

Watling Park School Special Educational Needs and Disability (SEND) Information Report

Our commitment and Values

At Watling Park School we welcome all children including those who have Special Educational Needs and/or Disabilities (SEND). We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development. Inclusion is at the centre of our school aims and values. We are committed to a whole school approach to provision for children with SEND. It is the responsibility of the whole school and members of the school community. All teachers are teachers of pupils with SEND.



Inclusion is successful when attitudes are welcoming and positive, and when there is sufficient and appropriate support for all children and their parents/carers. We work hard to involve parents/carers fully in decisions about their child's provision and health and education professionals, so that all children make progress (to close any gaps between them and their peers), achieve, are involved in day-to-day life of the school and feel safe and included.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEN if he/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.

(SEN Code of Practice: for 0-25 Years, September 2015)

At Watling Park School, a child is identified as requiring SEN support when his/ her learning requires support that is different from or additional to that normally provided in classroom, or when following targeted support the gap between them and their peers does not close, or progress is significantly slower than that expected for children starting from the same baseline

What kinds of SEND do Watling Park cater for?

The *SEN Code of Practice* outlines four areas of SEND:

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

Some of our children may experience difficulties in one or more of these areas.

How we know if a child has special educational needs or disabilities

During the summer term before children start Reception, we invite all parents/carers in to the school to meet their child's class teacher. We ask parents/carers to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place for their child. We contact all children's key workers in nurseries or pre-school settings to let us know about the children. Where necessary, the Early Years Phase Leader and/or Deputy Head for Inclusion visit the nursery settings to observe children and meet with their key person. The class teacher and the EYFS Leader may also visit the child in their home and to meet their parents.

The school will be informed of children who have been assessed by the Local Authority and have an Education, Health Care Plan when Reception places are allocated. The Deputy Head for Inclusion will liaise with all relevant professionals and parents/carers to arrange a planning meeting in the summer term to plan the provision and objectives set out within the child's plan. The Deputy Head for Inclusion and/or EYFS Phase Leader will attend any transition meeting in their nursery setting.

How we identify emerging SEND

If a child has special educational needs it is important they get the help they need as soon as possible. To make sure that any special educational needs not known about before starting school are picked up early, all pupils are assessed in an informal manner during the first 3 weeks of joining the school.

We observe how each child is developing and progressing compared to national expectations. Our termly assessment and monitoring procedures continue throughout the children's time at the school to identify any special needs that emerge later. Each child's progress is discussed at a termly Pupil Progress Meeting which is attended by member of the Head teacher or Deputy Head Teachers. The school may also use additional assessments and screening to explore children's progress further. We work hard to maintain strong links between home and school and parents are always welcome to speak to us if they have any concerns. Parents' first point of contact is their child's class teacher.

How we support children with SEND or additional needs:

All children can learn and make progress, however, some children may require additional support for a range of reasons while they are in school. We use a variety of approaches to support learning and allow all children to progress.

When a child is making less than expected progress, we use a graduated approach following an 'assess, plan, do, review' cycle:

- First we identify what the particular problem is. We will **assess** pupils to identify areas for support. We ask parents to meet with us to discuss their child's needs, and may request parental consent for additional professionals to contribute to the assessment.
- We agree an action **plan** that describes what we will do to support a child, with the additional support or interventions carefully targeted on the particular area or difficulty. The plan will identify the outcomes we expect the support will achieve.
- The targeted support is **implemented** for a set time period.
- This is followed by a **review**, assessing the child's progress in response to intervention. If the child has made good progress and the areas of difficulty are resolved, we will return to providing the support ordinarily available to all pupils. If the child made some progress we will continue to implement the support in place. If the child makes less than expected progress towards agreed outcomes, we will consider what further support is needed, for example 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.

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

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.

Children with EHCPs will also have an annual review, where parents will be invited to contribute to the review of their children's progress over the year and whether their child needs any changes to the support they are receiving.

What should parents /carers do if they think their child may have SEND or need further support:

Parents/carers may have questions about their child's development including learning and progress, behaviour, concerns about development or health, 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. If the teacher or parent feels the child may need additional or different support to that which can be provided by the teacher, they can request a meeting with the Deputy Head for Inclusion/SENDCo. In some cases parents/carers may have questions about whether their child has a special educational need. We will meet with to discuss whether the child requires further support and how this will be implemented and monitored. We aim to collaborate as parents and carers to achieve a joint decision on what actions and support are needed.

How we adapt the curriculum and learning environment for children with SEND

Children with SEND are taught alongside other children but lessons are designed so that all children in the class learn and make progress. We do this by planning lessons and activities that will meet children's needs, sometimes by providing additional support (for example extra explanations, visual supports, equipment) and/or by varying the point of access so that

children complete activities that match their next steps in learning. Some children may need further support and be included in additional interventions. Every class teacher plans, monitors and provides support for pupils within their class including children with special educational needs. Class teachers can access support from the Deputy Head Teacher for Inclusion to help them provide support for children with special educational needs.

Watling Park School is committed to ensuring that disabled pupils are not treated less favourably than other pupils.

How we decide what resources we can give to a child with special educational needs

Part of the school's budget is allocated to support children with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible so we can give help to all the children who need it. Decisions about which support programmes are best for a child are made by the Deputy Head for Inclusion in consultation with a child's class teacher and parents/carers. Parents are invited to contribute to planning. The school also seeks advice from the school's Educational Psychologist to decide which programmes to use with children.

Social, Mental and Emotional Well-being

The school is committed to supporting and improving the social and emotional development and well-being of all of our pupils. Children need to be happy and secure to behave appropriately to learn well. The Mental Health Lead in school is our Deputy Head for Inclusion, who co-ordinates support for emotion, health and wellbeing and liaises with external agencies. All our class teachers work with children in their class on social skills, behaviour and wellbeing, including through the PSHE curriculum and lessons. Our School Parliament has class MPs from each class from year 1 to year 6. Council representatives meet with Miss Aherne fortnightly to discuss issues that pupils wish to raise about any aspect of school life.

If needed, additional support is provided for groups of children, for example helping targeted children build stronger friendships with their peers. Some children need more specialised support and we will work in partnership with external agencies, for example referring children to CAMHS or BICS. The school also buys in a therapist for one day a week.

How we involve and consult with children with SEND

We ask children with SEND their views about school, their learning, their strengths and any areas where they would like further support. The class teacher or teaching assistant discusses the child's targets and outcomes with them, including asking children what they would like to achieve. This is recorded on the first page of the child's ISP (Individual Support Plan). Pupils with an EHCP are also invited to contribute to their Annual Review.

Staff training

Every year we have 5 staff training days. Teachers have a weekly training session. At least one of these per term focuses on special educational needs to make sure that staff understand/know:

- the varying needs of all children in their class, including those with special educational needs;
- how to plan and teach their lessons in a way that is appropriate for all children, including children with special educational needs;
- how to support the social and emotional needs of all children, including those with special educational needs;
- how important it is to work closely with parents/carers.

We collaborate with various specialists to get advice and support the pupils with SEND. Where children are receiving external support staff or the class teacher meet with the therapist or advisory teacher where practicably possible for recommendations and strategies that can be implemented in class.

The leadership team consider 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.

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

Sometimes a child needs additional help from specialists outside the school. Depending on a child's needs we refer them for support from:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Barnet Integrated Clinical Services (BICS)
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic or other NHS services
- Educational Psychology

- Inclusion Advisory Team
- Hearing/Visual Impairment Advisory Services
- Autism Advisory Team
- Early Years Advisory Services
- Safeguarding and Social Services;
- Early Help
- Parenting programmes.

We talk to parents/carers if we think additional support is needed and ask for consent before we refer to other specialists for SEND support.

In addition to the support available through NHS and Barnet Services, the school buys in a trained speech therapist one day a week to provide support to our children. We also have also allocated a play therapist one day a week.

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 5.30pm, 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 reasonable adjustments to allocate 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 join or leave us

Some children may join the school with identified SEND. In these cases, where ever possible, we collaborate with people involved: pupil, parents, class teachers, SENDCo, speech and language therapist, etc. so that we can plan for a smooth transition. We will consider whether the child needs a transition plan to help them adjust to their change in school.

There is a robust transition for any child on the SEND register prior to moving to another school, whether that be within a phase, or at the end of Year 6. Similarly, this includes children transitioning from another school setting to Watling Park. The transition consists of either a face to face meetings or telephone conversations with the previous/next setting and any other relevant professionals. All relevant documents will be passed on to support the transition and new setting. Transition visits are offered for children with complex needs and parents/carers are welcome to speak with the SENDCo and class teacher to support the transition. Transition books may be created and used. Home visits may be offered for children in Reception.

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.

Watling Park School's SENDCo:

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 Deputy Head for Inclusion and School SENDCo is Ms. Harcourt – Brown (National Award for SEN Co-ordination). She is also the designated safeguarding lead and positive behaviour lead.

The SENDCo can be contacted via the school office (0208 3534249, office@watlingparkschool.org.uk) or class dojo.

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. If you are not satisfied that your concerns have been addressed, speak to the Deputy Head for Inclusion.

For further information, please see the BPET Complaints Policy which is available on the [policies page of the school website](#).

Independent Advice and Support

Every borough has a SEND Information, Advice & Support Service (SENDIASS). They provide impartial support and advice to parents/carers of a child with SEND.

SENDIASS can support you with any concern e.g. feeling provision is not appropriate for your child, being turned down for an EHCP, needing to be signposted to appropriate therapeutic or support agencies, or just to give general advice. Training, short breaks, clubs etc are provided by some SENDIASS organisations.

When contacting SENDIASS, please contact the relevant organisation for the borough in which you reside.

[Barnet SENDIASS Website](#)

Telephone: 020 8359 7637. Lines are open Monday to Thursday from 9am to 5.15pm and Friday from 9am to 5pm

Email: SENDIASS@barnet.gov.uk

[Harrow SENDIASS Website](#)

Telephone: 020 8428 6487

Email: harrowsendias@family-action.org.uk

Related Policies and Guidance:

We work within Barnet Local Authority 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 and is accessible on their website:

<https://www.barnetlocaloffer.org.uk/>.

We adhere to the [Special Educational Needs and Disability \(SEND\) Code of Practice; for 0 to 25 years old](#)

The School has a number of related policies available on the [school website](#):

- BPET Special Educational Needs Policy
- Accessibility Plan
- Positive Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Supporting Children with Medical Conditions Policy
- Anti-bullying Policy
- Teaching, Learning and Assessment Policy

Most Recent Review: September 2023