



Special Educational Needs Information Report

September 2018

Meeting the needs of pupils with Special Educational Needs and Disability (SEND)

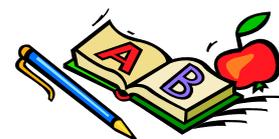
“Our vision for Park Hill Infants’ is to provide a warm, caring and stimulating infant environment, which encourages, values and celebrates diversity and individual excellence. We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well-rounded individuals, who in turn will make a difference to others in their lives”.

“ALL DIFFERENT, ALL EQUAL, ALL ACHIEVING”

Who should I contact if I have concerns about my child?

Class Teacher – The class teacher’s role is to;

- Adapt and refine the curriculum to meet the needs of all pupils.
- Check the progress of your child and to plan and deliver additional support as required.
- Devise class provision mapping (setting out provision for your child) and any SEN (Special Educational Need) Support plans to focus on your child achieving their next steps.
- Plan for your child’s full participation in learning and the broader curriculum, including in physical and practical activities.
- Help individual children to manage their emotions, particularly trauma or stress, and to take part in learning.
- Apply the school’s SEN policy



Roles of the Inclusion team (Miss Hulet and Mrs McGuinness), are to;

- Co-ordinate the provision for and manage the responses to the children’s special educational needs.
- Manage a range of resources, human and material, to enable appropriate provision for children in the school with special educational needs.
- Support and advise colleagues.
- Oversee the records of all children with special educational needs.

- Act as the link with parents, ensuring that you are involved in supporting your child's learning and access to the curriculum. Make sure that you are kept informed about the range and level of support offered to your child. Ensure that you are included in reviews of your child's progress and any transition meetings that may take place when changing classes or schools.
- Act as a link with external agencies and other support agencies who can offer advice and support to help pupils overcome difficulties.
- Contribute to the professional development of all staff, ensuring that staff are skilled and confident about meeting a range of needs for children in the school.
- Monitor and evaluate the special educational needs provision and report to the governing body.

The role of the Headship team in relation to special educational needs is to;

- Be responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

The role of the SEND Governor is to;

- Support the school to evaluate impact and to develop quality provision for pupils with SEN across the school.

How can I find out how my child is doing?



Ongoing monitoring is conducted by the class teacher to identify pupils who are not making adequate progress.

Following discussions and further assessment with the SENCO, the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the child's progress in line with existing school practices. This is an ongoing process. All pupils with SEND are tracked throughout their time at school to ensure that they are making progress.

If additional support from external agencies has been accessed for your child with your permission, you will be fully informed of all visits within the school setting and will be provided with a copy of the report from the external agency. Where external agencies have been involved, their advice and recommendations inform targets and planning that is put in

place for the child and are shared with you on a regular basis, through meetings with appropriate school staff.

If your child continues to make little or no progress, despite extra intervention and provision from the school and external agencies or it is agreed that your child is unable to access the curriculum without a high level of support, then an Education, Health and Care Plan (EHCP) assessment may be made by the school. Further details about this process will be explained to you by the SENCO and information published in the Croydon Council's Local Offer (please see link).

In cases where children have an Education, Health and Care Plan, additional support will be given. The level and type of support given, will be dependent upon and will reflect the complexity and severity of the individual's needs. There will be an expectation that pupils should develop independent learning skills as far as possible, without becoming reliant on adult support. Formal review meetings of your child's progress will be held on a termly basis. Parents, pupils and external agencies (where appropriate) will be invited to attend this review. Progress will be discussed and the impact of the current support will be evaluated based upon its impact and effectiveness, against the child's current targets. The outcome of these meeting will be formally recorded.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments may be made to enable them to fully access a range of tests. The SENCO will inform you about eligibility and applications for these arrangements.



Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are highly trained and skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account the individual pupils needs and requirements for all children including those with Special Educational Needs and/or disabilities. Differentiation is approached in a range of ways to support access to the curriculum and make sure that all pupils can experience success and challenge in their learning.

Grouping arrangements in the classroom are organised flexibly with opportunities for both ability and mixed groupings to maximise on learning opportunities for all. These are arranged based on the suitability to the learning for each lesson. The use of additional adults in the

classroom is adapted to help groups of children and/ or individuals accordingly, with a long term goal of developing independent learning skills.

In addition to planned differentiation and intervention within the classroom, the following range of interventions are put in place throughout the year, to overcome a range of challenges for children across the school.

External Intervention	What is it?
Maths Support – (Deputy Headteacher) (20-30 minute session, once per week, small group)	Supporting children who are under achieving (not meeting age related expectations) in Maths for children in Year 2, in a small group setting, usually based out of class.
More Able Maths – (Deputy Headteacher) (20-30 minute session, once per week, small group)	Supporting children who have been identified as 'more able' (working beyond age related expectations) in Maths for children in Year 2, in a small group setting, usually based out of class.
More Able Maths – (Deputy Headteacher) (20-30 minute session, once per week, small group)	Supporting children who have been identified as 'more able' (working beyond age related expectations) in Maths for children in Year 1, in a small group setting, usually based out of class.
Year 2 Phonics Support – (Assistant Headteacher) (15 minute session, once per week, 1:1)	Provides support for Year 2 children who have not met the benchmark score in the Year 1 Phonics Screening Checks. It provides targeted support, focussing on particular phases of phonic sounds that children are finding hard to learn, and how to apply them to their reading and writing.
Year 2 Writing Boosters– (Assistant Headteacher) (20-30 minute session, once per week, small group)	Supporting children who are in danger of under achieving (not meeting age related expectations) or who need some extra input to meet their full potential in Writing, for children in Year 2, in a small group setting, usually based out of class.
Year 1 Writing Boosters– (Assistant Headteacher) (15-20 minute session, once per week, small group)	Supporting children who are under achieving or in danger of under achieving (not meeting age related expectations) or who need some extra input to meet their full potential in Writing, for children in Year 1, in a small group setting, usually based out of class.
Year 1 Maths Boosters– (Assistant Headteacher) (15-20 minute session, once per week, small group)	Supporting children who are under achieving or in danger of under achieving (not meeting age related expectations) or who need some extra input to meet their full potential in Maths, for children in Year 1, in a small group setting, usually based out of class.

Speech and Language Support –Teaching Assistant (Weekly sessions, small group and 1:1)	Further support for those children who have been identified by the Speech and Language Therapy Service (SALT) and by school staff as having additional needs in this area. Supported by the SALT service, school staff deliver a range of motivating games and activities to targeted children, to encourage further development of speech and language skills either in small groups or as a 1:1 session, from Reception to Year 2.
'Catch-Up Literacy' – Teaching Assistants (2 x 20 minute sessions per week, 1:1)	Aimed at children who are falling significantly behind age related expectations in English, this intervention runs for 20 minutes twice a week before school on a 1:1 basis. This is aimed at providing children with extra support to that which is delivered through the curriculum.
Extra Reading Support – Volunteers (1:1 reading support within the classroom)	Children who have been identified with reading abilities that are either under age related expectations or beyond them. This intervention is delivered on a 1:1 basis and aimed at supporting children to reach their full potential in reading.
Nurture Groups – School Councillor	Nurture groups offer a range of support structures for children who have behavioural, emotional, and social difficulties. These groups are tailored to individual needs of the children and are either small group sessions or 1:1. This support will then enable these children to be more confident and engaged in their learning, in the classroom.
Counselling sessions – School Councillor	These groups are tailored to individual needs of each child and are delivered on a 1:1 basis.
More Able Art Group – Teaching Assistant	Enrichment group for More able and talented artists across year one and two.

Access:

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN or Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted.

The school's accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair Access
- Disabled Toilet Facilities



Staffing Expertise

How skilled are the staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that all teachers and support staff have the appropriate skills and knowledge to support provision for children with Special Educational Needs and Disabilities.

We have staff with specialised expertise and qualifications. Our Assistant Headteacher, Mrs McGuinness, has the National Award for Special Educational Needs Co-ordinator (NASENCO).

Recent training (2018-2019) has covered:

Paediatric First Aid'	Positive Handling	Safeguarding Refresher Training	Supporting the Progress of the More Able	Designated Safeguarding Lead
General First Aid	Wellbeing Forum	Mindfulness in Early Years & SENCO Briefings	Mental Health Conference	Practical Teaching methods Based on Research
Early Years Conference	Primary Assessment Briefings	Fire Warden Training	Early Excellence	Croydon Schools Forum
Creative In Early Years & Pre School	GDPR Training	Stage One Mentor Training		

The Inclusion Team attend regular forums and update meetings from Croydon Council and across our local schools network, so that they are kept fully informed of recent changes and amendments in this area.

This is in addition to regular staff meetings and INSET days, where training is provided on new or relevant initiatives, led by middle leaders and/or the Headship team. Our SENCO actively engages in a range of opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support children with SEND (Special Educational Needs or Disabilities). The school also seeks advice and guidance from relevant local schools and colleagues to review, evaluate and develop provision for pupils who have the most complex needs.



External Partnerships:

What support from outside does the school use to help my child?

The School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of Support
Educational Psychology Service Our attached Educational Psychologist is: Ms Hannah Harvest	Provides individual psychological assessment, advice (for both parents and the school) and intervention to promote inclusion and to support access to the curriculum.
Speech and Language Therapy Service Named Contact – Louise Coates	Termly visits to school provide initial assessments and targeted interventions for children with Speech and Language difficulties.
CAMHS (Child and Adolescent Mental Health Service)	Offers diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families.
Occupational Therapy	Occupational therapists are specially trained to assess and provide advice and intervention for children with any disability and children who experience difficulties with everyday tasks at home, school and at play.
Croydon SEND Team	Croydon Council's SEND Team support the school by offering specialist training in a range of areas. They work with the school to set out targets for children with statements of Educational need and Education, Health and Care Plans.
Virtual School for Children who are Looked After	The core purpose of the Virtual School is to drive up improvements in the educational progress and attainment of all children looked after by Croydon, including those that have been placed in schools in other authorities. As looked after children are being educated across a large number of schools, the virtual school has a powerful role in tracking their progress as if they were in a single school.

Communication Support Services:

- Visual Impairment Service
- Hearing Impairment Service

Specialist teachers of the visually and hearing impaired visit Croydon LA schools to:

- Offer guidance on visual and hearing access and inclusive teaching strategies.
- Give advice on the adaptation of materials and equipment to ensure pupils achieve access to the curriculum.



Transition:

How will the school help my child to move to a new class/year group or different school?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving classes within the School:

Information is shared between teachers on a regular and ongoing basis. For children with special educational needs and/or disabilities, additional information about the child will be shared in order to fully meet the child's needs in their new class. Children have opportunities to meet their new teacher and visit their new learning environment towards the end of the Summer Term, in preparation for transition in September. The Inclusion team will hold additional meetings with teachers and parents if appropriate or necessary.

When moving to another school:

We will contact the School SENCO at the destination school (wherever possible) and share information about special arrangements and support that have been put in place to support your child to achieve their learning goals, whilst they have been at Park Hill Infants. We ensure that all records are passed to the relevant member of staff at the child's new school.

During the Year 2 to Year 3 transition period, the SENCO's of both the Infants' and Junior Schools meet alongside the Year 2 and Year 3 leader, class teachers and any other relevant school staff to discuss arrangements and learning needs for children with SEND.

For children who are leaving the country, any relevant information will be given to parents regarding their child's achievements. If this is at the end of the school year, parents will receive copies of relevant levels of achievement and the child's school report.

Further information about support and services for pupils and their families can be found in:

Croydon Council Local Offer -

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

For further information see our SEND Policy (also available on our school website):

<http://www.parkhillinfants.co.uk/download/school-policies/SEND%20Policy%202014%20.pdf?91d408>

or contact our Inclusion Team, via the school office on 020 8680 0747 or send an email for their attention to enquiries@parkhill-inf.croydon.sch.uk

