

Watling Park School

Special Educational Needs and Disability (SEND) Information Report

As a school, we work within the Barnet Borough Council guidance on the Provision for children with SEND in mainstream schools. The Barnet Local Offer states the ways in which pupils with additional needs are supported within mainstream schools. Here is the link <https://www.barnetlocaloffer.org.uk/>. We also follow our Watling Park Special Educational Needs Policy.

Our information pages about Special Educational Needs and Disabilities (SEND)

Understanding SEND

Children make progress at different rates based on a wide variety of factors that affect their learning and progress. They all learn in different ways, which staff at Watling Park School take into account to adapt their teaching styles accordingly. Children who are progressing slowly or are having a particular difficulty in one or more areas of their learning, maybe offered extra support to help them achieve their full potential. If your child is making slower progress than you would expect or that your child requires additional support, it does not necessarily mean that your child has special educational needs.

The Special Educational Needs and Disability (SEND) Code of Practice; for 0 to 25 years old (Statutory Guidance for organisations who work with and support children and young people with SEN) gives guidance on increasing options and improving provision for children and young people with Special educational Needs.

Definition of Special Educational Needs - The SEN Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Special Educational Needs and Disabilities (SEND) could mean that a child has needs in the one or more of these areas:

- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction Needs

Our commitment

Watling Park School is committed to providing a high quality education to all children living in our local area and we believe that all children, including those identified as having a special educational need or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them.

At Watling Park School all pupils, regardless of their particular needs, are offered inclusive teaching, to enable them to make the best possible progress in school and feel valued members of the wider school community. We believe all children should be equally valued both in and outside the school. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can enjoy, learn and succeed flourishing in a safe environment.

What we offer at Watling Park School

Diversity and Inclusion

We are dedicated to promoting an inclusive ethos across the school community. We believe that inclusion is directly related to diversity and equality which we promote for all children in our care, irrespective of their gender, age, ethnicity, impairment, attainment and background. We are highly committed to differentiated provision and achievement of different groups of learners.

Quality First Teaching



At Watling Park School we know all children are capable of learning, however, children can experience difficulties or require additional support for a range of reasons while they are in school. We have a duty to help them succeed through high quality teaching and care that we offer. Our curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge including children with Special Educational Needs and/or Disabilities (SEND) and/or are high attaining, talented and gifted children. Teachers use a variety of approaches and a range of learning equipment and technology to support learning and allow all children to access the curriculum. A thorough assessment system means that pupils' needs are quickly identified and addressed accordingly.

Watling Park School's Deputy Head for Inclusion and SENDCo is Ms Harcourt - Brown

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The Deputy Head for Inclusion is responsible for overseeing the Special Education Needs and Disability Policy and coordination (SENDCo) of specific provision made to support individual children with SEN.

The role of the SENDCo includes

- liaising with school staff to monitor pupils' progress and plan and implement further interventions and support where progress is slower or much faster than expected,
- collaborate with parents/carers and keep them informed about current provision
- collaborate with external agencies and specialists in order to provide more specialist advice if needed.

What should parents /carers do if they are concerned about their child's progress or special educational needs?

As a parent/carer you may have concerns or questions about your child which could include; their learning and progress, their behaviour, concerns about their general development or health, if your child is struggling with coming in to school, their emotional well being, or if they are having difficulties at home and wish to share information with school.

The first step is to speak to your child's teacher who will be able to arrange a time to meet with you to identify any areas for further support. In some cases parents/carers may have questions about whether their child has a special educational need. We will meet with you to identify whether the child requires further support and how this will be implemented and monitored. We aim to collaborate with you as parents and carers to achieve a joint decision on what would be the best approach for your child and agree on ways to achieve the desired outcomes.

How we identify a child's individual special educational learning needs and what extra help they need

1. Transition of SEN status from previous school/nursery

When a child has been identified as having SEND before they start Watling Park, we aim to collaborate with all people involved: pupil, parents, class teachers, SENDCo, speech and language therapist, etc. so that we can plan for a smooth transition. We use the information about the SEND to strive for the best provision.

2. Informed by parents/carers

When parents and carers inform us of their child's SEND we will you to share information about other services involved in supporting your child (e.g. any support from health services such as speech and language therapists) and with parental consent will liaise with services and parents/carers to ensure we have a full picture of the child's support needs. Where there are not yet other services involved, we apply a graduated approach to identify SEN (see the next bullet point).

3. Identification by the School

We work in accordance to the SEN Code of practice which states:

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- *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*

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.



When a child is making slower than expected progress, we use a graduated approach following a 'plan, do, review' cycle. This includes regular observations, assessment and tracking of all pupils by class teachers, to identify pupils who are making less than the expected progress despite Quality First Teaching. This can include pupil's development and progress in emotional well-being and behaviour. The class teacher shares information with the SENDCo/Deputy Head for Inclusion, and will meet with parents/carers/child (if appropriate) to agree an action plan with identified outcomes and plans for Quality First Teaching and additional support or interventions. This is followed by a review where we re-asses the child's progress. If the child has made good progress we return to regular tracking. If the child made some progress we repeat the cycle once more. If the child makes less than expected progress towards agreed outcomes despite Quality First Teaching targeted at areas of weakness, we communicate this with parents/carers and the SENDCo. This is followed by further assessment carried out by the class teacher and the SENDCo, or we may ask for parental consent for the child to receive additional support from other professionals such as a speech and language therapist. Using this graduated approach, we will identify made whether the child has Special Educational Needs. We will involve parents/carers in this decision.

When a child has been identified as having SEN, the class teacher and SENDCo, and parents wherever possible, will plan the next steps and provision for the next term. This will usually be recorded on an individual support plan (ISP). The agreed provision is then reviewed each term and the next set of action is agreed. In some cases we may seek specialist support with parental consent.

How we involve parents/carers in identifying SEN and planning to meet those needs

At Watling Park School, we understand that parents and carers want the best for their children and hope they will be happy and achieve their potential at school, therefore we employ constructive strategies for engaging with parents/carers to the benefit of all children. We strongly believe that the success of our children depends on close collaboration and partnership between parents/carers and the school. This relationship is vital when a child has additional needs.

We acknowledge that parents/carers know their children best. We take parents'/carers' views and experiences into account when identifying SEND, and planning and reviewing provision and support.

Parents are invited into school to talk about the progress their child is making – what is working and what might need to change or needs further support. These review meetings give parents the opportunity to talk in greater detail about the provision available to support their child and to ask questions or provide us with important information. We like to establish effective communication with parents/carers, not only through face to face meetings, but class dojo messages, email or phone calls.

We work in partnership and collaboration with parents/carers of children with more complex needs, to support the best we can at school, whenever it is appropriate and possible. We are keen to work with parents/carers to provide advice and learn ourselves on how to support the children with particular needs including medical conditions, those who need specialised equipment or technology, those who need to attend and continue prescribed therapeutic programmes such as speech and language therapy, occupational therapy, physiotherapy. We invite parents/carers to attend TAC (Team around the child) meetings where parents/cares have the opportunity to meet the specialist teachers and discuss the benefits of the prescribed programmes and their child's progress.

How we involve and consult children with SEND in their education and plan collaboratively to meet their needs

- Gathering their views about school, their learning, their strengths and any areas where they would like further support. This is recorded on the first page of the child's ISP (Individual Support Plan).
- Explaining sensitively why they are receiving any extra support and asking what they would like to improve and achieve in their learning.
- The class teacher or teaching assistant discusses the child's targets and outcomes with them
- Liaising with parents/carers where particular activities at home could support learning and progress, while emphasising the importance of working together with their child in a happy and fun environment at home. Discussion with the children to help establish their preferred learning styles.
- Encouraging pupils to be fully involved in the process of support by the class teacher, SENDCo, Teaching Assistants and others involved by asking questions, seeking clarification and developing independence. The whole process is based on high levels of positive encouragement, praise and reward systems.

How we assess and review pupils' progress

- At Watling Park School, we use termly pupil assessments to inform provision at all levels. The assessments are discussed at Pupil Progress meetings where the class and individual attainment and progress are discussed in detail



among class teachers, learning support assistants, SENDCo and the head teacher/deputy head teacher. During pupil progress meetings we establish next steps and actions for pupils making less than expected progress, as well as pupils with SEN. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs.

- Thorough assessments mean that the pupils' needs are identified early on, and that staff resources are deployed appropriately to support those making less than expected progress as well as pupils with SEN.
- We use The Early Years Foundation Stage Framework (EYFS) to assess children with SEN who are not at the stage of achieving within the Key Stage 1 National Curriculum. To review the progress of pupils with SEND the class teachers will discuss progress with parents/carers at the SEN review.
- For children with SEND we plan to follow the: Assess, Plan, Do, and Review cycle – outcomes of which will be shared with parents/carers at the SEN review meetings each term.
- If your child has an EHCP plan, their views will be sought before any review meetings. Your child will also be invited to attend the latter part of the Annual review.

What training and specialist skills do the staff supporting children with SEND have?

- The leadership team at Watling Park School strongly believe in the importance of training and continuous professional development. Staff are encouraged to attend training sessions that help them to support all pupils including those with SEND. Staff are also encouraged to visit other schools in the borough to observe good practice.
- We collaborate closely with various specialists to get advice and support the pupils with SEND. We have established links with:
 - Schools and Community Psychology Services
 - Speech and Language Therapy
 - Occupational Therapy
 - Early Years Advisory Services
 - Autism Outreach Services
- The SENCo delivers whole-school training sessions and regular staff meetings with class teachers as well as Teaching Assistants.
- The leadership team always looks closely at the needs of all children, including pupils with SEND. We seek training for all or particular staff in order to provide appropriate provision for students with SEND.

Extra-curricular activities available for children with SEND

At Watling Park School, we offer a number of after-school clubs and wrap around care from 3:30 until 6pm, and a Breakfast club 7:45am - 8:45 am. Our clubs are available to all our pupils and parents of pupils with SEND should apply through the whole school processes. Where pupils require 1:1 support in clubs, we will make all reasonable attempts to allocate the required level of support.

We have regular school trips and organise visits for people coming into school to support different topic areas. All children including children with SEND are included and we make reasonable adjustments to provide support required for their full participation. We choose visits that are accessible to all. Before each visit we complete the risk assessment which is shared and discussed in detail with all adults attending the trip.

How we support children's transition into our school and when they leave us

- If your child is joining at the start of the Reception year, we meet with your child's previous setting in the summer term prior to the child starting in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to our school are encouraged for those children who may need additional support with transition, due to the nature of their SEND. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place.
- When children join our school at other points, the head teacher will meet with parents/carers and this will include a discussion about any special educational needs. If needed, a further meeting will be arranged with the parents/carers and SENDCo. We will also request information from the previous school about the child's strengths and needs and any support required.
- We collaborate with external specialists involved with children with SEND in order to ensure continuity of specialist support and arrange for training in order to equip the staff with the appropriate skills to ensure effective provision.
- When moving classes in school children with SEND are supported with extra visits to the new class. We provide booklets for children containing pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.



- When children with SEND leave us, we will always attempt to contact the SENDCo at their new school to handover information. The pupil's SEND file will be shared with the school.

What extra support we use to meet your child's SEN: Specialist services, external expertise and collaborative working

- We work with a range of external professionals to access specialist support as needed. This includes support for speech, language and communication, hearing impairment, visual impairment, occupational therapy, social, emotional and mental health needs, learning needs. We access support from the Local Authority Services, NHS services, SEN Specialists.
- The school has allocated a trained speech therapist, based at our school, one day a week to provide support to our children.
- We also have also allocated a play therapist one day a week.

What to do if you are not satisfied with an aspect of your child's support

If you have any concerns, please do come and speak to us to that we can aim to work together to address these quickly. The first point of contact should be the person responsible – usually with would be the class teacher or the SENCO. If you are not satisfied that your concerns have been addressed, speak to the Deputy Head for Inclusion. For further information, please see the Complaints Policy which is available on the school website.

Most Recent Review: December 2021