



# Special Educational Needs and Disability (SEND) Information Report

## Part A. Introduction

### 1. 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.

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 Statement and we also have an Accessibility Plan.

More detail is contained in the SEN Policy which can be found on our website here: <https://shaftesburypark.wandsworth.sch.uk/important-information/school-policies>

### 2. Aim of report

This document aims to provide information for parents and prospective parents at Shaftesbury Park Primary School. It is divided into 5 sections:

- A: Introduction
- B: Identification of Special Educational Needs
- C: Provision
- D: Transfers
- E: Assessing progress
- F: Concerns
- G: Monitoring

### 3. Responsibility for SEND

At Shaftesbury Park Primary School, we take a whole school approach to supporting SEND. All our teachers are trained to teach children with SEND as part of their initial teacher training programs and receive regular updated training as part of the annual INSET program. Support staff also receive regular training often specific to the needs of the children they are supporting; training is provided by a range of professionals including the Senco, Educational Psychologist, Speech and language therapist and Occupational therapist and Specialist teachers. Teachers and support staff also attend training provided by WBC and locally by the teaching school alliances.

All members of the Senior Leadership Team (SLT) have an overview of pupil progress and closely track the progress of children with SEND.

Our Special Education Needs Co-ordinator (SENCo) is Ms Julia Humble. She can be contacted on: 020 722 83652 or by email:

[senco@shaftesburypark.wandsworth.sch.uk](mailto:senco@shaftesburypark.wandsworth.sch.uk)

There are also two members of the Governing Board who have responsibility for SEN. They can be contacted via the Chair of Governors at

[james.cousins@shaftesburypark.wandsworth.sch.uk](mailto:james.cousins@shaftesburypark.wandsworth.sch.uk)

## **Part B. Identification of Special Educational Needs**

There are two routes by which an individual child may be identified as having SEN.

- i) They may arrive at Shaftesbury Park with their needs already identified (either into Reception or via a transfer in KS1 or KS2). *See 1 below and Section D.*
- ii) Their needs may be identified during their time at school (this would be via a combination of teacher observation and discussion with parents). *See 2 and 3 below*

### **1. When a child arrives 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.
- The SENCo will also liaise 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.

### **2. 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.

### **3. 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 can 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. The SENCo 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 class teacher will then set up an Initial Concerns meeting which the 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 the child. This details extra support and interventions targeted at the child's areas of weakness. The Provision Map will include specific targets and agreed actions. This will then be shared with and agreed by parents.
- The 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 the 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 the 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 the child's needs, the parent(s) will again be consulted. At this point a Team Around the Child (TAC) meeting will be held and it will then be agreed whether the child has a learning difficulty which requires SEN provision.
- Children who benefit from a particular approach/adapted curriculum have an individual Pupil Passport so that all staff working with them are clear about their provision.

## **Part C. Provision**

### **1. Variety of support**

We recognise that SEND can be developmental and/or temporary and tailor our interventions appropriately. We offer a range of provision tailored to the child's need and designed to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health difficulties or sensory or physical needs.

This may include:

- small group support in class
- differentiated learning programs
- individualised positive behaviour programs
- individual or small group phonics/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

- play/drama therapy
- sensory circuits

## **2. 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 includes modules on teaching and supporting children with SEND. All teachers and Support staff participate in compulsory annual In Service Training (INSET). An important element of this training 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, Wandsworth Autism Advisory Service (WAAS), Behaviour and Learning Support Service (BLSS) Wandsworth Sensory Support Service.
- Specialist staff: in addition to the school SENCo the school also employs a specialist Literacy/Numeracy Support teacher, who 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 provided by WBC and local teaching school alliances, the SENCo ensures teachers access the relevant training to support the SEND pupils in their class

## **3. 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 be the sensory environment, 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 adaptations to the curriculum which particular children require. 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. Sensory Circuits, Movement breaks and sensory diets are also used to support children with attention difficulties and or sensory needs.

For more detail on how specific Special Educational Needs are supported see sections 4-7 below.

#### **4. How do we support children with their literacy and numeracy development?**

- We use a validated synthetic phonics program-Little Wandle Letters and Sounds revised, to ensure rapid progress with early reading in Reception and year one. Children identified as falling behind are provided with daily keep up support.
- The reading schemes used are phonetically decodable
- The reading schemes used for literacy interventions are Dyslexic friendly, Project-x, Rapid read, Dandelion readers
- All classes have key vocabulary and topic word banks displayed
- We use a systematic maths teaching program, Maths Mastery, which has an emphasis on concrete and visual learning and catch up support built into the program.
- All classrooms have maths vocabulary and visual resources e.g. hundred 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
- Daylight 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

#### **5. How do we support children with Speech, Language and Communication needs (including social communication and Autism)?**

- Instructions in lessons are presented in steps
- Language structures are explicitly modelled
- Listening and attention skills are explicitly taught and children may attend an Attention group
- Rich language and vocabulary are 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

#### **6. How do we support children with their handwriting and fine motor skills?**

- Letter formation and letter joins are practiced daily. Letter formation is taught in a multi sensory way
- 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

## **7. How do we support children with their social, emotional and mental health?**

- 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
- The PSHE curriculum is embedded in the half termly topic planning, The SEAL curriculum (Social, Emotional Aspects of Learning) is an important part of the curriculum with weekly class circle times and regular SEAL assemblies.
- All classrooms have a Class Charter, developed by the class and their teacher, which outlines the children's rights and related responsibilities towards one another and the school.
- The school invests in a therapeutic service, Unlocking Potential, which works with the school to support the children's positive well-being and mental health by providing 1:1 play therapy, friendship groups and lunch time clubs.
- The school has a Learning mentor, whose role it is to support children one to one, provide learning interventions, behaviour programs and support children with transitions to secondary school
- A good range of extra-curricular activities, clubs are provided each term
- The school has a strong anti-bullying ethos (see policy), all incidents of bullying or reports of bullying are carefully investigated by the SLT and support is put in place from Unlocking Potential or the school Learning Mentor 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.

## **8. How do we promote positive behaviour?**

- Positive behaviour management is a whole school approach; 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 Mentor and members of the SLT 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.

**9. How do we make the school environment and curriculum accessible for all children?**

- Information on how we make the school environment and curriculum accessible for all children is available in the school's Accessibility Plan.
- The classroom environments are carefully adapted for learners with ASC/sensory need. Visuals are provided to support instructions, visual clutter is avoided on displays. 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
- Sensory circuits and structured movement breaks are provided for any children requiring them
- ICT equipment and software are 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
- Other adaptations to the school: an accessibility toilet is available on the ground floor, visual paint is used to mark out the edge of the flights of the stairs

**10. How do we ensure children with SEND are included in activities outside of the classroom?**

- Activities and clubs before, during and after school are available to all children.
- 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.

**11. How do we support children with medical needs?**

- If a child has medical needs then it is the responsibility of the parent(s) to inform the school prior to the child starting school. All relevant medical information must be provided to the school
- Any allergies; asthma, eczema etc. must be documented on the medical form and prescribed medications, clearly labelled with the dose and the child's details, must be with the child in school at all times. All 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 the child and invite them along with the school nurse to a meeting to complete the child's care plan
- In the school we have the required number of first aiders who complete regular paediatric first aid courses

**12. What specialist services from outside does the school use to help meet children's needs?**

- The Schools and Community Psychology service, Behaviour and Learning Support Service, Wandsworth Autism advisory service and the Early Years

inclusion service provide assessments, intervention and advice for teachers about meeting a child's particular needs. Professionals attend TAC meetings and work closely with the school and the wider professional network

- Sensory and Physical Difficulties outreach services provide specialist advice for teachers related to adapting the curriculum, resources or physical environment
- The school also works closely with parent groups such as Contact and SEND Talk, and the Borough's Children's Centres to signpost and organise support for families. With parent agreement we refer to Early Help to access additional support for families.
- The school works closely with these specialist services and promotes and facilitates 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).
- 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.

## **Section D: Transfers**

### **1. How does the school prepare for a child with SEND to join the school?**

- When children join the school in the Foundation Stage we hold transition activities, including stay and play sessions, an initial parent conference meeting and a visit to the child's previous setting (if relevant).
- If a child is joining our school at KS1 or KS2 a member of the SLT will meet with the parent and child and discuss the child's needs prior to them starting school. The school SENCo or Head Teacher will also discuss the child's needs with their previous school.

### **2. How does the school support internal transition?**

- 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. Children complete transition work to prepare them for the new school year's changes.

### **3. How does the school prepare children for transition to a new school?**

- If a 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 a child is in year 6 a transition program is organised during the summer term. Children visit their new school and have preparing for secondary school lessons. The SENCo and/or year six teacher attend a Secondary transition



meeting with SENCOs from the borough's receiving secondary schools. A secondary transition report is also sent to the child's new school in the summer term, detailing all support they have received and recommending support for year 7. The child's personal SEND passport will be taken with them to their new school.

## **Part E: Assessing Progress**

### **1. How does the school communicate to parents how their child is doing and how does the school help parents support their child's learning?**

- Class teachers see parents each term to discuss each 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 and parent to discuss the child's progress, new interventions and share new targets with the parent
- At this meeting the child's teacher will also show parents how they can support their child with learning at home and the methods we use in school
- Each term we have a SEND coffee morning with a focus on the support available for parents

### **2. How do we assess and review children'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 centre on 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 EHCPs who are under five years of olds will have their progress and the targets on their 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).

## **Part F: Concerns**

### **1. What should I do if they are concerned about their child's support or progress?**

- First 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 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 to support the child's needs
- The Head Teacher and other members of the SLT are also very happy to meet with parents to discuss concerns about their child's progress.
- If you are not satisfied with the response then you can arrange to speak to the Chair of governors or contact one of the designated SEN Governors.
- Complaints to LA should be made following the procedures below:

<https://www.wandsworth.gov.uk/schools-and-admissions/schools/how-schools-are-run/school-complaints-process/>

### **2. Where can I go for further advice and support?**

The Wandsworth 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](http://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 <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

## **PART G: Monitoring**

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](mailto:senco@shaftesburypark.wandsworth.sch.uk)

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**Due for review:** January 2024