

Central Park Primary School
SEN Information Report
2020-2021

As part of the Children and Families Act 2014, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area. Newham’s Local Offer is available on the Newham website: <https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

The local offer is a guide to the services in Newham that are available for children and young people with special educational needs (SEN) and disabilities aged from birth to 25. It tells parents how to access services in their area and what to expect from these services. Alongside Newham’s local offer, we have put together our own school’s local offer which can be found on the school website: http://www.centralpark.newham.sch.uk/our_school/inclusion.htm

Alongside this, schools are required to publish a SEN Information Report about their arrangements for identifying, assessing and making provision for pupils with SEN.

In response to this, we have put together our **SEN Information Report for Central Park Primary School**. We have clear pathways which enable us to recognise children’s individual differences and a range of supports to ensure all children’s needs are met. The information below describes the arrangements we make that are ‘additional’ and ‘different’ for pupils with SEN. This information reflects the current arrangements we have in place at school to identify, provide for, and monitor children with any special educational needs.

Central Park Primary is a mainstream school that provides for pupils from nursery age through to Year 6. As a fully inclusive school all children are welcomed including complex needs, e.g. such as Downs Syndrome, global developmental delay and autism. Central Park strives to have a welcoming and nurturing ethos throughout the school.

In September 2020 the SEN register had children listed under the following categories;

| | ASD | Speech, Language and communication | Social, Emotional, Mental Health | Moderate Learning Difficulty | Non Specialist assessment | Physical | Specific Learning difficulties | Severe Learning difficulties | Hearing impairment | Other (visual impairment) |
|--------------|-----|------------------------------------|----------------------------------|------------------------------|---------------------------|----------|--------------------------------|------------------------------|--------------------|---------------------------|
| Central Park | 19 | 52 | 41 | 1 | 0 | 0 | 2 | 0 | 2 | 1 |

Admission of children with additional needs

Central Park strives to welcome and accommodate all children into our school. Where a child's additional needs have already been identified the Inclusion Leader will contact parents and any agencies currently working with the child/family to gather relevant information and organise an admission planning meeting if necessary. Working with the information provided an admission timetable will be created which in some cases may involve a phased admission. Central Park Primary's school building is fully accessible through the use of ramps and a disabled lift.

How does the school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Children with academic levels below age expected
- Concerns raised by parents
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting
- Annual Whole child attribute assessment to support identification of children who may possible need Social, Emotional, Mental Health support.

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher. If you still have concerns you can contact the Inclusion Leader, Sarah Hodges. Central Park prides itself on building positive relationships with parents; staff endeavour to be open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

The class teacher will meet all parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. Further information can be provided by the Inclusion team if more detail is required. For children who receive additional funding support plan meetings will take place termly and an Annual Review meeting will be held each year to discuss their support.

How will the school support my child?

- Our Inclusion Leader oversees the support and progress of any child requiring additional help across the school. The Inclusion Team use a provision map to set out the additional support each child requires and ensure this is fully implemented.
- It is the class teacher's responsibility to plan, work and assess children with special educational needs or disabilities as they do for all children on a weekly basis. They may be supported in these tasks by a designated member of the support staff.

- Children with additional needs are given an Individual or Group Education Plan each term with specific targets linked to their area of need.
- Children with significant additional needs are offered 2 therapeutic sessions per week with targets linked to these activities. Currently, this provision includes swimming and soft play gym sessions.
- There may be a teaching assistant working with your child either individually or as part of a group to maximise their learning. The regularity and purpose of these sessions will be explained to parents when the support starts.

What training do the staff at Central Park have to work with children with special needs?

- A number of support assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- When a child requires a specific programme the designated lead adult for that programme will receive the required training from the specialist service.
- Central Park also employs a Speech and Language therapist for 1 day each week to support staff in meeting the needs of children with language difficulties. We also work closely with Language Communication Interaction Service.
- Continued professional Development (CPD) for all staff is planned and agreed by the Leadership Team and supports meeting the School Development Plan targets.

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

The school works closely with any external agencies that we feel are relevant to individual children's needs within our school. At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include:

- GP
- School Nurse
- Clinical Psychologist
- Paediatrician
- Speech & Language Therapist
- Occupational Therapist
- Educational Psychologist
- Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Language Communication Interaction Service (LCIS)
- Social Services (including Families First)
- Developmental Advisory Clinic
- Child Development Service
- The Sensory Service

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The SENCO has a close working relationship with these services.

- From the 1st September 2014 the 'Newham Local Offer' is available at <https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

How are the Governors involved and what are their responsibilities?

- The Inclusion Leader reports to the Governors every term via the Head teacher's Governor report. This outlines the progress of children with special educational needs or disabilities and improvements to the school's provision; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Mrs Ghazala Raja, is responsible for special educational needs and meets regularly with the Inclusion Leader. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three or more different levels of work set for the class, however, a number of children follow individual programmes on occasions within their class that are targeted to their next steps.
- Teachers use a variety of teaching strategies
- Teachers are supported in their planning by appropriate assessment materials including amongst others the P-Levels, B-Squared, EAL assessments and the Early Years Development Matters booklet.

How does the school judge whether the support has had an impact?

Central Park uses a number of measures to judge whether support has had an impact.

- All children are assessed against school or national criteria this may be the national curriculum end of year expectations, P-levels for children working below the Year 1 level or the Development Matters statements if a child is still in KS1. These assessments are discussed against expected levels at Pupil Progress Meetings attended by Class Teachers, Inclusion Lead and a member of the Senior Leadership Team.
- A child's Individual or Group Educational Plan targets are reviewed termly to ensure they are being met. Parents will be involved in the review meeting and the setting of new targets if possible. A copy of the targets will be given to the parent.
- Verbal or written feedback, or observations, from the teacher, parent and pupil may be used to identify progress.
- Evaluations from agencies working in the school.

- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

What opportunities will there be for me to discuss my child's progress?

Central Park believes that a child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. Parents will be able to discuss their child's progress at parent's evenings. Parents are also welcome to make an appointment at any time to meet with either the class teacher or Inclusion Leader and discuss any current concerns.

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

- The class teacher or Inclusion Leader can offer advice and practical ways that you can help your child at home.
- Class teachers, in consultation with support staff, will provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared. This will also be used to share weekly homework tasks. The inclusion team also use the app ClassDojo which enables parents to receive weekly updates/photos. Using the app parents can message the team directly if they have any questions or queries.
- If your child is on the special educational needs register they will have an Individual or Group Education Plan which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may receive additional funding, have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Regular parent workshops take place to help gain understanding and ideas which can be implemented at home to support your child.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- An identified and trained member of staff will administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the school nurse in conjunction with parents.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

- All children meet with their class teacher termly discuss their targets and set new goals.
- If your child has additional funding, an Education, Health Care Plan their views will be sought at the review stage. Children will complete an 'All About Me' booklet (appendix 1) which for most children is facilitated by pictures and a familiar adult. Children are also invited to attend the review meeting and termly planning meetings alongside school staff and their parents. Appropriate preparation activities are planned to enable and empower children to contribute their views.

How will my child be included in activities outside the classroom including day and residential trips?

- Central Park aims for all children to be included on educational visits alongside their peers. Teachers will complete an additional risk assessment for children with significant additional needs to identify necessary adaptations:
 - Some children require extra support before the visit e.g photo key ring
 - Use of accessible places and transport
 - Specific risk assessment considerations e.g medical, adult support, transportation e.g stairs, lifts, or the use of a taxi.
 - A trained first aider on each education visit
 - Differentiated activities
 - Extra adults supported if needed
- On rare occasions a visit may not be deemed appropriate for certain children and in these instances alternative experiences are planned. **This will be discussed with parents.**
- Central Park offers an extensive extra-curricular programme, led by Mr Vijith Vijay. All children, including children with additional needs are encouraged to participate.
- All pupils welcome at after school club and breakfast club

How does the School support pupil's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Class teachers, teaching assistants and Pastoral workers are available for children to talk to if they are unhappy or concerned about anything at school.
- Each class has a worry box, pastoral worker follows up any worries children have written.
- Drop in sessions with our learning mentor/pastoral team that any child can go to if they would like someone to talk to or have concerns.
- The Pastoral Team/Learning Mentor will see some children regularly and focus on particular concerns or difficulties (low self-esteem, behaviour concerns, **bereavement**)
- **Central Park also employs a behaviour mentor to support children but also to support staff in meeting the needs of children.**
- Children are encouraged to work as team and follow the school rules. The school uses **class dojo points** to reward good behaviour
- If a parent has concerns about the well-being of the child they should firstly speak to the class teacher. If they have further concerns they can make an appointment to speak to the family support officer (Mrs Kassam) whom will follow up their concern.

- Our Whole Child Attribute assessment aims to identify early children who may benefit from pastoral support. Once completed home visits and discussion with parents takes place to see how we can further support the family.

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- The ground floor of the main school buildings and the mobile classrooms are wheelchair accessible. The upper floors are accessed by a disabled lift.
- There are disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- Our classrooms environments and corridors strive to support communication difficulties and each classroom with children with complex needs provides an individual workstation tailored to their needs.
- Small sensory area and small soft play area

How will the school ensure my child is not treated less favourably than other pupils?

At Central Park Primary School aswell as developing the academic side of a child we also focus on developing their character through the core values of Honesty, Kindness and Respect. The school keeps these values at the centre of all learning, and they are supported and promoted by all staff and senior leadership. An inclusive ethos is central to all of Central Park's policies. Children with additional needs receive the same provision as their peers and parents will be provided comparable information relating to progress, attainment, behaviour, transition etc. The school has a comprehensive PSHCE curriculum to promote equality and respect. Issues are immediately dealt with and tracked by the Behaviour Lead in accordance with the school behaviour policy.

How will the school prepare and support my child when joining Central Park or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we arrange visits for them and support parents to do the same when considering their applications.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- Transition booklets are created for some pupils with more complex needs or significant needs with photos and information about the new school.
- Secondary schools discussed thoroughly at Year 5 Annual Review meetings. SEN Assessment and Commissioning Lead Officer/ Monitoring and Assessment Officers are invited to the meeting to ensure local authority.

What arrangements are in place for supporting children and young people who are looked after by the Local Authority and also have SEN?

- Children, who are looked after by the Local Authority, with SEN, are entitled to and receive provision to their counterparts. Children who are looked after will also have regular PEP meetings with foster carers and a representative from CLASP to plan additional spending and provision.

Who can I contact for further information or to discuss a concern?

- The first point of contact should be your child's class teacher to share your concerns.
- If the class teacher cannot address your concerns you should arrange to meet with our Inclusion Leader. The current Inclusion Leader is Sarah Hodges (sen@centralpark.newham.sch.uk), she can be contacted at on 02084725588.

Alternatively, a member of the school office will be able to arrange an appointment with a member of the Inclusion Team: Mr Navarro (sen@centralpark.newham.sch.uk) is the SEN Teacher at Central Park Primary School; he can be contacted on 02084725588.