

## 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**

#### **Our vision and how we hope to achieve it**

Our aim is:

'To develop a community of learners working together creatively to promote excellence, enjoyment and lifelong learning'.

At Suffolks, we believe that every child has the right to an education no matter what their needs or situations are. We are an 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.

#### **Type of school/college we are**

Suffolks is a primary school with a Nursery (3-11 years of age). Currently it is 1 form entry from Nursery to year 4 and 2 form from entry in years 5 and 6.

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 can be found at Raising Awareness of Developmental Language Disorder at [www.radld.org](http://www.radld.org)). Children attend for 2 days and then attend their mainstream home school for the other 3 days. There are currently 2 classes in the Resource Base and places are allocated via the SEN department for Enfield Council.

The Inclusion Team at Suffolks includes an Assistant Head (Inclusion), 2 Resource Base teachers, 2 Resource Base Teaching Assistants, SEND Teaching Assistants, and 1 Learning Mentor. We also have a Music Therapist to support children's emotional needs.

We have a Nurture group for KS1 children which has a teacher and a teaching assistant each morning. This is overseen by a middle leader and SLT within the school. This provision uses the Boxall Profile as its main assessment tool, and runs in accordance with the 6 Nurture Principles.

Suffolks achieved Communication Friendly Schools status in July 2016 and it intends to renew this status, this has been delayed due to COVID restrictions affecting potential audits related to this.

**Our Ofsted rating:** Good. September 2017

#### **How we know if a child/young person has special educational needs**

Our whole school assessment and monitoring procedures supports us in analysing pupils'

progress, provides indicators of possible special educational needs and supports us in early identification of SEN. In addition to these procedures we gather information from:

- the views and concerns of parents
- information from pupils' previous schools and nurseries
- termly pupil strategy meetings where class teachers discuss all the pupils in their classes with the senior leadership team
- ongoing monitoring and observation by the relevant staff
- an open door policy in relation to sharing concerns with the Inclusion Lead as they arise which may lead to further individual assessment.
- 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 ability to build and keep friendships and also with 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, and regularly updated.
- 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.
- Staff 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.
- Staff can consult with the AHT (Inclusion) or their phase leaders at any time regarding effective quality first teaching.
- 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 class teacher reviews the children on the SEND register termly and provides support for the termly Individual Education Plans that parents have with class teachers. The AHT (Inclusion) attends some of these meetings and offers support where needed.
- As part of our PSHE curriculum we use the Jigsaw scheme. This helps to develop skills in managing relationships, social skills and their emotional literacy.
- 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 groups 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, IEP meetings and updating of personal support profiles helps teachers in thinking through what may be useful for individuals or groups within class and where the future focus and resources need to ensure 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 significantly below Age Related Expectations or making very slow progress, a tool called PIVATs (Performance Indicators for Valued Assessment and Targeted Learning) is used which enables us to track progress more precisely for these pupils. PIVATs break down learning into smaller steps.
- Time is allocated at the beginning of the year for baseline assessments to establish starting points for the year and for identifying gaps in their learning that need 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 are adapted accordingly.
- Attendance and behaviour is also monitored as well as children's ongoing wellbeing.
- 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.
- At the end of Year 4, the children will take the multiplication tables check. Results are shared with parents.
- Baseline assessments and Levels of Development are assessed and recorded for each child in the 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.
- 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.

- The AHT with responsibility for attendance shares relevant information e.g. persistent absentees to support the ongoing 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.
- From September 2021 we have a Music Therapist 1 day per week to provide therapeutic support to individuals and small groups of children across the school. This is with parent and carer agreement.
- 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.
- From September 2021 we have a Nurture group for KS1 children each morning led by a teacher and teaching assistant for a small 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.
- We have access to the Emotional Wellbeing Service and they have held online and in person workshops for parents on aspects such as supporting your child with anxiety or managing their fears and worries.

#### **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.
- We develop independence and citizenship and look for opportunities to do this giving roles within the class in 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
- Social, Wellbeing and Emotional Resilience in Learning Service

- Emotional Wellbeing Practitioners
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- General Development Clinic
- Outreach service from the Enfield Advisory Service for Autism
- Outreach service from Waverley School and Oaktree School which are special schools within the borough.
- Music Therapist
- School Nurse
- Joseph Clarke Service for Visual Impairment
- Parenting Support Service
- Joint Services for Children with Disabilities
- Emotional Wellbeing Service

### **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 child's SEND 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 access effective teaching strategies in the Resource Base to support their ongoing practice.
- Peer observations can be arranged to disseminate good practice.
- There are courses provided by **Enfield's Professional Learning Hub** which the school buys into.
- All staff, including support staff, are observed and have targets set. This leads to personalised support being provided for individual staff.
- There are teachers and teaching assistants trained in ELKLAN, a speech and language certificate at Level 3 which assists in ensuring knowledge of needs and strategies that are supportive are used.
- Some teaching assistants have been trained in the use of physical restraint, 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 or adaptations made so the child can attend activities or trips successfully.

### **Our school environment**

- The classrooms of the school are all on one level. The school is step-free throughout for pupils.
- 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 needed.

### **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 are given a tour of the school and chance to ask questions.
- Stay and Play visits are arranged in the Early Years Foundation Stage. We then adapt our transition programme to the needs of individual children.
- 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 team will inform the class teacher at least 2 days before a child is expected to start, relaying SEND information 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 when required.
- 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 annually to ensure they are fully aware of their needs and know what needs to be put in place to provide for them.

### **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.
- We present the curriculum to parents and carers on a termly basis.
- We meet with parents and carers on a termly basis to discuss children's learning and

progress.

- During this time the majority of IEP meetings are held so that parents are fully informed.
- Termly reports are sent home keeping parents up to date.
- We use Marvellous Me so staff can send reward badges and send messages home, regarding learning and behaviour.
- All children are set up on Google Classroom. They can use this to access any remote learning and also their homework. Work is differentiated where needed.
- There are Christmas fairs and summer fairs that parents are welcome to come and enjoy.
- We hold sports days during the Summer Term, which parents are invited to attend.
- 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 has at least one assembly throughout the year and parents are invited in to see their child perform virtually or in school.
- There is a Year 1 Nativity held at the local church for their parents to come and watch.
- Year 2 holds 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.

#### **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' and carers' 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.
- Information about Enfield's local offer can be found at: <http://www.enfield.gov.uk/SEND>

#### **Who to contact to complain**

The school's Complaints Policy can be found on the school's website.

A complaint can be made in writing to the head teacher, Andrea Cassius or to the Chair of Governors, Frank Grimsey-Jones

Our offer to children with special educational needs and disabilities was prepared on 20th July 2022.

It will be reviewed by 20th July 2023.