



SEND Parent Information

Approved by Governing Body:

L. Pearce (Executive Head Teacher)

Dawn Larkin (Chair of Governors)

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 Learning 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 is informed. The class teacher ensures that the needs of the pupils at monitoring stage are met through the adaptive teaching. Their progress is reviewed with the Assistant Head for Data and the Assistant Head for Inclusion 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 are 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 Assistant Head for Inclusion 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 adapted for individual pupils as required.

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)
- MindUP Curriculum weaved across the first week- respect, understanding, positivity and aspiration.
- Termly assessments
- Jigsaw PSHE weekly lessons
- Access to a Sensory room
- Referral to CAMHS
- Access to Wellbeing Club

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 provisions 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 diet support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction
- The Meadow Room – To meet individual targets, whilst having a brain break from the class sounds
- PECS / Core Boards
- Now/Next and Then boards
- Schedules / visual timetables
- Attention Bucket – To extend focus
- Work Stations

1.6.3 Supporting children with speech and language needs

The speech and language therapists work alongside teaching staff to ensure that a child with communication needs has a programme of targets 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:

- Adapting our planning and teaching 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.
- Adapting 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, Little Wandle, Pixl, Neli, Speech Link and Language Link.

Teaching assistants will support pupils in small groups or 1:2:1 basis when required, whilst encouraging to complete tasks independently.

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 and daily reading 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 has 11 years' experience, in this role and has achieved the NASENCO.

She has allocated 2.5 days a week to manage SEND provision.

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

Michelle Basri	Assistant Head for Inclusion SENDCo Deputy Safeguarding Lead Qualified Teacher National SENCo Award Licenced Thrive Practitioner TEAM Teach trained Level 2 Family Thrive Trained MindUP Trained 3-day Autism training Structured Teach SENCo Network meetings / Conferences Talk Boast trained Precision Teaching trained Dyslexia Trained Health, Safety and Well-being awareness Bereavement Trained- Young Minds Designated Safeguarding Lead Training Senior Mental Health Lead SCERTS
Stacey Hudson	Qualified Teaching Assistant Team Teach Trained Talk Boast Structured Teach TEAM Teach trained Level 1 Social Skills By Colin Merrin Precision Teaching Dyslexia Training Paediatric First Aider Health, Safety and Well-being awareness Little Wandle training
Marion Pitt	Qualified Teaching Assistant Talk Boast S&L Handbook Training Structured Teach Precision Teaching Dyslexia Training Paediatric First Aider Health, Safety and Well-being awareness Little Wandle training
Sharon Savill	Qualified Teaching Assistant Licenced Thrive Practitioner TEAM Teach trained Level 1 Team Teach Trained Precision Teaching Dyslexia Training Emergency Aid training Health, Safety and Well-being awareness Little Wandle training
Samantha Turpin	Qualified Teaching Assistant Structured Teach

	Precision Teaching Dyslexia Training Emergency Aid training Little Wandle training Health, Safety and Well-being awareness
All teachers	Qualified Teacher Thrive Approach training from practitioners MindUP Training Safeguarding Training Health, Safety and Well-being awareness Little Wandle training SCERTS
All Support Staff	Precision Teaching Dyslexia Training Little Wandle Training Safeguarding Training Emergency Aid training Health, Safety and Well-being awareness Thrive Approach training from practitioners Little Wandle training

1.10 Securing equipment and facilities

Equipment and facilities are purchased from the SEND budget.

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 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 LBBD

1.15 Complaints about SEND provision

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

1.17 Contact details for raising concerns

Michelle Basri – Assistant Head / Inclusion Lead –

mbasri@parsloes.bardaglea.org.uk or office@parsloes.bardaglea.org.uk

1.18 The local authority local offer can be found at: [Barking and Dagenham SEND Local Offer](#)