

Suffolks Primary School SEND Information Report

NAME OF SCHOOL/COLLEGE: Suffolks Primary School
HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES
<p>Our vision and how we hope to achieve it.</p> <p>Our aim is: 'To develop a community of learners working together creatively to promote excellence, enjoyment and lifelong learning'.</p> <p>At Suffolks, we believe that every child has the right to an education no matter what their needs or situations are. We are a fully inclusive school and will always view children as individuals and strive towards giving the child the education that is right for them and the tools to help them get the best out of their education.</p>
<p>Type of school/college we are.</p> <p>Suffolks is primary school with a Nursery (3-11 years of age). Currently it is 1 form entry in Early Years and Key Stage 1 and 2 form entry in Key Stage 2. Suffolks also has a part-time Resource Base for children with Speech and Language Difficulties. These difficulties are mainly in the area of Developmental Language Disorder (more information about DLD can be found at Raising Awareness of Developmental Language Disorder at www.radld.org). There are 2 classes in the Resource Base and places are allocated via the SEN department for Enfield Council.</p> <p>The Inclusion Team at Suffolks includes an Assistant Head (Inclusion), 2 Resource Base Teachers, 2 Resource Base Teaching Assistants, SEND Teaching Assistants, and 2 Pastoral Care Managers each with a responsibility for attendance and admissions and learning mentoring. We also have 1 day of Social, Emotional and Wellbeing Support (SEWS) to support children and parent's emotional needs. This includes children being able to make brief times to talk at lunchtimes as well as being offered short term therapeutic support.</p> <p>There is an Assistant Head who also oversees our Beech Room provision which supports children in overcoming barriers to learning so they can access their class more successfully.</p> <p>Suffolks achieved Communication Friendly School status in July 2016 and is currently going forward with renewing this status</p>
<p>Our Ofsted rating: Good. September 2017</p>
<p>How we know if a child/young person has special educational needs.</p> <p>Our whole school assessment and monitoring procedures support us in analysing pupils' progress, provides indicators of possible special educational needs and supports us in early identification of SEN.</p> <p>In addition to these procedures we gather information from:</p> <ul style="list-style-type: none">• the views and concerns of parents• information from pupils' previous schools• regular pupil strategy meetings where class teachers discuss all the pupils in their classes with the senior leadership team

- ongoing monitoring and observation by the class teacher and teaching assistants
- concerns are highlighted to the AHT (Inclusion) as they arise by the class teacher for further exploration and guidance.
- Individual further assessment if required
- Parents are kept informed of ongoing support and as further information or consultation is required are invited in to meet with the class teacher and/or the AHT (Inclusion)

Common barriers to learning in our school.

Communication and Interaction

We have a high percentage of our children on the SEND Register with Speech, Language and Communication Needs. This includes children with difficulties with their speech sounds, their spoken language (expressive) and understanding of language (receptive). This also includes children who have Autism Spectrum Disorder who are present across the age range in our school.

Cognition and Learning

At Suffolks we have children who have moderate learning difficulties which means they learn at a slower pace to their peers. They may have lower attainment across the curriculum and difficulty acquiring new skills. Cognition and Learning also includes children who have specific learning difficulties. Dyslexia and Dyspraxia are examples of specific learning difficulties and this means that children have difficulties acquiring skills in particular areas such as reading and writing or with organisation and coordination.

Social, Emotional and Mental Health

Some pupils have difficulties managing their behaviour and emotions and will need additional support with appropriate responses and feelings to situations at school. This can affect their building and keeping of friendships and also their learning.

Sensory and Physical

Some children have physical difficulties, or visual or hearing difficulties which mean they need some adjustments made for them so they can access all of school life at Suffolks.

What we do to help children with special educational needs.

- The school has a provision map which shows the interventions the school currently runs. The interventions are tracked and monitored.
- Any child identified as having special educational needs is offered support in class or sometimes in an appropriate group or individual intervention outside the class.
- We have teaching assistants who are ELKLAN trained who run speech and language interventions and are able to offer adapted support to pupils in class.
- Our SEND teaching assistants have had training in autism, colourful semantics, Talking Mats development of core stability and early language and social skills in younger pupils.

- Class teachers are responsible for ensuring all the pupils in their class have access to quality first teaching and working with the support staff in their class to provide support. Class teachers can consult with the AHT (Inclusion) or their phase leaders at any time.
- All staff have had training in communication friendly strategies to support children who have additional communication needs within the classroom. This includes knowledge about supporting vocabulary development, use of visuals and adapting language and questioning to support pupils.
- The AHT (Inclusion) reviews the children on the SEND register with class teachers and provides support for the termly Individual Education Plans that parents have with class teachers. The AHT (Inclusion) attends some of these meetings.
- We have set up a small group provision that runs across the week which supports children in overcoming their barriers to learning. This may be lack of confidence, attachment needs or social and emotional needs. Children access for part of the week depending on what is seen as most appropriate for the child in terms of groupings and timings.
- We hold consultations with the Educational Psychologist for children who would benefit from a deeper collaborative approach.

How we adapt our teaching for children/young people with special educational needs.

- Class teachers are aware of the needs of the children in their classes and plan for them accordingly. Adjustments are made to lessons as needed and teachers plan for whole class and group as well as individual activities.
- They have access to a range of resources in school for children in their class and can request additional resources if ones needed are not available. Some children require more practical activities and some need more visual resources and scaffolded support which is provided.
- Lessons are monitored regularly by the Senior Leadership Team and for a lesson to be judged as meeting the Teachers' Standards the needs of all the pupils must be met.

How we decide what resources we can give to a child/young person with special educational needs.

- As part of staff induction the variety of resources available to be used in class for their pupils are shown
- The AHT (Inclusion) and Inclusion Team are available to support staff in selecting and accessing suitable resources for their class.
- Termly pupil progress meetings and SEND reviews support teachers in thinking through what may be useful for individuals or groups within class and where the next term's focus and resources needs to be in ensuring all pupils are making progress.
- Outside agencies advice is used which can be accessed through referrals for individual pupils or from staff training.

- Some children require a high level of support either due to their learning or behavioural needs and this will be decided by the AHT (Inclusion) in consultation with the Senior Leadership Team.

How we check that a child/young person is making progress and how we keep parents informed.

- Class teachers regularly update their Scholarpack markbooks for reading, writing and maths.
- For pupils working below Age Related Expectations a tool called PIVATs (performance Indicators for Valued Assessment and Targeted Learning) will be used which enables us to track progress more precisely for these pupils. PIVATs breaks down learning into smaller steps.
- At the beginning of the year we spend the first 2 weeks carrying out Baseline assessments to establish starting points for the year for and identify gaps in their learning that are needed to be addressed.
- There are termly progress meetings where progress of individuals are discussed with SLT including the AHT (Inclusion)
- Progress within lessons is monitored by the class teacher and teaching assistants working with children in class and lessons adapted accordingly.
- Attendance and behaviour is also monitored as well as children's ongoing well-being.
- SATS (Standard Assessment Tasks) are administered at the end of Year 2 and Year 6 and results are given to the parents.
- At the end of Year 1, phonics screening takes place and parents are informed if their child has passed. It is retaken the following year if necessary.
- Baseline assessments and Levels of Development are assessed and recorded for each child in Early Years Foundation Stage.
- There are termly parent consultation evenings where progress and targets for children are shared with parents. For children on the SEND Register IEP targets are also shared at these meetings (currently over the phone or virtual)
- Children with EHCPs have an Annual Review where progress is formally discussed.
- If further detailed discussions are needed parents will be invited in to meet with the AHT (Inclusion) to discuss progress, any assessments carried out and any possible referrals to outside agencies.
- Parents are also welcome to request meetings with the class teacher, phase leader or AHT (Inclusion), when they have concerns or wish to have an update on the progress of their child.
- Any reports generated within school on a child or copies from outside agencies will be sent home.

Support we offer for children's health and general well-being.

- If a child has a medical need their parents are invited in to meet with the Welfare Officer at Suffolks to create a care plan which is reviewed as needed and kept up to date.

- We have access to the school nurse service. We can contact them for advice and training. They also visit the school to carry out hearing tests for reception children and visit children we have referred to them.
- We have a Medical Needs Policy. Any medicines are safely stored and accounted for via care plans.
- We have a Pastoral Care Team which monitors attendance of our pupils and supports the wellbeing of children and families as needed.
- All known allergies are passed onto the catering team. Photos of children with allergies are kept in the dining hall.
- We have regular Pastoral Care Team meetings where the wellbeing of individuals and families is shared so we can ensure we are all working together to provide the best outcomes for all.
- We also have 1 day a week of Social, Emotional and Wellbeing Support (SEWS) to support children and parent's emotional needs. The children at our school may be offered therapeutic support if parents are in agreement and this is an identified need. Within this there is also a lunchtime drop in where pupils can have a brief appointment at lunchtimes to talk either individually or with friends with our SEWS representative.
- We have a Learning Mentor who can work with children who may be feeling sad, isolated, having difficulty with feelings of anger or need support with friendship issues.
- There is additional support via our Beech Room provision which different children access at times depending on their needs. It offers a small group and personalised curriculum tailored to the different needs of the group.
- If there are any behaviour concerns the class teacher will keep parents informed in the first instance. If needed parents are invited in to meet with the Phase Leader or AHT (Inclusion) as needed. Additional support may be requested for the children in agreement with the parents.

Developing Independence and Preparation for Adulthood

Using communication friendly strategies, pupils are encouraged to be active listeners and develop self-help skills. Teachers develop their skills in asking for help or asking for information to be repeated if necessary to support them to grow their independence skills in learning.

We provide transition support for Year 6 pupils and SEND pupils in Year 6 have additional support and activities around this with parents involved too.

Staff want all children whatever their need to be able to develop independence and citizenship and look for opportunities to do this e.g. at lunchtimes by being buddies or helping in the dining hall, giving roles within the class and preparing for secondary school.

Looked after Children and SEND

For children who are Looked After we hold termly Personal Education Plan (PEP) meetings. These meetings include the child's social worker, class teacher and carer and the Designated Teacher for Looked After Children from Suffolks Primary School who is Jackie Lynch.

These meetings can coincide with Individual Education Plan (IEP) meetings.

We have access to the Virtual School for Looked After Children who provide support and advice. They can also be asked to provide support from a specialist Educational Psychologist if needed.

Specialist external services we can use when we think extra help is needed.

- Educational Psychology Service
- Speech and Language Therapy
- Behaviour Support Services
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- General Development Clinic
- Outreach service from the Enfield Advisory Service for Autism
- Early Years Social Inclusion
- Outreach service from Waverley School and Oaktree School which are special schools within the borough.
- Social, Emotional and Wellbeing Support (SEWS)
- School Nurse
- Joseph Clarke Service for Visual Impairment
- Parenting Support Service
- Joint Services for Children with Disabilities.

The training our staff have had or are getting.

- There is regular whole staff training to keep staff updated on the school's approach to SEND
- Outside agencies come in and meet with class teachers and support staff of individual children to support with meeting the SEND child's needs. This includes support from outreach services linked to special schools.
- The AHT (Inclusion) meets with staff as needed to provide input and training on how class teams can meet the needs of children in their class.
- Members of the Inclusion Team can offer support on using resources, specific strategies and interventions.
- Staff can observe in the Speech and Language Resource Base to support in developing their practice.
- Peer observations can be arranged to disseminate good practice.
- There are courses provided by Enfield Continuing Professional Development Service which the school buys into and regularly sends staff on.

- All staff including support staff are observed and have targets set. This leads to personalised support being provided for that member of staff.
- There are teachers and teaching assistants trained in ELKLAN, a speech and language certificate at Level 3 which supports in ensuring knowledge of needs and strategies that are supportive are used.
- Some teaching assistants have been trained in the use of approach, colourful semantics, Talking Mats, Autism and ADHD.

How we include children/young people in activities and school trips.

- Risk assessments are carried out prior to trips and individual's needs are highlighted and assessed at this point initially by the class teacher and phase leader.
- Any child with medical needs will have their care plan and necessary medication with them. Their needs will be taken into consideration so they can participate in the trip fully.
- Trained first aiders attend all trips.
- Reasonable adaptations and arrangements are made so all children can attend trips successfully. This may be in consultation with the parents or carers.
- Trip leaders will ensure that all staff who attend a trip are aware of the needs of the children
- In consultation with the Phase Leader and AHT (Inclusion), additional support may be provided.

Our school environment.

- The classrooms of the school are all on one level. There is a ramp to access the rooms in the hut and the school is step free throughout the rest of the premises, except for the staffroom.
- The school has a long, wide corridor with classrooms leading off it. The classrooms are generally spacious.
- There are 2 disabled toilets, both with changing facilities.
- As recommended specialist equipment will be purchased for pupils when possible.

How we prepare for children/young people joining our school and leaving our school.

- When a child is offered a place at Suffolks, the family along with the child are invited to have a tour of the school and ask any questions.
- Play and Stay visits are arranged in Early Years Foundation Stage.
- If a child is joining us who has identified needs the AHT (Inclusion) will contact the previous educational setting to gather information. If needed a transition meeting will be arranged. Parents may be invited to this meeting and if it is thought necessary the AHT (Inclusion) will visit the child in their current setting.
- The AHT (Inclusion) and the office admissions will inform the class teacher who will be receiving the new pupil of the child's SEND.
- As needed the class teacher will access resources for the child available within the school with support from the AHT (Inclusion) and Inclusion Team. This will include working with the class teaching assistant if needed.

- When children are leaving we pass on all our paperwork to the receiving school.
- We arrange a transition meeting if we think one would be beneficial.
- We will provide social stories for children arriving at our school or leaving as we think appropriate to support them in understanding their transition.
- All children in Year 6 are provided with a transition programme as part of their PSHE work. We arrange an additional small transition group for pupils who we feel would benefit from this.
- We encourage Year 6 pupils to visit their new schools and staff from the secondary school are welcome to visit them in this school also.
- At the end of the year, teachers within Suffolks have handover meetings where they have time to share the main needs of their class and pass on key information about the pupils.
- Teachers keep Personal Profiles of children with SEND updated regularly to support other staff meeting their needs.

How parents are involved in school life.

- We welcome parental involvement and all staff are happy to meet with parents regarding their child at any time.
- There are termly curriculum meetings where parents can come in and meet the teacher and hear about the term's learning.
- There are termly parents' evenings where parents are encouraged to sign up for a time to meet with the class teacher individually to discuss their child's progress and attitude to learning. During this week the majority of IEP meetings are held.
- Termly reports are sent home keeping parents up to date.
- We use Marvellous Me so staff can send reward badges and messages home. These include all areas of school life not just academic achievement.
- All children are set up on Google Classroom. They can use this to access any remote learning and also their homework. Work set on here can be personalised for groups and individuals.
- There are Christmas fairs and summer fairs that parents are welcome to come and enjoy.
- There is a reward picnic for pupils who have received the majority of the possible gold stars on their behaviour chart which we want the children to enjoy with their parents.
- Each class holds an assembly each term and parents are invited in to see their child perform.
- There is a Year 1 Nativity held at the local church for their parents to come and watch.
- Year 2 hold a Christmas show in the evenings and Year 4 and Year 6 also hold an annual performance for parents to come and watch.
- There are parent workshops that we encourage parents to attend e.g. the Ocean maths workshops.
- When a class holds their class assembly, parents and carers are invited in prior to this to gain information on an area of school life the phase leader feels would be of benefit to them e.g. teaching of phonics, or awareness of SATs style questions.

Who to contact for more information or to discuss a concern.

- Parents are encouraged to talk to class teachers regularly, attend curriculum meetings and parents' evenings to keep up to date with what progress is being made and how best to help their child at home.
- Parents and carers can ask to speak with the class teacher should they wish to discuss a concern around their child.
- The AHT (Inclusion) can make a time on request to meet with parents and carers to discuss concerns further.
- Any involvement by an outside agency will be discussed with parents directly or information will be provided in a report for parents.
- Parenting Partnership services can be accessed for parents with a child going through the EHCP process to provide additional advice and support.

Who to contact to complain

The school's complaints policy can be found here: [Complaints policy](#)

A complaint can be made in writing to the head teacher, Andrea Cassius or to the Chair of Governors, Christine Chamberlain

Our offer to children with special educational needs and disabilities was prepared on 1st October 2020

It will be reviewed on 1st October 2021