



SEND Information Report

Information on Enfield's Local Authority Local Offer for children and young people with Special Educational Needs can be found on: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES AT STARKS FIELD PRIMARY SCHOOL

Our vision and how we hope to achieve it:

'Be the Best You Can Be'

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

At Starks Field we work to ensure that your child feels secure in the caring environment which we endeavour to create at all times. We value parent's contributions and hope that the partnership between home and school will provide a strong foundation for all pupils to grow and develop to their full potential. We welcome children and parents of children with special educational needs and are an inclusive school that seeks to raise achievement and remove barriers to learning so that our children can achieve their full potential.

We recognise that each child is a unique individual and we aim to provide support in a sensitive and caring manner.

Starks Field is vibrant, inclusive school where children can develop into independent learners. We are fully committed to meeting the needs of those pupils with SEN and/or Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Starks Field Primary School has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

What type of school is Starks Field?

Starks Field is a community mixed Primary and Nursery School taking children from 3-11 years. It opened in September 2004.

What is Starks Field's current Ofsted rating?

Starks Field Primary school's last Ofsted inspection took place on 23rd and 24th April 2015. <http://starksfield.sites.schooljotter2.com/ofsted>

How does Starks Field Primary School ensure that children who need extra help are identified early?

At Starks Field Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school – observations of pupils, attainment levels (National Curriculum and/or P levels), Foundation Stage Profiles, reports from external agencies, reports from previous schools, termly pupil progress meetings, standardised screening and assessment tools
- Staff and parents can raise concerns about a child with Mrs M Smith, the Assistant Head for Inclusion (Monday – Wednesday) or Ms Fulton, the SENCO (Mon-Fri)

Based on the school's observations, tracking of assessment data, progress after interventions and a discussion

between the class teacher and Mrs Smith/Ms Fulton it will be decided what type of support will be required to support the child. This may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEND in class
- Access to additional interventions/ reasonable adjustments made for SEND

Parents are consulted and will be informed of the provision in place as well as ways in which they can support at home.

What should a parent do if they think their child may have special educational needs?

Our 'open door' policy means that parents are welcome to bring their concerns to the school. It is usually best to talk with the class teacher in the first instance. The class teacher may introduce parents to Mrs Smith (AHT – Inclusion) or Ms Fulton (SENCO) for further discussion and action.

What does Starks Field School do to help children with special educational needs?

What additional support is available for pupils with SEND?

The school provides various interventions/support to meet the individual needs of the children. Those children who require higher levels of support have additional access to support staff and may have an Individual Education Plan (IEP).

At Starks Field we have a number of intervention programmes. These include:

- Social skills – as appropriate to the needs of individual children
- Speech & language groups that vary over time dependant on the individual and cohort needs – Reception to Year 6
- Secondary transition group – Year 6
- Phonics groups- Reception to Year 2
- Maths groups
- Writing support
- Friendship Groups
- Gross and fine motor skill groups

The impact of these intervention programmes is monitored through assessments that are relevant to the intervention programme.

What is the school provision map?

The provision of interventions, which are additional to the day-to-day class teaching, is mapped out. The provision map highlights pupils and the additional support they receive. However, bespoke intervention is also designed to meet the needs of pupils when required.

What are the different staff roles?

The Inclusion Team, which offers support throughout the school, consists of:

- Assistant Headteacher (Inclusion)
- SENCO
- Two dedicated Learning Mentors for SEND
- There is a Teaching Assistant (TA) in every year group. Learning Support Assistants (LSA) also support pupils with SEND on a 1:1 basis, if applicable.

How do the staff at Starks Field know how effective its arrangements for children with special educational needs are?

At Starks Field, we follow a cycle of **Assess - Plan - Do - Review** when supporting children with SEND or if we suspect a child may need extra support. This means that we carefully arrange provisions to support the child's progress and frequently review these.

Progress is measured by how much the child improved from the starting point and also by comparison with age-related expectations. The extent of progress is evident during the termly Pupil Progress Reviews when pupil progress is reviewed. In addition, the data-tracking system used by teachers allows them to monitor pupil performance. It is important for staff and parents to recognise the progress the children make from their personal baselines and previous markers.

How do teachers match the curriculum to an individual child's needs?

Starks Field Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND.

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies including different levels of differentiation to access classroom learning and a parallel curriculum where required
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Use of visual timetables, visual prompt cards, coloured overlays where necessary

How are Starks Field's resources allocated and matched to children's special educational needs?

At Starks Field School, the budget for SEND is largely spent on resources for interventions e.g. books for the Target Reading programme, staff for interventions etc.

The AHT (Inclusion) / SENCO in consultation with the class teacher, decides what type of support and how much of it is required. These decisions are based on the child's needs, staff resources and providing a balance between withdrawal support and in class learning.

For example, a pencil grip may make a significant difference to the handwriting of a child with fine-motor difficulties.

The school invests in quality resources including high quality intervention programmes, motivating games and other resources which help develop language, skills and knowledge.

How are decisions made about what type and how much support an individual child will receive?

Decisions are made during:

- termly Pupil Progress Reviews, where the class teacher meets with the senior leaders, as described previously.
- Weekly Inclusion Meetings also allow the Inclusion Team to update support and improve effectiveness where required.
- Pupils needs are discussed including their own learning style which may suggest the use of different support and/or teaching strategies and a range of resources.

- Where specialist resources are needed, the school consults external professionals, such as the Educational Psychologist (EP), Occupational Therapist (OT) and Speech and Language Therapist (SALT).
- External professionals such as an EP or SALT typically make recommendations which the school and home are then expected to fulfil, as opposed to direct input.

How do you monitor a child's progress and how do you communicate with parents about their child's progress?

Class teachers monitor each child's progress on a regular basis and update the school tracking system. Where intervention programmes take place, assessments are always made before and after, in order to measure the impact. Parents of children with special educational needs are informed about attainment and progress through parent consultations meetings and SEND Review meetings.

If your child is on the SEND register, you will be invited to an IEP review meeting with your child's class teacher once a term. (3x yearly). Parents have a consultation meeting with their child's class teacher three times a year. In addition, parents can request to meet the AHT (Inclusion)/SENCO at any time. At these meetings, the child's attainment and progress will be discussed as well as any additional support in place for them.

How and when will parents be involved in planning their child's education support?

As stated above there are several meetings throughout the year. There are opportunities for ongoing discussions with parents, as described earlier by the 'open door' policy. The quality of relationships and communication between parents, the child and the school are important considerations.

Do you offer any parent training or learning events?

- Our weekly Parent Coffee mornings invite outside agency professionals to discuss strategies that maybe helpful. For example, the Speech and Language Therapist was invited in to discuss 'The importance of talk'.
- Where teaching strategies are deemed useful to share with parents, workshops (e.g. maths or phonics) or information on the Curriculum pages on the website inform parents.

What support does the Starks Field offer for children's overall health and wellbeing?

Starks Primary School is a values school and the children are taught about values throughout the school day. The school's values help the children with their behaviour and their relationships within school and at home.

Every year group has a Teaching Assistant who is first aid trained. The Teaching Assistant is also available to provide pastoral support to pupils. There is also a Welfare Assistant available each day. Also :

- Staff at the school take a 'whole family' approach, recognising that parents or carers of children with special educational needs may need support too (e.g. in terms of respite, parenting skills advice, or meeting emotional needs by referring to professional bodies).
- Currently at Starks Field we run the 'Health & Wellbeing Service' (HEWS). Provided by qualified people who try to help children and sometimes jointly with parents who are sad, angry or anxious etc...
- Medical needs for pupils are taken into consideration. Our Welfare Officer helps meet pastoral needs of pupils on a daily basis. A Care Plan is written for pupils, with the support of our School Nurse, where medical needs are significant. This is shared on a need-to-know basis.
- Dietary needs are also taken into consideration.
- Support is in place for developing social skills at playtimes (e.g. the training of buddies/ a dedicated quiet area/ ball games on certain days / lunch time clubs).

The school shares the same expectations for behaviour in every class through its Behaviour Policy. Where behaviour is an ongoing issue for a child, a Pastoral Support Plan is developed with the school, family and pupil (if applicable).

What specialist services and expertise are available at or accessed by the school?

The school has finite allocation for the services below:

- Educational Psychologist
- Speech Therapist
- School Nurse
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Health & Well Being Service (HEWS)
- Behaviour Support Service (BSS)
- Occupational Therapist (OT)
- Physiotherapist
- Education Welfare Officer (EWO)
- Joseph Clark (Visually Impaired)

Other specialist services are available, for example, a pupil with diagnosis for ASD could benefit from support from Russet House Outreach Services (Autism Advisory Service). Pupils with diagnosed hearing impairment also receive routine support from the Hearing Impaired Team.

What training has the staff supporting children with special educational needs and disabilities had?

Training on SEND is delivered to whole staff as required and staff can request training that is relevant to their needs of pupils in their class at any time. The school buys in to the Local Authority (LA) school improvement service training package for SEND.

Teaching Assistants / Inclusion team meet on a weekly basis. As the School Improvement Plan is rolled out, policies are reviewed and new training is delivered for Continued Professional Development, including matters for inclusion. Teachers and teaching assistants are given opportunities and access to training provided by the Local Authority (LA), in line with School Improvement Plan. Members of staff also attend courses which are relevant to the needs of their pupils, including refresher courses.

How are children included in activities outside the classroom including school trips?

Risk assessments are made prior to educational visits as safety is of paramount importance. Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents or carers where necessary.

How accessible is the school environment?

- The school building is wheelchair accessible
- Disabled toilet and shower facilities
- Disabled Parking bay
- Access to SEND equipment e.g. wobbly cushions, writing wedges

How does the school prepare and support children when they join?

- The Early Years Foundation Stage team make home visits before the children begin in Reception and Nursery.
- Visits are made to pupils with special educational needs in their pre-school settings in order to fully prepare the child.
- The school operates a staggered entry system. However, flexible approaches are employed for pupils with SEND.
- A personalised transition book is made for some pupils who require the visual support.

How does the school support children when they transfer to a new school?

- Transition work also takes place in Year 6 (e.g. meetings with the SENCOs from the secondary schools, pupils make visits or attend taster days).
- We support parents in ways best suited to the situation. This may involve making visits to the school with the parents.

How are parents involved in school life?

We greatly value the involvement of parents. Parents may get involved in practical ways by volunteering to help pupils (e.g. Supporting in the nursery, reading support) or by becoming a governor. Appropriate checks are put in place where there is involvement with children including DBS clearance, two references, induction and training.

How does the school communicate with parents/ carers whose first language is not English?

Staff at Starks Field look at ways in which they can better communicate with parents whose first language is not English, as we have a rich and diverse intake, whose pupils collectively speak 33 languages. Pupils and parents are considered a resource to each other and we do encourage parents with the same home language to converse with each other over school matters.

Who can a parent contact for further information or to discuss a concern?

Parents and carers are encouraged to talk to their child's class teacher in the first instance.

Alternatively, The SENCO – Miss SJ Fulton (NASENCO Award in progress) or The AHT (Inclusion) - Mrs M Smith will also be happy to discuss matters concerning parents.

Who to contact to complain?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. For our SEND complaint procedure please follow the link below:

<http://www.starksfield.enfield.sch.uk/school-information/policies>

If your child is undergoing statutory assessment, there are professional bodies the school can signpost you to.

What are the contact details of support services of pupils with SEND?

- (Special Educational Needs and Disabilities Information, Advice and Support Service <http://www.enfieldparents.org.uk/enfield-sendias>)
- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers. Tel: 0208 373 2700; email; enquiries@enfieldparents.org.uk
- Our Voice – a parent led organisation seeking to improve services for children with disabilities in Enfield. Tel: 07516 662 315; email; info@ourvoiceenfield.org.uk
- Community Parent Support Service – available to all families living in Enfield. Works with parents of children aged 0-18 years dealing with concerns and issues before they become a problem. Tel: 020 8372 1500

This information report on Special Educational Needs and Disabilities was prepared and completed November 2016 by Mrs M.Smith. It will be reviewed on November 2017.

A big thank you to the parents who helped co-produce this document