



Special Educational Needs Information Report – September 2021

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”

What types of SEND are provided for?

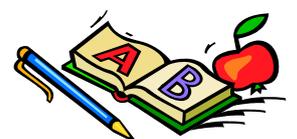
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, 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
- Moderate learning difficulties

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 SEND (Special Educational Needs and Disability) 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 SEND policy

Roles of the Inclusion team (Mrs McGuinness and Miss Hulet), 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 SEND across the school.



How can I find out how my child is doing?

Monitoring by the class teacher is ongoing in order to identify pupils who are not making adequate progress.

Following discussions and further assessment with the SENDCO/Inclusion Team, the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. A SEND support plan may be put in place to support the child.

The class teacher and the SENDCO 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.

The school follows the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCO 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 and behaviour
- 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 at least termly.

All teachers and support 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.

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

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.

Intervention	What is it?
Maths Support – (SLT) (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 KS1, in a small group setting, usually based out of class.
Year 2 Phonics Support – (Teacher) (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– (SLT & Teacher) (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– (SLT & Teacher) (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– (SLT & Teacher) (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 –(Learning Support 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.
Additional Literacy Support (Learning Support)	Aimed at children who are falling significantly behind age related expectations in English, this intervention runs for 20 minutes twice

(2 x 20 minute sessions per week, 1:1)	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 – Local 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 Counsellor	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 Counsellor	These groups are tailored to individual needs of each child and are delivered on a 1:1 basis.

How does the school evaluate the effectiveness of SEN provision?

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

- Reviewing pupils' individual progress towards their goals each term*
- Reviewing the impact of interventions regularly*
- Using pupil questionnaires*
- Monitoring by the Inclusion Manager/Headship team*
- Using provision maps to measure progress*
- Holding annual reviews for pupils with EHC plans*

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra-curricular 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 secures equipment and facilities to meet the needs of individual children seeking specialist advice and carrying out risk assessments.

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*



How does the school support children with SENDs emotional and social development?

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

- Encouraged to be active participants in all school activities such as school council
- Participation in 'Time to talk' groups
- Speech and Language Intervention to support social skills and communication with peers.
- Pupils with SEND are also encouraged to be part of all available clubs to promote teamwork/building friendships etc.
- Participation in class circle times and activities in the PSHE curriculum
- Interventions such as special time
- Specific, personalised behaviour plans
- Support from the school counsellor Daisy Keyte

We have a zero tolerance approach to bullying.

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 has covered:

Adverse Childhood Experiences (ACES)	Equality and Diversity	Positive Handling	Prevent Online Training	Safeguarding Training
Application of Phonics to Reading	Little Wandle Letters and Sounds	Female Genital Mutilation (FGM)	Unconscious Bias	Domestic Abuse and Sexual Violence
Covid 19 Implications	Making Learning Stick	Making Judgements about Writing	Phonics Screening Check	DSL Refresher Training
Curriculum Impact	Mental Health Awareness in Schools	Ofsted Inspection Update	Stress Awareness in the Workplace	Unconscious Bias SLT
Primary English	Primary Assessment	Phonics Best Practice	Role of Staff Governor	The Basics of Effective Phonics
Nutfield Early Language Intervention	How to Build a Computing Curriculum	Leading Relationships, Sex Education	SEND and Inclusion	Mental Health Champions

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 SENDCO 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: Polly Kirk	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 – Carmel Roberts	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.

<p>Virtual School for Children who are Looked After – Sarah Bailey</p>	<p>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.</p>
<p>Communication Support Services:</p> <ul style="list-style-type: none"> • Visual Impairment Service • Hearing Impairment Service 	<p>Specialist teachers of the visually and hearing impaired visit Croydon LA schools to:</p> <ul style="list-style-type: none"> • Offer guidance on visual and hearing access and inclusive teaching strategies. • Give advice on the adaptation of materials and equipment to ensure pupils are able to access 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 SENDCO 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 SENDCO’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.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints 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

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

