



Special Educational Needs Information Report

Last reviewed: July 2020

Next due for review: July 2021

Deer Park School is a mainstream primary school for children aged 4 – 11 years. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and / or Disability being met in our mainstream setting wherever possible, where families want this to happen.

Information about how Richmond as a Local Authority supports children with SEN (called their local offer) can be found on their website www.afclocaloffer.org.uk

Below are questions that give you more information about how we support children with Special Educational Needs at Deer Park School.

What is Special Educational Needs?

Children with Special Educational Needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to others.

Definition of Special Educational Needs?

The Special Educational Needs code of practice 2014 states that a child or young person has SEN if they have a learning difficulty or 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:*

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) 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 are broadly defined by the following four areas of need:

- Social, Emotional and Mental health
- Cognition and Learning
- Communication and Interaction
- Sensory and / or Physical needs

1. Who are the best people to talk to at Deer Park about my child's difficulties?

The Inclusion Team

The Inclusion Manager and SENCo at Deer Park School is Lisa Said. You can contact them on 020 83534248 or info@deerparkschool.org.uk

Responsible for:

- Developing the school's SEN policy to make sure all children get appropriate support and high quality teaching
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs
- Coordinating all the provision for children with special educational needs or disabilities (SEN)
- Writing Individual Education Plans (IEP) with the class teacher, and sharing and reviewing these with parents at least once each term and planning for the next term
- Liaising with external agencies who may be coming into school to help support your child's learning, for example, the Speech and Language Therapist, Educational Psychologist or Occupational Therapist
- Providing specialist guidance to colleagues in the school so they can help children with SEN in the school achieve the best progress possible
- Ensuring that parents are involved in supporting your child's learning and kept informed about the support your child is getting.
- Liaising with potential next providers of education to ensure a smooth transition is planned.
- Ensuring that pupils have their opinions heard in meeting their Special Educational Needs.

Class Teacher Responsible for:

- Quality first teaching that meets the learning needs of all pupils
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in agreement with the Inclusion Manager
- Writing Individual Education Plans (IEP) with the Inclusion Manager, and sharing and reviewing these with parents at least once each term and planning for the next term

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress; this may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

Head Teacher Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN
- Ensuring the Local Advisory Board (LAB) is kept up to date about any issues in the school relating to SEN

SEN LAB member Responsible for:

- Making sure the necessary support is made for any child who attends the school who has SEN

2. What are the different types of support available for children at Deer Park?

Quality First Teaching

For your child, this means:

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class; this may involve things like using more practical learning. All children at Deer Park should be getting quality first teaching as a part of excellent classroom practice.

Specific small group work (sometimes called Intervention Groups in school)

For your child, this means:

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress
- Programmes of support will be put in place on a short term basis to help your child to 'catch up'

This may be:

- Run in the classroom or in the group room
- Run by a teacher or a Teaching Assistant using the teacher's plan

This type of support is available for pupil who have specific gaps in their understanding of a subject/area of learning.

Highly personalised support, called Special Educational Needs Support

For your child, this means:

- In consultation with you, your child will have been identified by the Class Teacher and Inclusion Manager as needing extra specialist support in school instead of, or in addition to quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan the focused support for your child through writing an Individual Education Plan
- Personalised support through specific strategies (which may be suggested by the Inclusion Manager or specialist professional) are in place to support your child to learn and make progress
- A Teaching Assistant or Teacher will run these small group sessions using the Teacher's plan
- You may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist to help the school and yourself understand your child's particular needs in order to provide focused support
- The specialist professional will work with your child to understand their needs and make recommendations

A group or individual work with the outside professional

- This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups is called SEN support

Specified Individual support

This support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan).

This means your child will have been identified by the Class Teacher and Inclusion Manager as needing a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN Support.

For your child this means:

- The school (or you) can ask the Local Authority for an Education, Health and Care (EHC) needs assessment for your child
- This is a legal process which sets out the amount of support that will be provided for your child
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a EHC assessment
- If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs
- After the reports have all been sent in, the Local Authority will decide if your child's needs require an EHC Plan in order to make good progress
- If this is the case, they will write a EHC Plan
- If this is not the case, they will ask the school to continue with Special Educational Needs Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline long and short term objectives for your child and what support they will receive in order to achieve these outcomes

This type of support is available for children whose learning needs are complex and lifelong.

3. How do we involve pupils and parents in decisions around their Special Educational Needs?

Pupils with identified SEN will have an Individual Education Program (IEP) which will be shared with parents at least termly. The class teacher and SENCO work very closely with the child and their families to ensure they have involvement in their team who supports the child in meeting their individual needs. As a school we believe in making children part of the team that identifies their needs and reviews their provision regularly. Pupils are encouraged to share information through pupil portfolio consultations.

We have an open door policy and parents can contact the school to organise meetings whenever they have the need.

We also work closely with external agencies that can offer support to parents, families and children. Deer Park is a free and independent school that utilises the services of Achieving for Children (AFC). If you have any queries on the local offer the link below will take you to the AFC website.

AFC Local Offer - https://kr.afcinfo.org.uk/local_offer

SENDIASS is a free and confidential service to support families and children 0-25 with understanding their rights within the Richmond Borough.

SENDIASS - <https://www.kids.org.uk/richmond-and-kingston-sendiass>

4. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Inclusion Manager or Head Teacher
- If you are still not happy, you can speak to the school SEN LAB member

5. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan with you any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning
- Agree targets for the Individual Education Plan

Over an agreed period of time, the school will deliver the additional support and arrange a review meeting with parents to discuss:

- The effectiveness of the support
- Progress towards the agreed outcomes
- Set new targets if required where appropriate, we will also have a conversation with your child about their learning and fully involve your child in agreeing the desired outcomes and how we will achieve them

6. How is extra support allocated to children?

- The school budget, received from Richmond Local Authority, includes money for supporting children with SEN
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school
- The Headteacher and the Inclusion Manager discuss all the information they have about SEN in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - The Head Teacher and Inclusion Manager decide what resources, training and support is needed via a Provision Map
- All resources, training and support are reviewed termly by the Headteacher and Inclusion Manager and changes made as needed

7. Who are the other people providing services to children with SEN at Deer Park School?

At Deer Park we work in partnership with a range of professionals in order to support children with SEN.

Directly funded by the school via accessing the services on offer from the Local Authority.

These are delivered in school:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Additional Speech and Language Therapy

Provided and paid for by the Health Service (Hounslow and Richmond NHS Trust) but delivered in school:

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy

In addition the Inclusion Manager can make referrals to:

- The Child and Adolescent Mental Health Service (CAMHS)
- The Primary Mental Health Team (PMHT)
- Social Care services

8. How are the teachers in school helped to work with children with SEN and what training do they have?

- The Inclusion Manager's job is to support the class teacher in teaching children with SEN
- The school has an ongoing training plan for all staff in order to improve the teaching and learning support for children with SEN. During 2019/20 staff have completed or are in process of completing some of the following training: TEACCH; dyslexia support; support strategies for reading; social, emotional and mental health support; ADHD; ASD and general SEN strategies
- Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class

9. How will the teaching be adapted for my child with SEN?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
- Risk Assessments are completed on a daily basis to ensure that the environment and provision is suitable for every child at school
- IEPs are referred to daily and used as part of planning for individual children with specific needs

10. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher
- Your child's progress is reviewed formally every term during Pupil Progress Meetings
- Information is shared with you every term at parent's evening
- If your child is in Year 1 and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their achievements in more detail and will also show smaller but significant steps of progress, this is called 'P levels'
- At the end of each key stage (i.e. at the end of year 2 and year 6,) the government requires all children to be formally assessed using Standard Assessment Tests (SATS) and the results are published nationally

In addition:

- For children at SEN Support, they will have an Individual Education Plan (IEP) that will be reviewed with your involvement, every term
- The progress of children with a Statement of SEN or EHC Plan is formally reviewed at an Annual Review meeting with all adults involved in the child's education
- The Inclusion Manager will also check that your child is making good progress within any individual work or in any group that they take part

The effectiveness of the school's provision for pupils with SEN is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team. This includes:

- Termly Pupil Progress Meetings
- Half-Termly Interim Progress Review Meetings
- Learning walks
- Book/work scrutiny
- Lesson/intervention observations
- Termly Provision Management audit

11. What support do we have for you as a parent of child with an SEN?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns or worries you may have
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report
- IEP's will be reviewed with your involvement each term
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- The Inclusion Manager will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs

12. How is Deer Park accessible to children with SEN?

Deer Park makes best endeavours for an inclusive practice wherever possible. Although we will consider each pupil in a case by case basis, we offer some of the following adjustments.

- The lower level of the school site is fully accessible to children with physical disability via ramps
- Wrap around care can be accessible to all children including those with SEN
- Extra-curricular activities are accessible for children with SEN
- Access arrangements are made by the Inclusion Manager for children with SEN who take part in Standard Attainments Tests (SATs) in Year 6
- Support is provided for children with SEN who require it at lunchtimes and breaks
- Risk assessments are undertaken before all school trips to ensure that they will be appropriate and assessable for all children on the trip
- All children and their families, regardless of their Special Educational Needs, are always included to take part in all special school activities such as: sports day and The Richmond May Fair

13. What support is available to children who require social, emotional and mental health support who have SEN?

- All staff are trained to use the 'Zones of Regulation' in supporting children throughout the day.
- Deer Park and our PTA have invested in a school ELSA (emotional literacy support assistant) who will be able to offer emotional literacy awareness to pupils experiencing some of the following needs: anxiety, bereavement and social skills.
- Bespoke behaviour plans can be created with the support of the pupil and their team to ensure consistency so appropriate adjustments can be made.

14. How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
 - We will make sure that all records about your child are passed on as soon as possible, with your permission
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher
 - A social story or transition book to support your child's understanding of moving on, will be made for them if needed
- In Year 6:
 - The Inclusion Manager will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school
 - Your child will have focused learning tasks about aspects of transition to support their understanding of the changes ahead
 - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

In addition, for children with a statement or EHC plan we will:

- Hold the Annual Review in Year 5 at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school
- Hold a Transition meeting in Year 5 Summer Term to discuss your preferred secondary school choices
- Hold the Annual Review in Year 6 at the end of the Spring Term or beginning of the Summer Term and invite the SENCo of the named secondary school to attend

14. What do I do if I want to make a complaint?

We aim to do everything that we can to ensure that the happiness and wellbeing of every child and their family is achieved each day. If we are unable to address your concerns informally you can access our Complaints Procedure Policy [here](#).