. They also keep up to date with current documentation and initiatives, and deliver training to all staff.

Miss S Sampson	Assistant Head / Inclusion Lead Qualified Teacher Status NPQH
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	Designated Safeguarding Lead Positive Handling Trained
Miss E Jones	Assistant Head / Inclusion Lead Qualified Teacher Status NASENCO Positive Handling Trained Designated Safeguarding LEAD TEACHH trained
Miss N Baker	NASENCO Qualified Teacher Status Positive Handling Trained Licensed Thrive Practitioner TEACHH trained Talk boost trained Precision teaching

- All staff receive regular training to improve teaching and learning.
- The Inclusion Leads are available to support teachers to plan for children with SEND.
- Whole school training (INSET) is used to deliver training where a need is identified.
- Individual teachers and classroom assistants are provided with additional training to help them support children with specific difficulties.
- Where appropriate, support and training from borough advisory staff and outside agencies is sought e.g. Speech Therapists, etc.
- We have access to an Educational Psychologist service, and can call on our Inclusion Partner for extra advice or support.
- The school nurse is available by telephone and will make school visits as required.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil and parent questionnaires to adapt provision
- Monitoring by the Inclusion Team, Senior Leaders and Governors as well as Local Authority Advisors
- Working closely with local schools for learning walks
- Holding termly reviews for pupils with IEPs (this includes pupils with an EHCP)
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All necessary adaptations are made to ensure that pupils with SEND are able to fully participate in the life of the school. Extra-curricular activities and school visits are available to all pupils. All pupils are encouraged to go on our residential trips and to take part in sports day/school plays/special workshops.

If a pupil has been identified as having a disability the school will liaise closely with parents/carers and the relevant external agencies to ensure that we have a secure understanding of the child's needs and how best to support them with a smooth transition into the school setting.

The school have a comprehensive Equalities Policy which ensures that no child with a defined protected characteristic is discriminated against.

The school has two sites.

- The Hewett Road building is on one level and has step free access on a side door but not on the front entrance.
- The Early Years areas on both sites have shower and changing facilities.
- Both sites have a disabled toilet and a paediatric changing table for disabled pupils
- The Cannington Road site has changing facility with a hoist

Our accessibility plan has more detail related to the facilities available for disabled children.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The school have 'something to say' boxes that allow children to submit any problems and these will be followed up by one of the school's Thrive Practitioners.
- The school also offers 'drop ins' at lunchtimes with our Thrive Practitioners to facilitate discussions of any problems.
- The school have 3 Thrive Practitioners, who provide training to all staff
- The school provide social and emotional interventions, where necessary
- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships.

Working with other agencies

Please contact the Inclusion Leads for information about different specialist services. They are who usually coordinates the contact and works with outside agencies. We mainly use the agencies outside of school for:

- Training for staff.
- Specialist advice
- Carrying out assessments
- Asking for a service to be delivered
- Setting programmes to be delivered at home and school
- Review the progress and plan provision for children

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists - The school's Educational Psychologist visits the school regularly over the course of each term. The EP completes assessments of pupils identified as causing a significant concern and liaises with the SENCO. They can also provide advice and training to staff
- Speech and Language Therapists - This service monitors the progress of referred pupils and provides support programmes for school staff and parents to enable children to communicate to the best of their ability. The speech and language therapist may work with pupils who have eating and swallowing problems too.
- The Paediatrician - Paediatricians are doctors who manage the health of your child, including physical, behavior, and mental health issues. They're trained to diagnose and treat childhood illnesses, from minor health problems to serious diseases. Children are sometimes referred to the child development Centre to see a paediatrician.
- Hearing advisors for the Deaf - This service provides training to staff and consultation about school environment for hearing impaired pupils. The outreach workers also develop strategies for pupils and work with class teachers to assist pupils reach their full potential.
- The Joseph Clarke Visual Impairment Service - This service provides training to staff and consultation about school environment for visually impaired pupils. The outreach workers also develop strategies for pupils and work with class teachers to assist pupils reach their full potential.
- School Nursing Team - School nurses work across education and health, providing a link between school, home and the community. Their aim is to improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen and are usually linked to a school or group of schools. If your child has a particular health condition the school nurse can be contacted to draw up a Health Care Plan. The school nurse will also conduct training for staff on various different medical needs.
- LBBB transport services
- LBBB Education Health and Care Team (EHC)
- Physiotherapists
- Occupational Therapists
- LBBB Portage (For Families of children under 3 who have additional needs)
- Social Care – including Social Workers and Family Support Workers
- The Sycamore Trust (Support for pupils with ASC and their families)
- Add Up (Support for pupils with ADHD/ADD and their families)
- The Heathway Centre (Support for children and their families with SEND)
- Carers of Barking and Dagenham
- Borough link advisors
- Specialist providers e.g. working with staff from Special Schools or ARPs

Contact details of support services for parents of pupils with SEND

- The Sycamore Trust 0208 517 9317
- Add Up 01708 454 040
- The Heathway Centre 020 8227 5500
- Carers of Barking and Dagenham 0208 593 4422

- LBBB transport services Transport.Request@lbbd.gov.uk
- LBBB Education Health and Care Team (EHC) 020 8227 2400
- LBBB Portage 0208 724 8550

A list of all other services can be found at:

<https://www.lbbd.gov.uk/sites/default/files/attachments/Useful-contact-numbers-for-parents.pdf>

The local authority local offer

Barking and Dagenham must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC Plans The local Offer for Barking and Dagenham can be found at London Borough of Barking and Dagenham Council or <https://www.lbbd.gov.uk/local-offer>

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They can then be referred to the Inclusion Leads.

The school's complaints procedures are set out in the school's Complaints Procedure policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This policy and information report will be reviewed by Miss S Sampson (Assistant Head – Inclusion Lead) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Promoting positive behaviour

Equality information and objectives

Supporting pupils with medical conditions

