



Park Hill Junior School

SEN Information Report

Park Hill Junior School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.



SEN Information Report

Reviewed: June 2024

Next review date: June 2025

Park Hill Junior School SEN Information Report

This report describes Park Hill Junior School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

- This report is the responsibility of:
**Special Educational Needs Coordinator/Assistant Head Teacher -
Miss Clara Waxer**
- This report was reviewed and updated on:
June 6th 2024
- This report was approved by the School Governing Body on:
Date

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Assistant Headteacher/SENDCo*

SENCO:

Clara Waxer

cwaxer@parkhilljunior.co.uk

Headteacher:

Ann Pratt

SEN link governor:

Ebru Ertem

eertem@parkhilljunior.co.uk

Park Hill Junior school is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY

SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties, DLD
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stage 1, where appropriate. Class teachers along with phase team leaders will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

As a setting, we are aware of the needs for adaptation to our environment, the curriculum and the support that we provide to children with special educational needs and/or disabilities, in order for them to achieve their potential and to be happy in school. All staff are keen to further develop their understanding of how to support children with additional needs and work closely with outside agencies and key staff to ensure that our school is an inclusive setting. We provide continuing professional development in the area of supporting children with special educational needs to all our teaching staff.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school/secondary school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

As a Junior School, we are aware of the needs of children who transfer from the Infant School through close liaison. Meetings are arranged between the Infant and Junior schools to discuss children and their needs and the types of provision that need to be made for them. Thus as a Junior School, most children are already identified with a special educational need while in the Infant school. However, children who join the Junior School from other schools will be assessed, and their previous school liaised with to ensure that we are aware of any needs. Some children may be identified as having a Special Educational Need while at the Junior School, who have previously not been identified with a need. Such children may be identified for a number of reasons. For example, they are not responding to intervention or not making the progress that is expected. We believe that high-quality whole class teaching means that fewer children require such help. In such cases, class teachers and year group leaders would discuss such issues with the SENDCo and parents would be consulted. We follow the SEN Code of Practice (2014) in identifying the needs of children who would be on our register:

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

However, as a school, we understand that slow progress and low attainment does not necessarily mean that a child has SEN and that equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability, as some learning difficulties and disabilities occur across a range of cognitive ability.

The school also takes into consideration the pupil's current skills and levels of attainment on entry, building on information from the previous school and key stages. We also consider evidence that a pupil may have a disability under the Equality Act 2010, and if so, reasonable adjustments may need to be made for that pupil.

The register is updated, and children removed or added if necessary. For example, if a child had speech and language difficulties and the Speech and Language therapist was pleased with their progress, they would be removed from the register.

There is also close liaison with secondary schools when transferring children from the Junior School from Year 6 to Year 7. If a child has an EHCP in Year 6 the secondary school would be invited to the review meeting. The Inclusion Manager and SENDCo would be responsible for liaising with secondary schools and pass any documentation in a timely fashion to secondary schools. The Inclusion Manager or SENDCo attends the 'Vulnerable children's secondary' transition meeting which is organised by the Local Authority to liaise with SENDCos of secondary schools.

A brief description of areas of SEND is described below. We understand that children may not have just one of these needs. The purpose of identifying the needs is not to fit a child into a category but what action and provision the school should take to meet the needs of the child and remove barriers to learning.

6. Our approach to teaching pupils with SEN

Provision for children with SEND at Park Hill Junior School

Quality First teaching

- All teachers at Park Hill Junior School are expected to provide quality first teaching which ensures that all children can access the curriculum and make progress in line with their peers. This should be achieved through differentiation, multi-sensory learning and personalised learning opportunities. This is monitored through the scrutiny of lesson plans and formal observations. The SENDCo and SLT, in particular, will be monitoring the effectiveness of differentiation in Quality First Teaching.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Park Hill Junior School we support all children, including those with SEND by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, use of practical resources, checking for understanding and allowing time to respond.

Additional support

- Children who experience difficulties in developing specific skills may require additional support. This may be with the SENDCo, their class teacher, a member of the intervention team, an Individual Support Assistant or a Learning Support Assistant (one attached to each year but not specifically working with SEND children). These interventions are run on a small group or one to one basis. Some interventions are proven interventions that are structured – such as Catch Up Numeracy. Other interventions whether they are carried out by a teacher or Learning Support Assistant are planned in collaboration with the Phase Group Leader and class teacher. It is a very firm belief at Park Hill Junior School that interventions need to be tailored to meet the needs of the children and to ensure progress by identifying areas that need to be worked on. The impact of these interventions is assessed through ongoing monitoring and assessments by the adult delivering the sessions, the class teacher and through termly data analysis by the SENDCo and the Inclusion Manager.

An aim this year is for the Inclusion Manager, SENDCo and other senior staff to monitor and observe interventions and provide feedback. Individual Support Assistants will also be observed and monitored. The outcome of these observations may entail the need for additional training, shared practices or further liaison with the Inclusion Manager, SENDCo and other staff.

Some children may have social, emotional and mental health needs which may result in poor behaviour/depression, etc. and have an impact on their learning. These children would in the first instance, be offered counselling and family support from our School Counsellor, Tara Green, a qualified counsellor and former primary school teacher. Another form of support would be through the Family Support Worker Danielle Colley.

We will also provide the following interventions:

Area of Need	All pupils, where appropriate (Quality First Teaching/Adaptive Teaching)	Catch Up	Specialised support
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/ modelling etc Visual timetables Illustrated dictionaries Use of writing frames In class support from LSA/ISA (Learning Support Assistant and Individual Support Staff) Focused group work with class teacher/ teacher – e.g. guided reading	Toe by Toe Individual reading with a staff member. Catch Up Maths Small group work with teacher/ LSA/ ISA in or out of class The Hub	Toe by Toe/ regular reading support Catch Up Maths One to one or small group work with LSA, teacher / SENDCo Additional phonics training Additional number support Use of lower year group/ KS1 objectives Educational Psychologist support The Hub
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language Increased visual aids/ modelling etc Visual timetables Use of symbols Structured school and class routines	In class support from LSA/ class teacher with some focus on supporting speech and language Oracy Project The Hub	Speech and Language Support from SALT followed up in school Support for alternative forms of communication, e.g. PECS Visual organiser The Hub
Social, Emotional and Mental Health	Whole school behaviour policy Whole class rules/ school rules PSHE lessons / circle time/ topics	Small group work with the school counsellor Lunchtime Club Use of time out	Individual counselling Mentoring Nurture group Behaviour Support Service

	Class reward and sanctions systems	Referral to SLT Pastoral support plan/ risk assessment	Educational Psychologist CAMHS Use of a 'reflection room' to help regulate their emotions. Zones of regulation input and use in classrooms as well as teaching as part of PSHE
Sensory and Physical	Flexible teaching arrangements Staff aware of the implications of physical impairment	Medical Support Additional handwriting practice Access to equipment, e.g. writing slopes, pencil grips	Access to word processor instead of handwriting on occasions Individual support programme – recommended by OT/ Physiotherapist Specialist equipment – braille; hearing aids 1-1 support

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping with more able pupils, 1:1 work, adapting teaching style, content of the lesson.
- Adapting our resources and staffing to meet the needs of the children in each class.
- Using recommended aids, such as laptops, visual timetables, larger font, dyslexia font, standing stations, wobble cushions.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have 4 learning support assistants who are trained to deliver interventions such as phonics, precision teaching, ELSA.

Teaching assistants will support pupils in small groups to support their learning targets.

We work with the following agencies to provide support for pupils with SEN:

- *NHS speech and language services*
- *Croydon Education Partnership Educational Psychology Service*
- *COGNUS Educational Psychology Service*
- *Croydon Hearing Impairment Team*

9. Expertise and training of staff

- Our SENDCo has 11 years of teaching experience and has worked in the role of SENDCo for 7 years.

- They are allocated 4 days a week to manage SEN provision.
- We have a team of 4 Learning Support Assistants (LSAs) who are trained to deliver SEN provision.
- Staff have been trained in multisensory teaching, precision training, ELSA and phonics.

10. Securing equipment and facilities

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers. We will work with outside agencies to support these individuals.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by monitoring progress in a number of different ways:

Progress is monitored through the achievement of targets. These Individual Provision Log targets are reviewed and reset on a termly basis.

The SENDCo monitors the progress of all the children on the SEND register and levels of attainment after every assessment (Baseline – September, Autumn, Spring and Summer terms).

Liaison between SENDCo, Inclusion Manager and Phase Team leaders takes place after every assessment, as to which children require support. Intervention and support are then appropriately assigned. The impact of interventions is now being closely monitored through intervention logs.

On a termly basis, a FADE report is compiled by the SENDCo. This tracks achievement and progress of SEN children in each year group in relation to Reading, Writing and Maths. Areas of strengths and weaknesses can then be identified, and responses in terms of provision to target areas of need can be made.

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trips including residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of any club of their choosing to promote teamwork/building friendships etc.

We ensure that bullying is dealt with immediately following our behaviour approach.

14. Working with other agencies

Educational Psychology Service

Our Local Authority Educational Psychologist (EP), Jo Blanchard, is mainly funded from the school budget. Although sometimes the Local Authority will request an assessment during the drafting of an Educational Health and Care Plan. The school has secured six sessions of three hours a year (April - March). At the beginning of each term the SENDCo, usually with another senior member of staff, will hold a planning meeting with the EP to discuss the children that will require her input for that term. For some children, this is a full assessment, which includes a meeting with parents, observation in class, meeting with relevant staff (e.g. class teacher) and a full cognitive assessment. For other children, a short cognitive assessment/ observation/ feedback to staff may only be necessary, which enables more children to be seen by the EP.

Counselling

The school has a qualified counsellor who runs small group nurture sessions and one to one child-led counselling sessions. Our counsellor joined Park Hill Junior School in the autumn term of 2016 and works four days a week in the Junior School. She also works with families of the children that she works with as necessary. Where appropriate, we employ mentors, therapists e.g drama, to support children. Our Home/School Link Worker helps to support children, as well as works with parents/families with parenting skills.

Speech and Language therapist (In school)

Our attached Speech and Language Therapist (SALT) worked on occasions in school with children who were under their remit and assessed children that were referred through the SENDCo. The SALT would recommend strategies and support programmes after assessing children. This would be implemented by LSAs and parents. Parents can have access to advice clinics to present the needs of their child. The class teacher would also be involved in this process. It is hoped that the SALT will assess children under her remit along with any new referrals; make recommendations and design support plans that can be carried out by parents and LSAs.

Other agencies

We work closely with a range of other agencies including the Occupational Therapy Service, Physiotherapy Service, CAMHS and Local Paediatricians to help us support our children with additional needs. This includes referring children, attending/ arranging appointments with parents, providing written reports and children being assessed and reviewed in school.

Working with parents and carers

We are committed to building positive relationships with all our parents. We recognise the wealth of information that they hold about their child and the importance of working in partnership to meet the needs of their children. We encourage parents to talk to us if they have any concerns about their child and the school will endeavour to work in partnership with the parents, child and (if appropriate) outside agencies to ensure that we all work together to identify the needs of a child, which then enables us to provide the appropriate support for them.

Class Teachers in the first instance have responsibility for overseeing the completion of Individual Provision Logs which set out clear outcomes for children to achieve and how they will be supported to meet these outcomes. Class teachers have responsibility for communicating Additional Support Plans (known at Park Hill Junior School as Individual Provision Logs - IPLs) to parents and carers and children. At Park Hill Junior School, we are keen to develop these plans and make changes after discussing the plans with children and their parents/carers. Class teachers may be supported by the SENDCo or Phase Team Leaders in creating IPLs and suggesting outcomes.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Croydon Local Offer

For more information, please see the following website, which is run by Croydon Council:
<https://localoffer.croydon.gov.uk/>

17. Contact details of support services for parents of pupils with SEN

List contact details of the services available to parents in your area.

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact your child's class teacher in the first instance