

## THE SEN INFORMATION REPORT

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

### **School Vision Statement for Children with Special Educational Needs:**

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school provides a broad and balanced curriculum for all children. We recognise that pupils will attain different levels at different times and that some will require an increased level of support in order to maintain progress. Our aim is to enable all children to achieve their full potential and to develop the skills and processes required for them to become independent learners. We will support children to help them to develop a positive self-image and we will offer them purposeful learning experiences. We value our collaborative approach, ensuring that the voices of the children and their parents/carers are included. Aspirations of pupils and their families are recognised, valued and developed; no child will be discriminated against because of disability or learning difficulty. We aim to create an environment where there is a place for everyone and there is a feeling that they belong.

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Draft Code of Practice for SEN.

At John Wood School and Nursery, our Special Education Needs Co-ordinator is Ms Syma Parvez.

She can be contacted on 020 8654 1460 and her email is [sparvez@johnwoodschoo.com](mailto:sparvez@johnwoodschoo.com)



## Roles and Responsibilities in the School for children with SEN:

What should I do if I am concerned about my child's progress or special educational needs and who should I contact?

| Role                     | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Class teacher</b>     | <p>Planning a challenging curriculum which ensures progress for all children.</p> <p>Checking on the progress of your child and planning and delivery of any additional provision required to support progress.</p> <p>Identifying your child's additional needs and difficulties and bringing it to attention of SENCo for further investigation.</p> <p>Implementing High Quality teaching strategies into learning of all children to enable them reach their full potential.</p> <p>Contributing to devising Individual Support Plan and provision maps to focus on the next steps required for your child to improve in their learning.</p> <p>Reviewing your child's targets and progress from individual Support Plan on termly basis with the support of SENCo.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>SENCo – Ms Parvez</b> | <p>Has an important role to play with the Head teacher and governing body in determining the strategic development of Special Educational Needs (SEN) provision in the school.</p> <p><b>If you have concerns about your child you should speak to your child's class teacher/ form tutor first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCO.</b></p> <p><b>SENCo's main responsibilities are:</b></p> <ul style="list-style-type: none"> <li>• To coordinate provision for children with SEN and to develop the school's SEN policy</li> <li>• To put provision in place to ensure that progress of pupils with SEND improves relative to those with SEN</li> <li>• To act as a Deputy Designated Safeguarding Lead (DDSL)</li> <li>• To liaise with specialist professionals and implement and review recommended strategies.</li> <li>• To ensure that the provision of SEND support is in accordance with SEN Policy and the curricular policies determined by the Principal and the Local Governing Board.</li> <li>• To support departmental developments of SEND provision</li> <li>• To monitor progress towards targets for pupils with SEND</li> </ul> |



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|                                    | <ul style="list-style-type: none"> <li>• To work closely with Class Teachers and Learning Support Assistants to ensure appropriate provisions are in place for SEN children, so that they are able to make progress and reach their full potential.</li> <li>• To be responsible for the accurate identification of SEND need across the school, ensuring a rigorous and thorough assessment process</li> <li>• To liaise with staff, parents and external agencies a to co-ordinate their contribution, provide maximum support and ensure continuity of provision</li> <li>• To support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN</li> <li>• To provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings</li> </ul> <p><b>SENCo also ensures that parents are:</b></p> <ul style="list-style-type: none"> <li>• Involved in supporting their child's learning and access;</li> <li>• Kept informed about the range and level of support offered to their child;</li> <li>•Involved in discussions to identify key strengths and areas of difficulty;</li> <li>•Involved in planning provision to overcome barriers to learning;</li> <li>•Regularly included in reviewing how well their child is doing;</li> <li>•Consulted about planning successful movement (transition) to a new class or school;</li> <li>• Included in reviewing how their child is doing;</li> <li>• Consulted about planning successful movement (transition) to a new class or school</li> </ul> |
| <b>Learning Support Assistant</b>  | Working directly with children with Special Educational Needs (SEN). Supporting the children within the classroom, in small groups and individually. Directly supporting the children in achieving their targets from Individual Support Plan. Providing regular feedback to the teacher in respect of the children's progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>The principal – Miss Davis</b>  | The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SEN Governor/Governing Body</b> | Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs and Disabilities (SEND)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## How are Children with Special Educational Needs Identified?

**The Code of Practise (2015) says:** 'A person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability that 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.'

At John Wood School, we recognise the importance of early identification and aim to identify children's special needs as early as possible.

When children have a Special Educational Needs or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting.

If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with SENCo to seek further advice.

If a class teacher is concerned about your child's development or lack of/slow progress they will discuss the issues with you and implement ways of working together to support your child. The class teacher will implement High Quality Teaching strategies into your child's learning.

Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.

When it is evident that a pupil will require higher level and more tailored support than is available from everyday teaching we will offer **Additional SEND Support**.

Parents will be formally notified that their child will receive this additional support and placed on the **SEND register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

Difficulties with social and emotional wellbeing may also trigger a need for additional support.





### Graduated Response:

Once identified as requiring additional SEN support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long-term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.

The level of support offered to children on the SEND register (the graduated response) ranges from **short term targeted interventions** through **SEND support** to involvement of the **external agencies** depending on the needs identified.

#### Assess

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a Speech and Language Therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

John Wood School and Nursery recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

#### Plan

John Wood School and Nursery will use the information from the assessment to draw up a plan to outline the support that will be offered. The plan will:

Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need

- Detail the range of additional interventions, resources, provision and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil
- This plan will be recorded as a 'Provision Mapping document'



This plan will be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies, approaches and resources that have been agreed.

Parents will receive copy of this plan with a specified time frame to show when it will be reviewed.

#### **Do**

The class teacher, with the support of the SENCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when any intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

#### **Review**

The impact of any additional support offered will be reviewed in accordance with the date on the plan (once a term). Parents will be invited to attend this review meeting along with pupils when this is appropriate.

This review may be included in the general school cycle of parental consultation meetings. However, where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.



## How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children through:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning. Some examples of interventions are outlined below.

- Integrating resources and strategies as recommended by specialist agencies

### **Examples of SEN interventions:**

- **Bucket time** – a multi-sensory activity for children with Speech, Language and Communication needs as well as children with ASD
- **Colourful Semantics** - a targeted approach to support children with their sentence building and to teach them about sentence structure.
- **Handwriting support** – for children under the OT or who may need to develop their fine motor skills
- **SALT**- 1:1 support for children with EHCP SALT outcomes.
- **Reading intervention** – targeted programme for children to develop their comprehension skills
- **Sensory Room Activities** – short sessions aimed at improving children's fine and gross motor skills.
- **ELSA (Emotional Literacy)** – involves having self-awareness and recognition of your own feelings and knowing how to manage them, such as the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others
- **Streamed Phonics** – targeting pupils with gaps in their phonological awareness
- **Social Skills** – sessions aimed at improving children's social skills and interaction with others. They are focused on training individuals in socially relevant behaviours, such as communication skills, assertiveness and negotiation skills.
- **Play Therapy**-Delivered by Words First. These sessions make use of intense play therapy to discover, relieve and express acute ( Social, Emotional, Mental Health) SEMH needs and trauma children might have experienced.
- **MHST Support**-A government initiative to support children's mental health and support to their families.
- **NESSY** – an online literacy intervention aimed at children with dyslexic tendencies.



### **What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?**

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips. We monitor attendance at morning and after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

We liaise closely with Local Authority's Specialists teachers to establish access arrangements plan for children with disabilities, including those with Vision and Hearing Impairment.

### **How are staff kept up to date with the Special Educational Needs in the school?**

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

Our fully qualified SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of each child.

### **What specialist support can the school access to support my child?**

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

**CAMHS (Child and Adolescent Mental Health Service)**- Referrals to support children with SEMH needs and/or to assist with diagnosis of ADHD/ASD

**Community Paediatrician** - Health professional with a range of skills and expertise

**Educational Psychologist** - Referrals made to observe children/ complete cognitive assessments to identify needs and offer further advice/support

**Occupational Therapy** - To identify and support fine/gross motor skill difficulties, sensory and self-regulation needs

**Speech and Language Therapy** - To support children with speech, communication and language needs

**School Nurse** - Works with school to support medical needs of pupils

**MHST (Mental health Support Team)** – provide additional emotional wellbeing support to children, their families and the school

**Good Food Matters**- A charity programme that provides additional support to SEN and Pupil Premium pupils through gardening workshops.

**Social Care** - School can contact MASH for advice and liaises with social care regarding CP/CIN cases



**Special School Outreach Support** - Schools can visit to gain advice and receive support/ideas on inclusion

**Virtual School for Children who are Looked After** - Supporting children who are looked after by the Local Authority (in foster care)

A full range of the support available can be found in the Croydon Local Offer for pupils with SEN [www.croydon.gov.uk/sendoffer](http://www.croydon.gov.uk/sendoffer)

### **How can the school help my child with transition?**

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of transition support.

### **When joining the school in our Reception/Nursery classes:**

The SENCO and or EY staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required.

### **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. All records will be passed on as soon as possible.

### **When moving between classes and phases:**

An information sharing meeting will take place with the receiving teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

### **When moving to secondary school:**

Our SENCO will attend a vulnerable group's transfer meeting mid-June for professionals to meet and hand over details to support a smooth transition. Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

### **Engagement with Pupils and Families:**

#### **How does the school involve children and parents in decisions about provision and support?**

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision. We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where



more regular updates are required we will agree with you the best way to share information. We will use Individual Support Plans and provision maps to ensure that the views of all pupils are captured so that their achievements can be celebrated and needs fully understood.

For Year 5 and 6 pupils with SEND, including those with EHC plans, the SENCO will share a list of local Secondary Schools, including Special Schools and schools with enhanced provisions and encourage parents to visit a range of secondary schools, and organise review meetings to discuss transition. At whole school level the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for SEND pupils at our school.

Activities include:

- Coffee morning for parents to build awareness of activities and facilities for SEN pupils
- Liaison with parent representatives to update policies and procedures relating to SEND provision.
- SENCo being visible and approachable at the gates of the school on Wednesday morning and available for appointments Monday to Friday.

### **Arrangements for managing complaints:**

#### **What should I do if I am unhappy about the support my child is receiving?**

In the first instance you should speak to your child's class teacher. To allow time to discuss the issues you should contact the school office to make an appointment. Depending on the nature of the concern the SENCO and other senior leaders may attend this meeting or subsequent meeting. If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEND Information and Advice) and Mediation Services. This service is not linked to the school. The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist. If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website. If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.



## Terminology

There are many Special Education Needs terms that are abbreviated which can be confusing. Below is a glossary of some of the most used terms:

|                                                     |                                               |
|-----------------------------------------------------|-----------------------------------------------|
| ISP - Individual Support Plan                       | EAL - English as an Additional Language       |
| ADHD - Attention Deficit and Hyperactivity Disorder | EHA - Early Help Assessment                   |
| ADD Attention Deficit Disorder                      | EHCP - Education, Health and Care Plan        |
| ASD Autistic Spectrum Disorder                      | ELP - Enhanced Learning Provision             |
| PDA - Pathological Demand Avoidance                 | EP - Educational Psychologist                 |
| ODD - Oppositional Defiant Disorder                 | FSM- Free School Meals                        |
| CIN - Child in Need                                 | HI - Hearing Impairment                       |
| CLA - Child Looked After                            | VI - Visual Impairment                        |
| CoP - Code of Practice                              | KS - Key Stage                                |
| CP - Child Protection                               | LA - Local Authority                          |
| DDA - Disability Discrimination Act                 | MASH - Multi-Agency Safeguarding Hub          |
| DfE - Department for Education                      | RA - Risk Assessment                          |
| MLD - Moderate Learning Difficulty                  | PEEP - Personal Evacuation Emergency Plan     |
| NC - National Curriculum                            | SEN - Special Educational Needs               |
| OT - Occupational Therapist                         | SENCo - Special Educational Needs Coordinator |
| SALT - Speech and Language Therapy                  | SpLD - Specific Learning Difficulty           |
| TA - Teaching Assistant                             |                                               |
| LSA - Learning Support Assistant                    |                                               |

This report setting out our approaches to meeting needs of pupils with SEND will be updated at least annually.

We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.