



# SEND REPORT 2022/23

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PART OF THE EALING LOCAL OFFER FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

## **INTRODUCTION**

All Governing Bodies of maintained school have a legal duty to publish information on their website about the implementation of their policy for pupils with SEN.

The Children and Families Act came into effect on 1st September 2014. The Act now covers children with disabilities, not just children with Special Educational Needs. For the purpose of this report, we will focus on the part that specifically deals with children and young people in England with Special Educational Needs/Disabilities (SEND).

## **Definition of SEND**

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they: Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disabilities are broadly defined by the following four areas of need:

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

At John Perryn we believe that Quality First Teaching will make provision for frequently occurring special educational needs (without an Education, Health and Care Plan (EHCP)); for instance behavioural difficulties and medical needs such as diabetes and epilepsy. We have staff who have undertaken specialist training, and liaised with medical professionals, for diabetes and epilepsy, heart conditions and rare syndromes. There are other complex needs which do not occur as frequently, but we will endeavour to do all we can to meet these pupils' needs in a way that does not compromise the efficacy of the education of others. We will work closely with other schools in Ealing and appropriate outreach services to ensure that we always have relevant and specialised support when addressing a need that we may not have extensive experience with.

## **SEND INFORMATION**

The following information reports on the SEND provision at John Perryn Primary School. For the purpose of this report it has been divided into several sections.

### **1) How we identify pupils with SEN**

At John Perryn Primary School we believe that early intervention is the key to enabling children to succeed in all that they do. The staff at John Perryn work together with parents/carers to gather evidence to enable the appropriate support to be funded and used in the graduated approach in the Assess, Plan, Do and Review model.

- The SENCO liaises with previous schools if appropriate.
- We have one to one 'meet the teacher' sessions for reception children.
- Home visits, when possible, by our Nursery staff prior to children starting in nursery.
- Parent information meetings - for example Reception class induction evenings, open mornings and parent workshops.
- Individual induction meetings where child and their parents/carers are shown around the school and a questionnaire completed. These are followed up by the SENCO/DSL if there are SEN or CP concerns.
- Parents should share any relevant information on the admission form as they know their children best.
- Close observation in lesson time by the teacher and teaching assistant followed by reporting concerns to the SENCO.
- SENCO observes, gathers information holistically (attendance, progress over time and behaviour incidents). Then meets with parents to discuss and obtain consent for further assessment by the appropriate service. This is where the journey of 'working together' for the child begins.
- Children are encouraged to identify their own emotional needs by completing a slip for our school counselling service. Our school therapist, Anita Bravin, will see the child at the twice weekly lunchtime drop in service. Some children may attend therapy for 1:1 support and some may attend group therapy.
- Parents can also raise their concerns to the class teacher who then informs the SENCO or an appointment can be made through the school office to meet the SENCO.
- SENCO is available to offer support through the ECHP assessment process which most parents find daunting.

### **2) How we assess children with SEND at John Perryn Primary School**

At John Perryn the staff will work alongside parents/carers to ensure that all our pupils are secure, confident, and content in our school environment and are making good progress. This is particularly important for parents/carers of children with SEND. It is also very important to communicate regularly with

parents/carers and this will be done through informal chats at the school gate or through scheduled appointments with the class-teacher, SENCO or a senior teacher.

- Assessments are a lengthy process due to the demands on services such as Educational Psychology and Speech and Language. We assess children holistically - through information sharing and support and information from parents.
- Children are observed daily and their progress is monitored regularly.
- If concerns remain then the SENCo meets with the child's parents to get a wider picture of the child and establish if parents have concerns of their own.
- The child is then discussed in a SEN plan meeting with the SENCo and an Educational Psychologist (EP) from Ealing Local Authority. The EP only has a certain amount of allocated time per school. There is a waiting list of children to be assessed.
- The child is assessed by the Educational Psychologist with parental consent. This includes a class observation, formal assessment on a 1:1 basis and a meeting with the parent, SENCo and class teacher.
- In some cases further assessment is required. This includes a referral to Speech Therapy, Occupational Therapy (OT) or Child and Adolescent Mental Health Service (CAMHS). Referral to CAMHS may include an assessment by the Child Development Team (CDT) for Autistic Spectrum Disorder (ASD), or Attention Deficit disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD), or anxiety.
- Referrals for OT and CDT now need to be done through an Early Help and Assessment Plan (EHAP) and sometimes a family support worker is allocated to help with this process. Interpreters can be provided from the SAFE team. In some cases we have staff members to translate/interpret information. We have staff who speak Arabic, Farsi, Spanish, Portuguese and Polish.
- The findings from professionals are compiled in a report which includes recommendations for the school to implement. This is shared with parents so they can then use the same strategies at home with their child. We encourage parents to work together with the school on the same targets as then, more progress is made by the child.
- We then review the child's progress, assess further and continue the Assess, Plan, Do, Review (graduated approach) Method.
- If additional support is required the school will apply for an Education, Health and Care Plan (EHCP). This is needed to obtain additional funding and the school will apply for it to our local council while working with the parents.

### **3) How we support SEND pupils at John Perryn Primary School**

Working with pupils and involving them in their learning is pivotal to the success of the child whilst attending John Perryn School. This child centred approach forms the basis of the 'John Perryn Way' which is "Aiming High to Achieve Success in All That We Do".

Children with statements or Educational, Health and Care plans, have an Annual Review meeting, in which their 'desired outcomes' are evaluated by the SENCO, Class teacher, parents/carers and the child themselves.

During this meeting new targets are set based on the child's learning needs. The targets are focussed on providing support for the child's learning in the following academic year. If a need for further support is identified an application will then be made to the LA for further funding, which will be supported by evidence.

Children with SEN support but not an EHC plan have their needs documented in Provision Map. This is a new software programme which John Perryn is now using to document children's needs and monitor progress.

The provisions made for children with SEND include:

- Quality First Teaching where class teachers plan lessons according to the specific needs of groups of children in their class to ensure that all children's needs are met.
- Specific resources and strategies are used to support children with SEND individually and in groups depending on child's needs.
- English and Maths interventions, including phonics interventions and additional 1:1 reading, occur in all year groups. Children also receive support, if needed, through speech therapy programmes or occupational therapy or counselling and play therapy.
- Reviewing progress is important after a child receives targeted support. This happens every term in meetings with parents, children and teachers where 'desired outcomes '(a difference made to the lives of an individual child as a result of intervention or support) are discussed. This is also part of the Provision Map cycle.
- Children are encouraged to evaluate their own learning and discuss their needs with their teacher. We do this at John Perryn School by asking questions in lessons and marking feedback.
- All children have individual targets and SEN children are no different. These targets are reviewed termly and where children do not make the expected progress then steps are put in place to apply for an EHC. This process requires professional reports (EP, Speech and Language) and the process takes 20 weeks from start to finish.

#### **4) How our staff are equipped to support children with SEND**

Part of the role of the Special Educational Needs/Disabilities coordinator (SENCO) is to support the class teachers and teaching assistants in their planning for children with SEND.

The school ensures training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Training for children with SEND is provided by speech and language therapists, educational psychologists, occupational therapists, play therapists, the Primary Behaviour Support team and the Autism Outreach team.

- All staff are trained in behaviour management and safeguarding
- Some staff are trained to manage children with diabetes, epilepsy and other individual health needs
- We have a variety of skilled teaching assistants, including those with a degree and Higher Level Teaching Assistants
- We have a SEN teaching assistant and several Learning Support Assistants trained in speech,

language and communication needs and autism awareness

- Some staff have restraint training
- Our SENCo has NASENCO Accreditation, a Masters in SEN and a postgraduate certificate in Dyslexia, Mental Health First Aid Training and Designated Child Protection Teacher training
- A class teacher is now beginning NASENCO training
- Our leadership team has a great deal of SEN experience, including behaviour management training and Designated Child Protection Teacher training

## **5) How we work with different agencies and professionals to support our children's needs**

John Perryn Primary School works closely and proficiently with a range of agencies and fellow professionals to ensure that children with SEND are identified as soon as possible and the required support is implemented to enable them to achieve success.

- Speech Therapy - We have 2 speech therapists assigned to our school. They assess children and meet with parents as part of that process. They then oversee the progress of children with programmes and staff receive additional training to support the different needs of the children.
- Educational Psychology (EP)-We have termly SEN Plan meetings with the Educational Psychologist where children's learning needs are discussed. The EP then observes those children in class, assesses them formally and a report is compiled with strategies and recommendations to help the child.
- Occupational Therapy (OT) – A therapist attends our school for children who have been referred for Occupational Therapy within their EHC plan. The therapist assesses designs a programme and reviews progress termly. This can be to help a child's sensory processing or fine or gross motor skills.
- Autism Outreach from Springhallow School – A specialist teacher attends our school once a referral has been made for support for a child with autism. This involves observing the child in class and advising support for the child.
- Ealing Primary Centre - Support provided by a specialist teacher and Clinical Psychologist when children display behaviours which are challenging and difficult to manage
- Child Development Team – children under 7 years old may be referred for ASD and associated learning needs. This can be done via the Speech and Language therapist or by the SENCO.
- Child and Adult Mental Health Service (CAMHS) - Children are referred for assessment which involves working with the children's families and professionals to establish the emotional needs of the child and how best to meet those needs.
- School Nurse team – the school nurse will see children who have medical needs and ensure a Health Care Plan is in place.
- Safer Action for Families in Ealing (SAFE) - Professionals from the team work with parents and the SENCO to support families in various ways.

- Social Care - Children and families are supported together with professionals and school to obtain outcomes to benefit the child. This could be through a Child Protection Plan, a Child in Need plan or the team that manages children in foster care.

## **6) How children with SEND needs are supported during different stages of their time at John Perryn Primary School**

School age children pass through different stages during their school life. Examples of this are moving from the reception class to their Year 1 class or moving from Year 6 to secondary school.

When a child with identified SEND joins John Perryn from another school/nursery we:

- Liaise with the previous school/nursery and observe
- Visit the child at home if appropriate
- In reception we have a 'meet the teacher' session for child and parents
- Prepare appropriate classroom resources and support
- If the child's needs are such that they cannot manage a full day in class, an integration plan will be set up in consultation with the SENCO, parent and class teacher. This will be reviewed daily and the number of hours in school will (usually) be increased gradually.

When a child with SEND moves to the year above:

Before all children move to the year group above, they attend assembly and are introduced to their new teacher. The children then spend a session in their new classroom with their new teacher. All information concerning the child with SEND is shared with their new class teacher during teacher handover meetings, at the end of the summer term. Children with communication or ASD needs will be supported for this move through the completion of a transition booklet.

If a child with SEND at John Perryn Primary school moves to another school we:

- Liaise with the SENCo or year group leader to clarify any necessary information prior to the child moving schools.
- Organise meetings for a child with an EHC plan to attend their new school and for a member of their new school to visit the child here at John Perryn Primary.
- We also invite the child's new school to the Annual Review as it is a good way of sharing important information.
- Send on SEND records to the new school.

## **7) Meeting the needs of pupils with disabilities**

- Prior to admission the school will ensure that a risk assessment is completed and that staff are trained to deal with the needs of a child with disabilities

- The school building is wheelchair accessible
- The school building has a lift and an evacuation chair, some staff are trained in personal emergency evacuation
- There are disabled toilet facilities available fitted with a handrail and a pull emergency cord
- The school has internal emergency signage and escape routes are clearly marked
- An Accessibility Plan would be put into place if required
- The school assists individual pupils on a needs-led basis with regard to all activities
- Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs
- When children with disabilities go on trips they are accompanied by staff (one to one) and sometimes parents attend.

### **What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child's progress or well-being then please speak to either your child's class teacher or Mrs. Amaioua to discuss your concerns.

### **What to do if you are concerned about the quality or effectiveness of support your child is getting at John Perryn School?**

The same arrangements for the treatment of complaints at John Perryn are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss concerns with the class teacher in the first instance and with the SENCo where appropriate. Please refer to our Complaints Policy for further information.

They can be contacted on 020 8743 5648 or [admin@johnperryn.ealing.sch.uk](mailto:admin@johnperryn.ealing.sch.uk)

### **Contact details of support services for the parents of pupils with special educational needs**

The Ealing ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) Service offers free, impartial, independent advice and support to families living in Ealing with a child or young person up to the age of 25 who has special educational needs or a disability (SEND).

Ealing ISAID contact details:

Telephone: 0203 978 8989

E-mail: [isaidealing@family-action.org.uk](mailto:isaidealing@family-action.org.uk)

Website <https://www.family-action.org.uk/>

ECIRS (Ealing Children’s Integrated Response Service) offers one point of entry for all referrals and requests for help, advice and information to parents.

ECIRS contact details:

Telephone: 020 8825 8000

Email: [ecirs@ealing.gov.uk](mailto:ecirs@ealing.gov.uk)

Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

- 1) Class Teacher - (as appropriate)
- 2) SENCO - Mrs. Amaioua (by email: [admin@johnperryn.ealing.sch.uk](mailto:admin@johnperryn.ealing.sch.uk))
- 3) Head Teacher – Ms Leah Wright

#### **USEFUL LINKS**

##### **Special Educational Needs Code of Practise 2014**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

##### **Guide for Parents**

<https://primarysite-prod.s3.amazonaws.com/uploads/f50125fc12bb4667b1782616ea66c706/1c6b/SENDGuideforParentsandCarers.pdf>

##### **Policies**

Accessibility Policy

SEND Policy

Medical Policy

Safeguarding and Child Protection Policy

Admissions Policy

##### **Ealing’s Local SEND Offer**

[http://www.ealing.gov.uk/info/13/primary\\_and\\_junior\\_school\\_admissions/1042/special\\_education\\_provision](http://www.ealing.gov.uk/info/13/primary_and_junior_school_admissions/1042/special_education_provision)

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<i>To be Reviewed</i>	<b>September 2023</b>