



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.

Park Hill Junior School
SEN Information Report

This report describes our 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: **Clara Griffin**

This report was reviewed and updated on: **01/12/2025**

This report was approved by the School Governing Body on: **4th December 2025**

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 Head Teacher - SENCo*

SENCO:

Clara Griffin

Headteacher:

Ayla Arli

SEN link governor:

Mehreen Imran

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Clara Griffin in the first instance. Please contact them on office@parkhilljunior.co.uk

<https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory>

SEN Information Report

SEN Information Report	3
1. School Context	3
2. Whole-school approach to inclusive mainstream offer	3
3. Identifying pupils with SEN and assessing their needs	4
4. Our approach to teaching pupils with SEN within the classroom	4
5. Adaptations to the curriculum for pupils with SEN	5
6. Targeted interventions	5
7. Specialist interventions	5
8. Partnership working and pupils' access to external (incl. specialist) agencies	5
8. Adaptations to the learning environment	6
9. Adapted curriculum pathways	6
10. Assessing and reviewing pupils' progress	6
11. Consulting and involving pupils and parents	7
12a. Supporting pupils moving between phases / transition	7
12b. Preparation for adulthood (secondary only, primary schools remove this section)	7
13. Training for staff	7
14. Evaluating the effectiveness of SEN provision	7
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	8
16. Support for improving emotional and social development	8
17. Pupils with disabilities	8
18. Complaints about SEN provision	8
19. Contact details of support services for parents of pupils with SEN	8

1. School Context

At Park Hill Junior School, we are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. We firmly believe that teachers are responsible and accountable for the progress and development of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND).

Our inclusive provision is built upon the expectation that all teachers will provide Quality First Teaching (QFT) which ensures that every child can access the curriculum and make progress in line with their peers. This is achieved through:

- **Adaptive teaching:** Adjusting teaching methods to meet individual needs.
- **Multi-Sensory Learning:** Engaging multiple senses to solidify understanding.
- **Personalised Learning Opportunities:** Providing tailored activities and support.

The effectiveness of QFT, particularly the quality of adaptation, is closely monitored by the SENDCo and Senior Leadership Team (SLT) through regular classroom visits and book reviews.

As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs.

At Park Hill Junior School, we are committed to the inclusion of all pupils. We believe that every teacher is a teacher of SEND, and we pride ourselves on meeting a diverse range of pupil needs through our robust

Graduated Approach. By following the Assess, Plan, Do, Review cycle, we ensure that support is tailored, purposeful, and adjusted as children grow and develop.

We provide high-quality, inclusive teaching and targeted interventions across the four broad areas of need:

- **Communication and Interaction:** We support children with speech, language, and communication needs (SLCN) and those on the Autism Spectrum. We focus on creating a predictable environment and using visual supports to enhance understanding.
- **Cognition and Learning:** For pupils who learn at a slower pace or have specific learning difficulties (such as Dyslexia or Dyscalculia), we provide scaffolded learning, multisensory resources, and evidence-based literacy and numeracy interventions.
- **Social, Emotional, and Mental Health (SEMH):** We prioritise the well-being of our pupils. Our approach includes nurture-based support and social skills groups to help children manage their feelings and build positive relationships.
- **Sensory and/or Physical Needs:** We work closely with external specialists to provide the necessary equipment or environmental adaptations for pupils with visual or hearing impairments, or physical disabilities, ensuring full access to the curriculum.

2. Whole-school approach to inclusive mainstream offer

At Park Hill Junior School, we are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children to ensure they benefit from explicit modelling. All pupils on the SEN register have a pupil passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage with the information so that all staff know which pupils to prioritise for support.

- **Explicit Instruction:** Breaking down complex tasks and using teacher-led modelling (e.g., "I Do, We Do, You Do").
- **Cognitive & Metacognitive Strategies:** Helping pupils plan and monitor their own learning through checklists and "thinking out loud."
- **Scaffolding:** Providing temporary supports, such as writing frames, word banks, or visual prompts, that are gradually removed as independence grows.
- **Flexible Grouping:** Assigning pupils to groups based on current learning needs rather than fixed "ability" labels.
- **Use of Technology:** Utilising visualisers, speech-to-text tools, and digital resources to reduce barriers to the curriculum.
- **Adaptive Teaching:** Rather than simply "differentiating" by giving different tasks, we adapt the *delivery* of the core curriculum. This means focus pupils access the same high-quality content as their peers, but with higher levels of scaffolding or pre-taught vocabulary.
- **The "Pre-teaching" Model:** Identifying key concepts or vocabulary for focus pupils 24 hours before a lesson, allowing them to enter the classroom with the confidence to participate.
- **Environmental Adjustments:** Prioritising focus pupils for seating arrangements that minimise distraction, provide better access to the teacher, or offer proximity to "working walls."
- **Social & Emotional Buffers:** Using whole-school tools like the *Zones of Regulation* or "Nurture" principles to ensure focus pupils are emotionally regulated and "ready to learn."

Our Goal: By making these high-impact strategies part of our Generally Available Provision, we reduce the need for withdrawal from the classroom, ensuring focused pupils remain at the heart of the learning community.

3. Identifying pupils with SEN and assessing their needs

At Park Hill Junior School, the identification of Special Educational Needs (SEND) is a proactive, multi-layered process that ensures barriers to learning are recognised and addressed early. The school operates under the principle that early identification is essential for a child's long-term success.

A. Identification at Transition and Induction

Transition is treated as a high priority to ensure continuity of care.

- **Year 2 to Year 3 Transition:** The school maintains close liaison with Park Hill Infant School and other schools. Information regarding existing SEND support plans, EHC Plans, and successful classroom strategies is shared between SENCOs and class teachers before the child starts.
- **Mid-Year Induction:** For pupils joining from other settings, the school reviews previous school records and any information from external agencies. Every pupil is assessed on entry to establish a baseline of their current skills and attainment.
- **Early Discussions:** When a child joins with identified needs, the school holds early discussions with parents and the pupil to align expectations and agree on outcomes.

B. Use of Data for Identification

The school uses the Insight data system to monitor the progress of *all* pupils, which serves as a vital tool for flagging potential SEND.

- **Attainment & Progress:** Termly Pupil Progress Meetings are held between class teachers and the Senior Leadership Team (SLT). Data is scrutinised to identify pupils whose progress:
 - Is significantly slower than that of their peers from the same baseline.
 - Fails to match or better the child's previous rate of progress.
 - Fails to close—or begins to widen—the attainment gap.
- **Attendance & Behaviour:** Patterns in attendance and behaviour are monitored as indicators of underlying needs (e.g., SEMH or sensory processing difficulties). A sudden change in behaviour often triggers a review of a pupil's well-being and potential learning barriers.

C. Screening and Assessments

Beyond daily teacher observation, the school employs specific screening tools to pinpoint needs:

- **Whole-Cohort Screening:** Standardised assessments in Reading, Writing, and Maths are used to provide "standardised scores" that can highlight discrepancies between a child's potential and their performance.
- **Specialist Screening:** If a child continues to struggle despite quality first teaching, the Inclusion Team may use diagnostic tools for:
 - **Phonics/Literacy:** Checking for phonological awareness gaps.
 - **Speech and Language:** Identifying communication barriers.
 - **Emotional Well-being:** Using tools like the *Zones of Regulation* or Strengths and Difficulties Questionnaires (SDQs) to screen for SEMH needs.

D. How Staff Share Additional Concerns

The school fosters a culture where "every teacher is a teacher of SEND."

- **Professional Dialogue:** If a teacher observes a pupil struggling with a specific concept, sensory environment, or social interaction, they raise this initially with their Phase Leader.

- **Internal Referral:** Staff submit concerns to the SENDCo, Mrs Griffin. This leads to the "Assess" phase of the Graduated Approach, where the Inclusion Team may observe the child in class to provide specific advice or adaptations.

E. How Parents Share Additional Concerns

Park Hill Junior School recognises that parents know their children best.

- **Open-Door Policy:** Parents are encouraged to speak to the class teacher as the first point of contact, either at the end of the school day or via a scheduled meeting.
- **Formal Consultation:** Concerns can be raised during termly Consultation Evenings, where progress against targets is discussed.
- **Direct Access to the Inclusion Team:** Parents can request a meeting with the Inclusion Manager or SENDCo if they feel their child's needs are not being met or if they have received an external diagnosis/report.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es). 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, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers in prioritising strategies for each pupil and/or identifying which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil passports are reviewed termly by learning support assistants in partnership with the pupil. The pupil passport is shared with parents/carers, and they are invited to meet to discuss/review the contents.

5. Adaptations to the curriculum for pupils with SEN

At Park Hill Junior School, we prioritise mixed-ability grouping in our classrooms. The focus on high challenge, high support through high-quality inclusive teaching means that pupils are encouraged to engage with the resources made available and the modelling that takes place during teaching. Where appropriate, pupils can have access to learning tools to support their learning. This could include wobble cushions, standing stations, Chromebooks, iPads or stimming objects. Teachers use a range of multisensory equipment to support the adapted teaching.

6. Targeted interventions

At Park Hill Junior School, we have the following interventions:

- Speech and Language
- Pre teaching
- Post it note interventions
- Counseling
- ELSA
- Mentoring
- Phonics
- Precision teaching
- Maths booster, reading comprehension and grammar clubs

All interventions are recorded on provision maps and are then reviewed half-termly by the intervention or club lead.

7. Specialist interventions

At Park Hill Junior School, we work in partnership with a range of external agencies, and they will support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. If the intervention does not have the expected impact, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to create opportunities to tailor the pupils' support so that they can access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

Eg: Allen Speech and Language, CAMHS, NHS, Cognus Education Service, Croydon Education Partnership, Occupational Therapy

8. Adaptations to the learning environment

We have a sensory shed available to all pupils across the school. We have calm areas in all year groups which children can access. For those who require a calmer lunchtime, we have the HUB space, which is staffed by members of the senior leadership team. In our classrooms, we have carefully thought about reducing the stimulations on the walls within the classroom environment and adapting individual work stations to meet the needs of the pupils, eg, standing stations, wobble cushions.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

10. Assessing and reviewing pupils' progress

All members of the teaching and learning team are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs, and all members of the team are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, staff members will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Pupils' progress is assessed through a combination of formative assessment during class lessons and interventions, and summative assessment at the end of a term. Attendance and behaviour are monitored by the attendance lead and behaviour lead, and appropriate measures of support are put in place as necessary.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed by the member of staff leading the intervention. Pupil passports are reviewed termly by learning support assistants in partnership with the pupil.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers and the assessment lead to assess and review progress against individualised targets using assessments

such as Bridging the Gap, Pre Key Stage objectives as appropriate. Progress is evidenced using photographs and a running record.

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Park Hill Junior School also runs SEND coffee mornings and a well-attended Neurodiverse Community parental group. These coffee mornings are an opportunity to ask the school any questions. The school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

We encourage parents with children with special educational needs to raise any concerns they have so they are dealt with quickly and smoothly.

12a. Supporting pupils moving between phases / transition

At Park Hill Junior School, we recognise that transitions—whether entering the school, moving between year groups, or leaving for secondary education—can be periods of significant anxiety for pupils with SEND and their families. Our approach is designed to build familiarity, reduce uncertainty, and ensure a "warm handover" of professional knowledge.

1. Induction for New Starters (Including In-Year Admissions)

We aim to make the entry process as smooth as possible through a structured induction:

- **Initial Meeting:** For all new admissions, we offer a parent/carer meeting to discuss the child's history, strengths, and specific needs. For in-year admissions, this happens before the child's first day.
- **The "Buddy" System:** Every new starter is paired with a peer mentor who helps them navigate the school's physical layout and social routines.
- **Standardised Baseline:** *Within the first two weeks, we conduct informal baseline assessments to ensure the "Plan" phase of the graduated approach is accurate from the outset.*

B. Preparing Pupils with SEND for the Next Phase

When pupils move from Year 6 to secondary school (or transfer to a new setting), we go beyond simple data transfer:

- **Enhanced Transition Packages:** For pupils with high levels of anxiety or complex needs, we facilitate extra visits to their new school. These visits often take place during "quiet" times to allow the pupil to explore the environment without the crowd.
- **Transition Booklets:** For children requiring extra transition support.
- **Vulnerability Groups:** We run small-group "Moving On" workshops focusing on practical secondary skills, such as reading a timetable, using a locker, and managing social interactions in a larger setting.

C. Professional Information Sharing (Beyond File Transfer)

While the transfer of the SEND File the CPOMS record is a legal requirement, we prioritise active communication to ensure no nuance is lost:

- **SENCo-to-SENCo Handover:** Our SENCo meets personally (or via direct call) with the receiving school's SENCo. We share "soft data"—what motivates the child, specific triggers that may not be in a formal report, and "what works" in terms of classroom seating or de-escalation.
- **Provision Mapping:** We provide the new setting with a clear history of which interventions the child has accessed and the specific impact they had, allowing the new school to plan their provision immediately.

- **External Specialist Liaison:** If a pupil is supported by an Educational Psychologist or the Speech and Language service, we ensure the receiving school is introduced to these specific practitioners to maintain continuity of therapy.

D. Parent and Carer Involvement

Parents are the primary partners in any transition. Their involvement is secured through:

- **Transition Planning Meetings:** For pupils with an EHCP, the Year 5 Annual Review is used to start the conversation about secondary placement. In Year 6, a specific transition meeting is held with parents to agree on the information being shared with the new setting.
- **Joint Visits:** Where appropriate, we encourage and support parents in visiting new settings alongside their child to ensure a unified message of support.
- **Open Communication:** We act as a bridge between the family and the new school's SEND department, often hosting joint meetings at Park Hill Junior School where the parent feels most comfortable.

13. Training for staff

Our Inclusion Manager is an experienced teacher who has completed her NQSENCO qualification. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching, so that all teachers build their confidence and competence. There is also a team of Learning Support Assistants who receive regular training.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained as Emotional Literacy Support Assistants. We also have members of staff who are level 2 Team Teach trained with a particular focus on de-escalation.

SEND-specific training has been delivered on the following areas:

- Supporting children with specific learning difficulties
- Extreme Demand Avoidance (EDA) or Demand Sensitivity
- Team teach
- Provision map

We commission additional support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the SENCO to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

14. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- *Classroom visits*
- *Parent meetings*
- *Data analyse*

15. 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 students, including our before-and-after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life, including sports day, the school production and all other events. No student is

ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

16. Support for improving emotional and social development

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

- Our PSHE curriculum
- Access to calm lunchtime clubs that are supervised by our emotional literacy support assistants
- Support for families through our family support worker

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to become a pupil leader as well as to take part in any and all extracurricular activities.

There is a rigid stance to bullying.

17. Pupils with disabilities

At Park Hill Junior School, we believe that disability should never be a barrier to academic success or personal growth. Our approach is rooted in the Equality Act 2010, ensuring that disabled pupils have equitable access to the curriculum, the physical environment, and the wider life of the school.

1. Admission Arrangements for Disabled Pupils

As a mainstream junior school within the Greenshaw Learning Trust, our admissions process is designed to be inclusive and non-discriminatory:

- In-Year and Standard Admissions: We follow the Croydon Co-ordinated Admissions Scheme. No child is refused admission on the grounds of a disability.
- Social and Medical (S&M) Criteria: Our admission arrangements include specific oversubscription criteria for children with a "Social or Medical" need. If a child has a disability that makes Park Hill the most suitable school to meet their needs, parents can submit an S&M application supported by professional evidence (e.g., from a doctor or therapist).
- EHCP Admissions: For pupils with an Education, Health and Care Plan (EHCP), the Local Authority consults with the school to ensure we can provide the specific support required. We welcome these consultations and work closely with families to prepare for the child's arrival.

2. Ensuring Equitable Access to Learning

We use "reasonable adjustments" to ensure that disabled pupils can participate in all learning opportunities alongside their peers:

- Adaptive Teaching: Teachers modify how lessons are delivered. This might include providing high-contrast visual materials for pupils with visual impairments or using "Step-by-Step" task cards to support those with executive functioning difficulties.
- Extracurricular Inclusion: We ensure all clubs and school trips—including residential—are accessible. We carry out individual risk assessments and, where necessary, provide additional staffing or adapted transport to ensure every child can participate.
- Assessment Access Arrangements: For formal assessments and SATs, we provide "Access Arrangements" such as extra time, a scribe, a reader, or a laptop, ensuring that a pupil's disability does not prevent them from demonstrating their true ability.

3. Facilities and Environmental Access

The school's Accessibility Plan (reviewed by the Greenshaw Learning Trust) outlines our commitment to improving the physical environment. Current facilities include:

Facility Type	Description of Support
Physical Access	The school's main atrium and hall are accessible via ramps. We use high-visibility tape/paint on steps and play equipment to support visually impaired users.
Acoustics & Lighting	Many classrooms and office areas are carpeted to absorb background noise, supporting pupils with hearing impairments or sensory processing needs.
Parking	Dedicated disabled parking bays are available in the school car park for parents and visitors with Blue Badges.
Specialist Equipment	We provide height-adjustable desks, ergonomic chairs, and specialist IT equipment (e.g. screen readers, adapted keyboards) as recommended by Occupational Therapy or Sensory Support services.
Medical Support	We have a dedicated space for the administration of medication and for pupils who may require private personal care or physiotherapy exercises.

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher 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

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

- Your child's SENCO or caseworker - Can help explain decisions and next steps.
- Independent mediation services (Global Mediation) - The local authority must offer this, and details will be shared with you in writing when a decision is made.

- **SEN Enquiries:** senenquiries@croydon.gov.uk

Croydon SENDIASS (Kids): This is the primary service for parents. They offer confidential advice on the EHCP process, annual reviews, and your rights in education.

- **Contact:** 020 8152 4558 | croydon@kids.org.uk
 - **Drop-ins:** Every Tuesday (10:00–12:00) during term time at the Carers Support Centre.

The Croydon Local Offer: A central website maintained by the council that lists all available services, activities, and policies for children with SEND and their families.

- **Website:** [Croydon Local Offer](#)
- <https://padlet.com/CroydonEPs/croydon-padlet-qbi4yfu4sx1dlemi>
- <https://www.croydon.gov.uk/children-young-people-and-families/family-hubs>