

Special Educational Needs and Disabilities Report

Welcome to Parkside Primary School's SEND Report

All schools have a duty under Section 69 of the Children & Families Act 2014 to publish a Special Educational Needs and Disabilities (SEND) Information Report.

Proud to Shine – Growing in excellence every day is our vision for all our students.

What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Parkside?

There are four types of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

At Parkside we provide for pupils with needs from all the above categories.

A school's provision for SEND is defined as **support which is additional to or different from that which is available to all students (SEND Code of Practice 2015)**

What are our aims at Parkside for pupils with SEND?

We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to flourish and thrive
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem
- We identify and assess students with SEND as early and as thoroughly as possible using the SEND Code of Practice (2015)
- Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach

- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision and by the most efficient use of all available resources
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

How are pupils with SEND admitted to Parkside Primary School?

- Admission arrangements for children in the category of SEND Support are the same as those for all other children
- Admission arrangements for children with an Education, Health and Care (EHC) Plan are managed by the LBWF SEND Service based at the Waltham Forest Town Hall.

How does Parkside Primary School know if pupils need extra help?

- In the course of their usual practice a class teacher might notice that a child is having difficulty with an aspect of learning
- Each term the progress of all children is discussed by class teachers, Year Group Managers and Senior Leadership Team including the Special Educational Needs and Disabilities Co-ordinator (SENDCo), William Humphrey and the Assistant SENDCo, Sophie Ooi.
- Information may already be known about the child through information passed on by their previous school
- By using subject or skills-based assessments that all children take part in such as the Year 1 phonics check, the EYFS profile, reading assessments etc.
- By using assessments on an individual basis, where we think there is the need to use them
- A parent or other member of staff might raise a concern about learning difficulties
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician, Speech and Language Therapist's or Educational Psychologist's assessment, CAMHS Neurodevelopmental assessment
- We recognise that students make progress at different rates and not always in a steady linear pattern.
- If your child is identified as having a Special Educational Need which requires additional support, this will be discussed with you and your child will be added to our school Inclusion Register.

How are children with SEND supported at Parkside?

- All children at Parkside are offered excellent targeted classroom teaching (Quality First Teaching)
- Some children may benefit from small group work with more specific targets which may take place inside or outside the classroom. Children with social and emotional needs may be offered additional 1:1 befriending support or

friendship groups/access to nurture provision during lunch times or playtimes. For children on the school's Inclusion Register, groups often follow the advice of outside professionals such as the Speech and Language Therapist, the Educational Psychologist or the Occupational Therapist. Progress of these children is reviewed half-termly or termly and next steps are planned accordingly. At this level a child may be described as receiving **SEN Support**.

- A few children will follow specialist programmes of teaching devised with the help of outside professionals. These children usually will have undergone statutory assessment and have an **Education, Health and Care Plan**
- Effectiveness of SEN provision is monitored and evaluated by teachers and the Senior Leadership Team (including the SENDCo) termly at pupil progress meetings

What should I do if I think my child has SEND?

- The first thing to do is to speak to your child's class teacher and discuss your concerns
- Parents can also speak with the SENDCo, William Humphrey. You can also email the SENDCo: william.humphrey@parkside.waltham.sch.uk
- You can speak to the Year Group Managers: Desiré Lubbe (Nursery), Izzy Hardy (Reception), Lisa Higgins (Year 1), Marja Den Bak (Year 2), Liz Sainsbury (Year 3), Amanda Warriner (Year 4), Mariella Plume (Year 5) with senior management managing Year 6.
- The school's SEND governor is Amutha Rasapalan, who can be contacted via the school office.

How will I know that Parkside Primary School will support my child?

- Through conversations with the class teacher and SENDCo
- SEND Support Plan (a document showing additional support given to your child)
- Through intervention meetings for parents
- Programmes of support/interventions for individuals and small groups of children with SEND are established and reviewed on a termly basis
- Termly Parent Teacher consultation evenings

How will the curriculum be matched to meet my child's needs?

- Class teachers will consider how to adapt teaching and learning to match the child's needs and help the child to make progress
- A SEND Support Plan (a plan identifying additional support given to children) is drawn up by the Class Teacher and the SENDCo to ensure that each child is receiving the support that s/he needs
- Children requiring SEN support will be supported in a range of different ways, depending on what their needs are; e.g., taking part in an intervention programme, extra support from an adult in class, additional learning resources, by the teacher presenting information in different ways, etc.
- Children with social, emotional and mental health needs will be supported by a variety of different interventions such as 1:1 befriending from an Emotional Literacy Support Assistant, friendship groups, nurture provision and parenting support to enable them to access the curriculum

How will I know how my child is doing?

- Parents are invited to meet with the class teacher three times a year at Parent Evenings
- Parents of children with Education, Health and Care Plans will be invited to termly review meetings which will usually include the class teacher and the SENDCo
- The school will send a written report at the end of each year to formally record progress and achievements
- Day to day conversations with teachers.
- Annual Review for children with Education, Health and Care Plans

How will you help me to support my child's learning?

- Parents are always actively encouraged to support their child's learning through informal discussions with staff, supporting children with reading at home and completion of any homework
- Advice is available at parent workshops and at regular coffee mornings/drop-ins with the SENDCo and professionals such as the School Nurse, Educational Psychologist and Speech and Language Therapist. Professionals can also make contact with parents via telephone or other media to offer advice and support.

What support will there be to support my child's overall wellbeing?

- We have Safeguarding, Wellbeing and Positive Mental Health, Behaviour, Equalities, Accessibility and Anti-Bullying policies in place. These are available to view in the school office and on the school website.
- We encourage collaborative learning and prioritise a curriculum that encourages social and emotional wellbeing through subjects such as PSHE
- The school offers a wide variety of pastoral support for children. This is overseen by the Pastoral Team.
- Nurture provision is available for children who find lunchtimes a challenge
- Members of staff including Pastoral Officer, SENDCo, Emotional Literacy Support Assistants and members of the Senior Leadership Team are available for children who may wish to discuss issues and concerns in addition to their class teachers. These members of staff wear easily identifiable special lanyards and children are regularly reminded of how to access these via assemblies

What support will there be for pupils with medical needs?

- If a pupil has a medical need then a detailed care plan is compiled. This is done with support from the school nurse and other medical professionals, together with our Attendance and Welfare Officer
- Staff receive any necessary training such as Asthma, allergy and Epi pen training
- The school has a comprehensive Medical Conditions policy which follows government guidance (Supporting Pupils with Medical Conditions 2015).

What specialist services or expertise are available at or access by the school?

We are able to refer to services within the London Borough of Waltham Forest, such as:

- Educational Psychology Service
- Specialist Children's Services
- Speech & Language Therapy
- Child & Adolescent Mental Health Services (CAMHS)
- Early Help Team
- Social Inclusion Team
- Occupational Therapy
- School Nurse
- Flourish – Waltham Forest's SEND Outreach Service
- Social Care
- Child Protection Advisers
- School Nurse

What training have staff members supporting pupils with SEND had?

- We have a broad school-based programme of in-service training for teachers and teaching assistants. Training for staff has included: Advanced Safeguarding Training; Resilience training for Vulnerable Pupils, Attention Autism; Good Practice in Autism (Autism Education Trust training); Attachment Disorder training; Working with Hearing Impaired Pupils; support for pupils with Speech and Language needs; Mindfulness training; Developmental Co-ordination Disorder training; Lego Therapy training; Down's Syndrome; Emotional Literacy Support Assistant training, Mental Health First Aid, Intensive Interaction and Team Teach Positive Handling training.
- Further training for staff is linked to appraisal and/or to the needs/priorities of the school as set out in the school development plan
- We are able to access other training for example through our links with external agencies i.e., the school nurse (e.g., training on emergency medication) and the Educational Psychologist.

How are pupils with SEND involved in decisions about their education at Parkside?

Pupils' views are highly valued at Parkside and we use a variety of methods for seeking these:

- Learning Journeys – children are encouraged to evaluate their own strengths and what support they would like to access at school
- School Council – steps are taken to ensure that there is representation on the School Council of pupils with Special Educational Needs
- Picture of Parkside – pupils are interviewed regularly by their peers about various aspects of school life. This information is used by the SENDCo and Senior Leadership Team to inform planning for provision for SEND
- All About Me – children with EHC plans are invited to give their own views about their education and discuss their aspirations for the future during Annual Review meetings

How accessible is the school environment?

- Our building has level access and we have taken reasonable steps to ensure that the site is as accessible as possible
- Corridors are wide to allow for wheelchair use
- Signage around the school is clear and is reviewed annually
- We have three toilets which have been adapted for disabled users
- We have a disabled parking bay in the school car park
- Our school complies with the Equalities Act 2010, which stipulates that schools have in place an Accessibility Plan. This is available on the school website

How will my child be included in activities outside of the classroom?

- Risk assessments are carried out before all off-site visits as per the School Visits policy
- We are an inclusive school and endeavour to make reasonable adjustments to ensure that any activity on offer as part of the school curriculum can be accessed by all students

How will the school support my child in starting school and moving on?

- Home visits are made by Early Years Staff.
- Meet the teacher sessions and the use of transition booklets for some pupils when they join the school and move to a new class and/or key stage
- We support children in making a smooth transition when they move on to another school by exchange of information about the child's strengths and needs with the new school
- Discussions with parents
- Inviting Secondary School to year 6 annual review meetings (for children with EHC Plans)
- Arranging additional visits to secondary schools for pupils with SEND

How are the school's resources allocated and matched to pupils SEND?

- The Headteacher, SENDCo and Pastoral Team ensure that resources are allocated to interventions and support for those in need of them through the use of provision and intervention management practices. Class teachers and Year Group managers are also involved in these processes
- Termly pupil progress meetings and intervention team meetings are held where the cost effectiveness of interventions and support can be examined
- Resources may include involving outside agencies and the deployment of staff depending on the needs of each child.

How are decisions made about how much support my child will receive?

- Through intervention team and pupil progress meetings
- Discussions with parents.

How will I be involved in decisions about and planning for my child's future?

- Through parents' meetings, regular contact with the class teacher, person centred annual reviews (for children with EHC Plans) and through Care Plan review meetings (for children with significant medical needs).
- Parents are invited to complete regular surveys on SEND provision at Parkside
- Parents are consulted before outside professionals are involved in the assessment of children

Who can parents contact for further information?

- Further information is available in the school's SEN policy
- In the first instance the best contact is with the class teacher; thereafter the SENDCo (William Humphrey) Assistant SENDCo (Sophie Ooi) and any members of the Senior Leadership Team would also be happy to help.
- The school office number is 020 8559 4278.
- The school email address is school@parkside.waltham.sch.uk
- The SENDCo's email is william.humphrey@parkside.waltham.sch.uk
- London Borough of Waltham Forest: Local Offer
<https://www.walthamforest.gov.uk/service-categories/local-offer>
- London Borough of Waltham Forest SEND Service: Wood Street Health Centre, 6 Linford Road E17 3LA 0208 496 6503
- Waltham Forest Special Educational Needs Information Advice and Support Service (WF SENDIASS): 0203 233 0251 Website:
<https://www.walthamforestsendiass.org.uk/>
email: wfsendiass@citizensadvicewalthamforest.org.uk

What is the Local Offer?

- The Local Offer from the London Borough of Waltham Forest details services available to support disabled children and children with SEND and their families in the local area. More information can be obtained at <https://www.walthamforest.gov.uk/service-categories/local-offer>

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