



## Special Educational Needs Information Report - September 2023

### **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 as directed in the SEN Code of Practice. These are:

- **Communication and interaction**  
Social Communication Difficulties, Autistic Spectrum Disorder, speech and language difficulties
- **Cognition and learning**  
Mild / Moderate Learning Difficulties, Global Learning Difficulties, Specific Learning Difficulties (dyslexia, DLD, DCD, processing difficulties);
- **Social, emotional and mental health**  
Anxiety, attention deficit hyperactivity disorder (ADHD); bereavement, young carer, Emotional School Based Avoidance (EBSA)
- **Sensory and/or physical needs**  
Visual Impairments, Hearing Impairments, medical conditions (Cerebral Palsy, epilepsy)

### **How does the school identify individual special educational learning needs?**

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Regular tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

Before deciding that a pupil requires additional SEND support, the Inclusion Team and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with SEND. Our safeguarding and admissions policy also takes careful and particular account of pupils with SEND.

## Consulting and involving pupils and parents

We will have an early discussion with parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

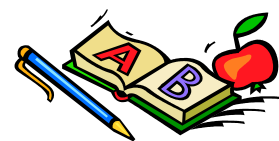
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

## Who are the people responsible for supporting 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

**Inclusion Team (Inclusion Leader: Miss. Hulet & Inclusion Team: Miss. Simpson/ Ms. McGuinness (NASENCO) – Roles of the Inclusion team 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.

## How is support and progress assessed and reviewed for pupils with SEND?



The class teacher and the Inclusion Team 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 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 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.

## What if my child requires external agency support and/or an Education, Health and Care plan?

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 the additional targeted support and intervention from the school / external agencies, or it is agreed that your child is unable to access the curriculum without a high level of support, then the SENDCo will discuss the case with the SEND Locality Lead, Keran Currie. Following this discussion, the SENDCo may be able to present your child's case at a meeting to apply for additional funding through the 'locality forum'.

In some circumstances, the SENDCo is given permission to make an immediate application for an Education, Health and Care Plan (EHCP) assessment. However, in most cases, this application can only be made after a full term of utilising the additional locality funding.

Further details about this process will be explained to you by the SENDCO and information published in the Croydon Council's Local Offer (please see link).

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

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 an annual 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.

### **Statutory Assesments: Access Arrangements**

For some pupils additional arrangements and adjustments may be made to enable them to fully access a range of tests. The SENDCO 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. Adaptation 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.

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 high quality first teaching strategies and planned adaptation the following range of interventions are put in place throughout the year, to overcome a range of challenges for children across the school;

- Writing interventions (including in-class support, small group learning, 'Bridging the Gap' statements, early morning catch up, pre-writing skills etc)
- Numeracy interventions (including in-class support, small group learning 'Bridging the Gap' statements, problem solving skills etc)
- SEND Phonics Programme interventions (using Little Wandle Letters and Sounds Phonics Programme)

- Reading interventions (focussing on 'Bridging the Gap' statements, 1:1 out of class, early morning reading catch-up, Nurture based reading interventions etc)
- Memory retention support
- Lego Therapy
- Fine & Gross Motor Interventions
- Nurture Interventions (including ELSA, Time to Talk, SEND Social communication)
- Speech and Language Interventions (including expressive language, receptive language, social communication, attention bucket time, EAL etc)
- Sensory Circuits
- Colourful Semantics

### How does the school evaluate the effectiveness of SEN provision?

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil and parent/carer questionnaires
- Monitoring by the Inclusion Manager/Headship team
- Using provision maps to measure progress
- Holding annual and interim 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 school website.

Access arrangements currently include:

- Wheel Chair Access
- Disabled Toilet Facilities



the



## How does the school support the emotional and social development of children with SEND?

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 nurture groups
- Speech and Language Interventions 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 Tara Green/Daisy Keyte and Nurture Support Mentor Paula Mascarenhas

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 (NASENDCO).

Recent training has covered:

Diabetes Training	Early Reading Phonics	EYFS Curriculum	Female Genital Mutilation (FGM)	Paediatric First Aid
Positive handling	Prevent Online Training	Phonics Screening Check	Real PE	Safeguarding Training
Paediatric First Aid	Supporting the Autistic Pupil	DSL Refresher	Essential First Aid	NASenco Training

Raising Awareness of Trafficking	Autism & Behaviour Training	E-Safety Training	Meeting the Children's needs with Metacognition	Early Years Forum
De-Escalation & Positive Handling	Primary Senco Briefing	ACE & Early Trauma Training	AET Making Sense of Autism	Supporting SLCN Conference
Vocab Building and Word Finding Workshop	Understanding Harmful Sexual Behaviour	ELSA Training	Mental Health of Wellbeing in Children	Symbol Exchange Systems
Intensive Interaction	People Games & Communicative Temptation	Colourful Semantics	Supporting Children & Young People with Global Development Delay	Attention Building Activities
Sensory Circuits	EYFS Training - Safe Sleep	Sequencing & Narrative Skills	Making Maths Meaningful & Fun for Pupil's with SEN	Safeguarding Conference
	Positive Approach to Behaviour Management	Every Leader is A leader of SEND	Prevent WRAP 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 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:*

<b>Agency</b>	<b>Description of Support</b>
<i>Educational Psychology Service</i>	<i>Provides individual psychological assessment, advice (for both parents and the school) and intervention to promote inclusion and to support access to the curriculum.</i>



<p>NHS Speech and Language Therapy Service</p>	<p>*Croydon NHS Speech Services currently not able to support Mainstream Primary settings due to staffing shortages.</p> <p>The school continues to complete referrals to the NHS SLT team. Children with Educational, Health and Care plans are invited to termly review meetings off-site. School staff are able to access online training opportunities led by Speech Therapists to support children at school and deliver targeted interventions for children with Speech and Language difficulties.</p>
<p>Croydon Locality SEND Forum – Keran Currie</p>	<p>Monthly meetings where SENDCo's can present cases to Keran Currie and colleagues and apply for additional high needs funding and permission to apply for EHCP's.</p>
<p>CAMHS (Child and Adolescent Mental Health Service)</p>	<p>Offers diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families.</p>
<p>Occupational Therapy</p>	<p>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.</p>
<p>Croydon SEND Team</p>	<p>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>
<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"> <li>• Visual Impairment Service</li> <li>• Hearing Impairment Service</li> </ul>	<p>Specialist teachers of the visually and hearing impaired visit Croydon LA schools to:</p> <ul style="list-style-type: none"> <li>• Offer guidance on visual and hearing access and inclusive teaching strategies.</li> <li>• Give advice on the adaptation of materials and equipment to ensure pupils are able to access the curriculum.</li> </ul>
--	---

## 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 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 Inclusion Leader 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](mailto:enquiries@parkhill-inf.croydon.sch.uk)

