



Shaftesbury Park School Special Educational Needs (SEN) Information Report



As a school we work within the Wandsworth Borough Council's guidance on Provision for children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan

Introductory inclusion statement

At Shaftesbury Park Primary School all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision; small group support in class, differentiated learning programs, individualised positive behaviour programs, individual or small group reading programs, motor skills and hand writing groups, maths skills groups, spelling groups, speech and language groups, social skills groups, one to one learning mentor support and play/drama therapy to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Shaftesbury Park school School, our Special Education Needs Co-ordinator is
Miss Julia Humble

She can be contacted on: 020 722 83652

And her e mail is: senco@shaftesburypark.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- Talk to your child's class teacher. They will always be happy to arrange a meeting with you after school so they can talk to you about your child's progress and the additional support they have in class.
- The school Special Educational Needs Co-ordinator (Senco) is very happy to meet with parents by arrangement and offer advice about the support available in school/the borough which may be appropriate for your child's needs
- The Deputy head teacher and head teacher are also very happy to meet with parents to discuss concerns about their child's progress. All members of the SLT have a overview of pupil progress and challenge teachers when children are falling behind.

How does the school decide whether a child has special education needs and what extra help they need?

What do we do when children arrive with already identified SEND:

- Your child's class teacher or the school SENCO will meet with you before your child is admitted to find out about your child's specific needs.
- We also link with your child's previous setting and the professionals who are working with your child to ensure that we can meet your child's needs, i.e. that we have the appropriate resources including trained or specialist staff to provide the best education for your child.
- If possible a multi agency Team Around the Child (TAC) meeting will be organised so the parent and professional network can share with us what works best for your child.

When parents bring their concerns to us:

- If you are worried about your child's progress speak to their class teacher, they will make an appointment to talk with you and note your concerns. They will offer advice/support about how to help your child at home and explain the additional support which could be made available for your child if required in class.

When the school has a concern:

- A member of the senior leadership team meets with each class teacher once per half term at the Pupil Progress meeting and the progress of all the children in the class is discussed. Any children who may be falling behind are identified.
- It is school policy that class teachers will also raise concerns about a child's progress with the SENCO as soon as these concerns arise. The class teacher will complete the **Initial concerns record** and the SENCO will observe the child in class. She will also meet with the class teacher to ensure planning and differentiation is appropriate and the best teaching (Quality First Teaching) is in place to support your child's needs. A concern may also be raised to the school by an outside professional working with the child/family.
- The parent(s) are also encouraged to fill out a concerns checklist where they can note any concerns/worries they may have about their child's behaviour, learning, social interaction or medical needs.
- The SENCO will then set up an **Initial concerns meeting** which the class teacher and parents are invited to. At this meeting we discuss concerns and plan actions including support and possible referrals to other agencies for the child/family. We also agree short term targets for the child.
- The **SEN support graduated approach** then begins with the class teacher writing an individual provision map for your child. This details extra support and interventions targeted at your child's areas of weakness. The

provision map will include specific targets and agreed actions. This provision map will then be shared with you as soon as possible.

- Your child's progress continues to be monitored closely each half term and after a short period of time, usually one term, the provision map is reviewed with parents. If your child is making good progress and is back on track then they are monitored as part of regular tracking. If they have made some progress then this cycle is repeated once.
- At the end of the second term if your child continues to make less than expected progress despite Quality first teaching targeted at their areas of weakness then the Class teacher, supported by the SENCO and other professionals will carry out an assessment to provide clear analysis of your child's needs, You will again be consulted. At this point a **Team around the child (TAC) meeting** will be held and it will then be agreed whether your child has a learning difficulty which requires SEN provision.

How will I know how my child is doing and how will you help me to support my child's learning?

- Class teachers see parents each term to discuss your child's progress, where a child is falling behind or has identified SEND then a longer meeting is offered
- This termly meeting is an opportunity for the teacher to review your child's progress, discuss new interventions and share new targets with you
- At this meeting your child's teacher will also show you how you can support your child with their learning at home and the methods we use in school
- Each term we have a SEND coffee morning with a focus on particular types of SEND e.g. ASD, ADHD, dyslexia and the support available for parents.

How will my child be involved and consulted?

- All children have a one to one learning conference each half term with their class teacher, where they discuss their progress towards achieving their targets
- Children with SEND are consulted using the most appropriate method to help them communicate their needs/views. If they are unable to give their views verbally then alternative methods e.g. photographs or drawing are used.

How do you assess and review my child's progress?

- Teacher assessment is ongoing; children's progress is monitored during lessons and books are marked daily, where children are having difficulties then skills and concepts are revisited and practiced. The development of key skills such as phonic knowledge is carefully tracked each half term. At the end of year one the national phonics screening test is used to identify children with specific difficulties. Diagnostic testing such as

running reading records are also used to identify specific reading difficulties. In the Foundation Stage all children are screened for fine motor skills difficulties and Speech and language difficulties.

- Each half term the Senior Leadership team meet with class teachers for a Pupil progress meeting, The SLT have an overview of the progress of all children through the school pupil tracking systems. Discussions at this meeting center around putting in place strategies and interventions to support any children not making appropriate progress.
- We have established systems of moderation in place both within school and across schools in the borough. Regular staff meetings are held when teachers look at children's books and learning journeys together and agree judgements. Teachers are familiar with the Special Needs P scales as well as National curriculum levels, Foundation stage development matters and the age expected levels.
- The Provision for children with SEND is organised by the school SENCO in collaboration with class teachers. Children's needs are carefully assessed, provision is planned and implemented, progress is reviewed at the end of an agreed period of time , usually one term. This is the **'Assess, plan, do, review' cycle**:
- SEND outcomes are reviewed with the parent at the termly parent meeting.
- Children with statements/EHCPs who are under five years of olds will have their progress and the targets on their statement/EHCP reviewed every six months, all professionals involved with the child are also invited to report on progress and attend the review meeting. For children over five this review meeting takes place annually (**The Annual review meeting**)

How is teaching and the curriculum adapted to my child's needs?

- We ensure the classroom learning environment is appropriate to meet the needs of all children in the class; this will include visual support, use of ICT, and appropriate practical resources carefully organised so that the children can easily access what they need. We ensure all staff receive regular training to support children with SEND, we invest in high quality support staff trained to support both groups of children and individuals.
- The SLT ensure that every teacher is responsible for providing the best teaching for all children in their class (Quality First Teaching). The teacher is responsible for differentiation, providing challenge and support, adapting resources and approaches.
- High quality interventions, selected because of their proven success rate, backed up by robust educational research, are used to provide additional practice and support.
- Teaching assistants are provided in each class to support the teacher in providing a differentiated curriculum. Teaching assistants are allocated with regards to the needs of the class.
- Multi-sensory methods are used in all lessons to make the curriculum accessible. Movement breaks and brain gym are also used to support children with attention difficulties.

How we support children with their literacy and numeracy development:

- Systematic phonics and numeracy programs are taught in FS and KS1 (letters and sounds, maths mastery)
- The reading schemes used are phonetically decodable
- The reading schemes used for literacy interventions are Dyslexic friendly, Project-x, rapid read
- All classes have key vocabulary and topic word banks displayed
- All classrooms have maths vocabulary and visual resources e.g. hundreds squares, number lines displayed
- Letter formation and letter joins are practiced daily. Letter formation is taught orally as well as visually
- Classrooms are well organised, there are set places for materials and storage places are labelled with pictures/words
- Seating is organised so that pupils identified with literacy/numeracy difficulties face the teacher at all times
- Day light is used to light classrooms whenever possible and blinds are installed to block glare on the board
- A calm atmosphere is in place in the school and classes to invoke better concentration
- Listening and doing activities are interspersed throughout lessons
- Children are given structures for organising their written work e.g. boxes, writing frames, storyboards

How we support children with Speech, Language and Communication needs:

- Instructions in lessons are presented in steps
- Language structures are explicitly modelled
- Listening and attention skills are explicitly taught
- Rich language and vocabulary is modelled and 'new word' banks are built up
- Visuals are used to support instructions
- Mind maps and story planners are used to help children formulate their ideas
- Social skills and language groups help children practice SLC skills in a supporting environment

How we support children with their handwriting and fine motor skills:

- Letter formation and letter joins are practiced daily. Letter formation is taught orally as well as visually
- A consistent handwriting style is used throughout the school and modelled by all staff working with the children
- Children are supported in the foundation stage with developing a correct, comfortable pencil grip
- Large motor movements, fine motor skills and pattern making are practiced in the Foundation stage in preparation for learning to write
- Specific exercise programs are planned and implemented for children with poor core stability, upper body strength, poor motor planning, poor balance

What support is there for my child's emotional well-being?

- Teachers are responsible for the care and welfare of all children in their class, they work hard to build positive relationships in their class
- All classes have at least one teaching assistant who is available throughout the day to support children
- The lunchtime is carefully structured to ensure children have quality play activities and a consistent mid day supervisor
- PSHE curriculum is embedded in the half termly topic planning, The SEAL (Social, Emotional Aspects of Learning) is an important part of the curriculum with weekly class circle times and regular SEAL assemblies. the children's rights and related responsibilities to the school and one another.
- All classrooms have a Class Charta, developed by the class and their teacher, which outlines the children's rights and related responsibilities towards one another.
- The school invests in Kids company, an influential organisation which promotes the welfare of children and works within school, providing additional help to the school in supporting the children's emotional well-being with lunch time 'talk time', volunteer play leaders and classroom assistants, drama, play and art therapy and therapeutic support for parents and teachers
- The school has two Learning mentors, whose role it is to support children one to one, provide learning interventions, support children with transitions to secondary school
- When required the Learning mentors set up Friendship groups, circle of friend, and individual support for children with friendship skills in the playground
- A good range of extra-curricular activities, clubs are provided each term
- The school has a strong anti-bullying ethos (please see policy), all incidents of bullying or reports of bullying are carefully investigated by the SLT and support is put in place from Kids company/school Learning Mentors for any victims of bullying. The reasons for the bullying are investigated and education is provided for the perpetrators in addition to an appropriate punishment.

How do you promote positive behaviour?

- Positive behaviour management is a whole school approaches, reward systems and reflection are used, when required individual behaviour programs with visual support and immediate rewards are used in the classroom
- Some children require more support at unstructured times of the day, we ensure playtime is well structured with a range of playground games and equipment available, the school Learning Mentors are available in the playground throughout the lunchtime period and children are selected from each class to be Friendship Buddies
- Social skills and one to one interventions and the use of social stories help children progress in their social skills and learn to deal with challenging social situations.

What training and specialist skills do the staff supporting children with SEND have or are having?

- All teachers employed by the school have QTS, this initial training included modules on teaching and supporting children with SEND
- An important element of teachers and the Support staff's compulsory annual In Service Training (INSET) is SEND training. The SENCO and specialists from the boroughs advisory teams provide training related to specific areas of SEND, throughout the year
- The advisory teams the school accesses support and training from are the Literacy/numeracy Support Service (LNSS), Schools and Community Psychology Service (SCPS), Speech Language and Communication Therapy Service (SALT), Occupational Therapy Service, Garret Park Advisory Service (ASD), Behaviour and Learning Support Service (BLSS) and Kids Company
- Specialist staff: in addition to the school SENCO the school also employs a specialist Literacy/Numeracy Support teacher from the borough's Literacy and Numeracy Support Service, she provides both individual assessments and individual and group teaching. She also sets up programs to support children in class.
- Teachers also access specialist training in SEND at the Professional centre, the SENCO ensures teachers access the relevant training to support the SEND pupils in their class

How do you do to make the school environment and curriculum accessible for all children?

- Please see the school's **Physical accessibility statement**
- The classroom environments are carefully adapted for learners with ASD/sensory need. Visuals are provided to support instructions, sensory play and activities are part of the curriculum, work stations are provided in classrooms to reduce distractions,
- General equipment e.g. reading rulers, move 'n' sit cushions, sloping writing surfaces, fiddle toys and jotters are available for any children who require them in class
- ICT equipment and software is used to support learning e.g. talking books and WP program, ICT is also used to provide consolidation activities
- Exam access arrangements are organised for any children eligible
- Soundfield systems are installed in two of the classrooms
- Other adaptations to the school: a disabled toilet is available on the ground floor, visual paint is used to mark out the edge of the flights of the stairs

How will my child be included in activities outside of the classroom?

- Activities and clubs before, during and after school are available to all children, additional support is available when required
- School trips are open to all children. Risk assessments are always completed and additional supervision provided when required and support from parents is always welcome on trip.

How will the school prepare my child to join the school or transfer to a new school?

- If your child is joining our school in the Foundation Stage we hold some settling in activities including stay and play sessions and an initial parent conference and a visit to your child's previous setting (if relevant).
- If your child is joining our school at KS1 or KS2 a member of the SLT will meet with you and discuss your child's needs prior to them starting school. The school SENCO or Head Teacher will also discuss your child's needs with their previous school.
- If your child is moving to another school we will liaise with the school SENCO or Head teacher and send all relevant records on. We may also invite a teacher from the new school to a transition TAC meeting.
- If your child is in year 6 a transition program is organised during the summer term. Your child will visit their new school with the Learning Mentor and will have some preparing for secondary lessons with the Learning Mentors or Kids Company professionals. The SENCO and/or year six teacher will attend a Secondary transition meeting with SENCOs from the borough's receiving secondary schools. A secondary transition report is also sent to your child's new school in the summer term, detailing all support they have received and recommending support for year 7. Your child's personal SEND passport will be taken with them to their new school.
- Transition to a new class within the school is also carefully prepared for, liaison meetings between the current and receiving teacher are held and provisions and special requirements are shared. Your child will complete some transition work to prepare them for the new school year's changes.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- Kids company provide a range of services within school including therapies, OT support and parent support, the SENCO liaises weekly with the School project manager to organise KC support
- SCPS, BLSS, LNSS, GPAS and the EYC provide assessments, intervention and advice for teachers about meeting a child's particular needs. They attend TAC meetings and work closely with the school and the wider professional network
- Sensory and PD outreach services provide specialist advice for teachers related to adapting the curriculum, resources or physical environment
- The school also works closely with Contact a family, Spurgeons family support and diversionary activities, the family recovery project and Chesterton children's centre to organise support for families
- The school works closely with these specialist services and promotes and facilitate multiagency working whenever possible. Where possible the whole professional network is involved in setting targets, joint planning, reviewing for children with SEND
- TAC meetings are well established at Shaftesbury Park. We use the Signs of Safety and wellbeing format (widely used by all children's services in Wandsworth) to complete the Early Help Assessment form and refer for

additional specialist support for your child

What will you do if my child has medical needs?

- If your child has medical needs then it is your responsibility to inform the school before they are admitted
- Any allergies, asthma, eczema etc. must be documented on the medical form and prescribed medications, clearly labelled with the dose and your child's details, must be with your child in school at all times. Staff are trained to administer asthma medication and use epipens.
- In the case of serious medical conditions the school will liaise with the medical professionals involved with your child and invite them along with the school nurse to a meeting where your child's care plan will be written
- In the school we have the required number of first aiders who complete regular paediatric first aid courses and members of staff with more specialist training in administering epilepsy medication.

What should I do if I am unhappy with my child's support or progress?

- First talk to your child's teacher, then phase leader/SENCO, then the Head Teacher
- If you are not satisfied with the response then you can arrange to speak to the Chair of governors
- Complaints to LA should be made following the procedures below:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrensservicedirectory.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@shaftesburypark.wandsworth.sch.uk