



SEND Parent Information

Approved by Governing Body:

L. Pearce (Head Teacher / Deputy Designated Safeguarding Lead)

R. Hunter (Chair of Governors / Designated Safeguarding Governor)

Parsloes Primary School

Special Educational Needs and Disability (SEND).

SEND information report

Parsloes Primary School is an inclusive school and may offer the following provisions to support children with SEND, over and above High-Quality Teaching for all.

1.1 The kinds of SEND that 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, Asperger's syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- 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/severe/profound and multiple learning difficulties

1.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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 from termly passport meetings held with the child, parent and class teacher.

Notes of these early discussions will be added to the pupil's record and given to their parents.

Identifying pupils with SEND (monitoring stage)

If a teacher has concerns about a child, he / she will meet with the parents and place the child on monitoring. A record is made and the SENDCo's are informed. The class teacher ensures that the needs of the pupils at monitoring stage are met through differentiation of the curriculum. Their progress is reviewed with the Assistant Head for Data and the SENDCo's after a term. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

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

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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
- Other teachers' assessments, where relevant
- 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.

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 (School expectation above national progress – 6 steps)

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The Lead SENDCo will support pupils and parents to visit new settings.

1.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

1.6.1 Supporting children with Social, Emotional and Mental Health (SEMH)

Within the Inclusion Team there are specialists who are Thrive Practitioners. They are responsible for delivering and monitoring individual programmes of interventions for children with SEMH needs. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Thrive Practitioner. (Being needs)
- 4 smalls groups, twice weekly interventions planned by a Thrive practitioner
- Weekly mindful Monday afternoons to support well being
- Mind Up Curriculum weaved across the week- respect, understanding, positivity and aspiration.
- Whole school assessments
- Family support worker
- Sensory room
- Referral to CAMHS

1.6.2 Supporting children with autism

Within the Inclusion Team there are specialists who form the Autism Support Team. They are responsible for delivering and monitoring individual programmes of learning for children with a diagnosis of autism. The team assess individual pupils and determine which package of support will be best. The following interventions are available:

- 1 to 1 work supporting targets set by the Speech and Language Therapist
- 1 to 1 work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Sensory diets support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction
- PECS

1.6.3 Supporting children with speech and language needs

The speech and language therapist work alongside teaching staff to ensure that a child with communication needs has a programme of intervention that will help him/her to access the curriculum and contribute more successfully in the classroom. The Speech and language therapist will work with a child in different ways and therapy support may take the form of:

- Assessment
- Advice and demonstration to teaching staff and parents
- Target setting
- Support to adapt the curriculum or environment
- Training and advice on specific approaches
- Direct packages to support a child in the classroom, in 1:1 or small group sessions that focus on the skills needed to interact effectively with others and to form and maintain friendships
- The targets are outcome focused and pupil progress is recorded, monitored and updated termly

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, pairing, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, word mats, phonics mats etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Promoting cultural capital to enable our children to have the necessary skills and experience they require for life.

1.8 Additional support for learning

Our teaching assistants are trained to deliver interventions such as Precision Teaching, Oxford Reading Tree, Project Code x, Alien Adventure, Pixl, and Language Link.

Teaching assistants will support pupils in small groups or 1:2:1 basis when required.

1.9 The role played by parents or carers to support children with SEND

Parents and carers are responsible for supporting their children at home, to complete homework that has been set for their individual child or remote learning in the case of a lockdown or isolation. This work should be handed to, or emailed back to the class email.

2.0 Expertise and training of staff

Our SENDCo's have over 10 years' experience, between them, in this role and have both achieved the NASENCO.

They are allocated five days (between them) a week to manage SEND provision.

We use specialist staff for Speech and Language, SEMH, Sensory learning and Workstation learning.

Michelle Basri	Assistant Head Teacher SENDCo Deputy Safeguarding Lead Qualified Teacher National SENCo Award Licenced Thrive Practitioner Family Thrive Training MindUp Trained Team Teach Trained 3-day Autism training SENCo Network meetings / Conferences Talk Boast trained Precision Teaching trained Dyslexia Trained Dyscalculia Trained Health, Safety and Well-being awareness Bereavement Training - Young Minds Designated Safeguarding Lead Training
Nicola Baker	Deputy SENDCo Qualified Teacher National SENCo Award Licenced Thrive Practitioner 3-day Autism training SENCo Network meetings / Conferences Team Teach (Positive Handling) CAF and TAF Training Paediatric First Aider Lego Therapy Precision Teaching Dyslexia Training Health, Safety and Well-being awareness Supporting SEND in EYFS Bereavement Training - Young Minds Designated Safeguarding Lead Training
Stacey Hudson	Qualified Teaching Assistant Team Teach Trained Talk Boast Structured Teach Social Skills By Colin Merrin Precision Teaching

	Dyslexia Training Paediatric First Aider Health, Safety and Well-being awareness
Marion Pitt	Qualified Teaching Assistant Talk Boost S&L Handbook Training Structured Teach Precision Teaching Dyslexia Training Paediatric First Aider Health, Safety and Well-being awareness
Sharon Savill	Qualified Teaching Assistant Licenced Thrive Practitioner Team Teach Trained Precision Teaching Dyslexia Training Emergency Aid training Health, Safety and Well-being awareness
Kelly Smith	Qualified Teaching Assistant Licenced Thrive Practitioner Social Skills By Colin Merrin Structured Teach Team Teach (Positive Handling) Precision Teaching Dyslexia Training Emergency Aid training Health, Safety and Well-being awareness
Samantha Turpin	Qualified Teaching Assistant Structured Teach Precision Teaching Dyslexia Training Emergency Aid training Health, Safety and Well-being awareness
Julie Whittington	Licenced Thrive Practitioner Precision Teaching Dyslexia Training Health, Safety and Well-being awareness MindUp training
All teachers	Qualified Teacher Thrive Approach training from practitioners MindUp Training Health, Safety and Well-being awareness
All Support Staff	Precision Teaching Dyslexia Training Emergency Aid training Health, Safety and Well-being awareness Thrive Approach training from practitioners

1.10 Securing equipment and facilities

Equipment and facilities are purchased from the SEND budget.

Facilities to support children with SEND include:

Writing slants

Pen/pencil grips

Specially adapted chairs

Foot rests

Equipment for calming bags

Sensory room equipment

Thrive room and equipment

Coloured overlays

Magnify glasses

Voice recorders

IT equipment

Adapted rulers with handles

1.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term in pupil progress meetings with class teacher.
- Reviewing the impact of interventions
- Using pupil questionnaires to adapt provision
- Monitoring by the SENDCo
- Monitoring by the SEND Link Governor
- Monitoring by the Link LA advisor
- Holding annual reviews for pupils with statements of SEND or EHC plans

1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our accessibility plan has more detail related to the facilities available for disabled children.

1.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school ambassadors
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

1.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHs)
- Child Development Team
- Occupational Therapy (OT)
- Art Therapists
- Counselling Services
- Specialist Link Advisors from LBB&D

1.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCo/head teacher 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

1.16 Contact details of support services for parents of pupils with SEND

Heathway Centre 0208 227 5500

Services	Service / Provider	Telephone	Email
Support parent and carers with children/young people with Autism	<u>Sycamore Trust</u>	0208 517 9317 /0208 262 5330	<u>enquiries@sycamoretrust.org</u>
Provide a wide range of services and support for families with children with additional needs	<u>Carers of Barking & Dagenham</u>	0208 593 4422	<u>carers@carerscentre.org.uk</u>
Provide a wide range of services and support for families with children with additional needs	<u>DABD</u>	0330 054 2500	<u>info@lbbd.org.uk</u>
Advice on welfare issues including financial/debt advice	<u>Citizens Advice Bureau</u>	0208 594 6715	
Services for parent of children with a statement (SEN) or those being assessed	<u>Barnardos Independent Support Service (BLISS)</u>	020 8593 4422	<u>ISBarkingDagenham@barnardos.org.uk</u>
Provide transport for children with additional needs	LBBD Transport Services	-	<u>Transport.Request@lbbd.gov.uk</u>
Provide and review statements of special educational needs (EHC plans)	LBBD Education, Health Care Team (EHC)	020 8227 2400	<u>EHC@lbbd.gov.uk</u>
Advice, information and awareness for parents/carers with children with additional needs	<u>'Just Say' Parents Forum</u>	07936 851199	<u>justsaybdforum@gmail.com</u>

Information on carers available for parent/carers who receive direct payments	<u>Independent Living Agency</u>	0208 593 6677	-
Advice and information on childcare, parent & Toddler groups, paying for childcare, local support groups	<u>LBBB Family Information Service</u>	020 8227 5395	<u>fis@lbbd.gov.uk</u>
Provide assessment, diagnoses, management and therapy for children who experience communication and or eating/drinking difficulties	Community Speech & Language Team (SALT)	0300 300 1754	<u>bdsalt.admin@nhs.net</u>
Help with personal care and mobility – operate a benefit enquiry line	<u>Disability Living Allowance (DLA)</u>	0800 88 22 00	-
Psychological therapy for adults experiencing depression, anxiety, worry, phobias etc	<u>IAPT</u>	0300 555 1018	<u>bdiapt@nhs.net</u>
Respite Provider	Funky Willows	07415 064489	<u>thewillowsltd@yahoo.co.uk</u>
Support for parents and carers of young children with Speech, Language, and communication needs	<u>LBBB Support Groups</u>	-	-
Support families of children under 3 years, who have additional needs	<u>LBBB Portage</u>	0208 724 8550	<u>portage.office@lbbd.gov.uk</u>
Support and advice for any mental health needs	<u>Mind Mental Health Charity</u>	0300 123 3393	<u>info@mind.org.uk</u>
The Patient Advice and Liaison Service offers confidential advice, support and information on health related matters	<u>PALS Patient Liaison Service</u>	-	<u>PALS@bhrhospitals.nhs.uk</u>
Support and action group for children with ADHD	<u>Add + Up</u>	01708 454 040	<u>addup@addup.co.uk</u>
Community Paediatric team for speech and language therapy, clinical psychologists,	<u>Child Development Team</u>	0300 300 1751	-

physiotherapist, specialist health visitors			
Services and activities for disabled and non disabled people aged 11 – 17 years and 18+	<u>Ab Phab</u>	0208 227 2110 / 07476 110 731	-
A national charity for families with disabled children. Providing information, advice and support	<u>Contact a Family</u>	0808 808 3555	-
Action on Hearing Loss is the new name for RNID. The organisation aims to achieve a better quality of life for deaf and hard of hearing people. It does this by campaigning, lobbying and raising awareness of deafness, and by providing services	<u>Action on Hearing Loss</u>	0808 808 0123	<u>information@rnid.org.uk</u>
An independent organisation mainly funded by the government administrations of England, Scotland, Northern Ireland and Wales. Family Fund can give grants and information to families caring for a severely disabled child aged 17 or under	<u>Family Fund</u>	01904 550055	-
UK-based charity for people with autism (including Asperger's Syndrome), their parents and carers. It champions the rights and interests of all people with autism and ensures that they and their families receive quality services appropriate to their needs	<u>National Autistic Society (NAS)</u>	020 7833 2299 / 0808 8004104	-
A non-maintained independent Special School serving Barking & Dagenham and its neighbouring boroughs.	<u>Hopewell School</u>	020 8593 6610	<u>admin@hopewellschool.co.uk</u>

The school provides an education coupled with therapeutic services for young people with complex needs			
A specialist LBBB SEN school for cognition and learning	<u>Trinity School</u>	020 3435 5955	-
Mainstream LBBB school with an Additional Resourced Nursery	<u>Valence Primary School</u>	020 3006 9888	<u>office@valenceprimaryschool.com</u>
Mainstream LBBB school with an Additional Resourced Nursery	<u>Godwin Primary School</u>	020 8270 4150	-
Mainstream LBBB school with an Additional Resourced Provision	<u>Monteagle Primary School</u>	020 8270 4613	-
Based in Redbridge. A primary aged special needs provision. For children from the ages of 3 to 11 years	<u>Hatton School & special needs centre</u>	020 8551 4131	-
Based in Redbridge. For pupils aged 11-19 with a wide range of needs including moderate and severe learning difficulties and communication needs (including those with ASD)	<u>Little Heath Foundation School</u>	020 8599 4864	-
Special school based in Redbridge for children and young people aged five -16 years, experiencing significant social, emotional, behavioural and/or mental health difficulties (SEMH) and in Applied Learning	<u>New Rush Hall School</u>	020 8501 3951	-
Based in Redbridge, catering for children & young people with special educational needs, those with severe and complex learning	<u>Newbridge school</u>	Lower School: 020 8590 7272	-

		Upper School: 020 8599 1768	
Voice Ability work across England with people who are vulnerable or marginalised to raise their voices and have their rights respected	<u>Voice Ability</u>	0208 590 2666	-
Down's Syndrome Association offers information and support to parents and carers	<u>Down's Syndrome Association</u>	0333 1212 300	-
Provides support and information for children and young people up to age of 25 who are unable to communicate effectively because of a speech or language impairment	<u>AFASIC</u>	0800 666 9410	-
The National Deaf Children's Society is the leading charity dedicated to creating a world	<u>National Deaf Children's Society (NDCS)</u>	020 7490 8656	-
Offering help and advice to adults, parents, carers and families on and about Dyspraxia	<u>Dyspraxia Foundation</u>	01462 454986	<u>info@dyspraxiafoundation.org.uk</u>
Provide a wide range of advice, information, and training on issues around children with SEN	<u>Independent Parent Special Education Advice (IPSEA)</u>	01799 582030	-
Provide help and support to parents and carers with a child with Visual Impairment	<u>Joseph Clarke Educational Service</u>	020 8531 8361	<u>jcservice@josephclarke.waltham.sch.uk</u>
Provide support for young people who care for others in their family. It could be your mum, dad, brother, sister, or a grandparent	<u>Young Carers</u>	020 8593 4422	-
Disabled and blue badge enquiries	<u>LBBB Blue badge</u>	0208 227 2334	<u>Mobility@lbbd.gov.uk</u>

Housing advice service for LBBB residents	<u>Housing advice</u>	020 8215 3002	<u>housingadvice@lbbd.gov.uk</u>
A charity that helps young people with physical and learning disabilities across the country	<u>Action for Kids</u>	020 8347 8111	<u>info@my-afk.org</u>
The leading charity of its kind in the UK, run by and for people with experience of disability or health conditions	<u>Disability Rights</u>	020 7250 8181	<u>enquiries@disabilityrightsuk.org</u>
Provides small financial grants for disadvantaged and special needs children up to the age of 18 for activities or equipment that will give them fun and happiness	<u>Kids Out</u>	01525 385 252	<u>info@kidsout.org.uk</u>
A UK Charity that can give grants of up to £200 for day to day living and special equipment for those with disabilities and on a low income	<u>The Percy Bilton Charity</u>	0208 579 2829	-
A foodbank which provides a minimum of three days emergency food and support to people experiencing crisis in the UK	<u>Trussell Trust</u>	0172 258 0180	<u>enquiries@trusselltrust.org</u>
A housing advice line offering independent and confidential information, advice, advocacy, and referral for anyone with housing problems.	<u>Shelter</u>	0808 800 4444	-
Offers practical support for anyone who suffers with visual impairment or sight loss	<u>Royal National Institute of the Blind</u>	0303 123 9999	-
Provides information, advice and training for young people, parents, carers and professionals	<u>Young Minds</u>	-	-

1.17 Contact details for raising concerns

Michelle Basri – Assistant Head for SEND – mbasri@parsloes.bardaglea.org.uk

Nicola Baker – Deputy SENDCo – nbaker@parsloes.bardaglea.org.uk

1.18 The local authority local offer can be found at:

<https://www.lbbd.gov.uk/local-offer>