



# Rosh Pinah Primary School

**SEND Information Report 2020/2021**

## Introduction

All Barnet schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The Children & Families Bill 2014 requires Local Authorities and schools to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

The intention of the 'Local Offer' is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The 'SEND Information Report' complies with the statutory requirements laid out in the Equality Act 2010 as well as the requirements laid out in Part 3 of the 'Children and Families Act' 2014 and the 'SEND Code of Practice 2014' ( which came into force from 1st September 2015).

## How pupils at Rosh Pinah are identified with Special Educational Needs & Disabilities?

We identify and assess pupils with SEND as early as possible following the new 'SEND Code of Practice 2014'.

The 'SEND Code of Practice 2014' states that:

A child or young person has SEND 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 or disability 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.

A graduated approach is used which involves assessment, planning, differentiating provision and reviewing its impact.

The four broad areas of need are as follows:

- Communication and Interaction
- Cognition & Learning
- Social, Emotional & Mental Health needs
- Sensory and Physical

## Assess

Pupils are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parents/carers
- Concerns raised by the class teacher – staff assessment using observation, pupil progress information, attainment, behaviour or when the pupil is working significantly below his/her age-related expectations
- Concerns raised by external agencies/specialists e.g. Educational Psychologist, Speech Therapist, Occupational Therapist or Paediatrician
- Information provided by the CAMHS Team e.g. diagnosis of ADHD and ASC
- Information received from previous placements or the Local Education Authority

Parents and carers are fully involved in the identification and assessment of SEND. We strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.

## What should I do if I think my child has SEND needs?

If you have any concerns regarding your child's progress please speak to your child's class teacher in the first instance and then contact the acting Deputy Head Teacher (Inclusion and Safeguarding) via the school office.

We aim to provide a partnership with parents and carers focusing on each child's strengths as well as needs by:

- Involving parents and carers as soon as any concern is raised
- Meeting with parents and carers to discuss pupil progress and the impact of additional support and intervention
- Inviting parents and carers into meetings with external agencies for further advice and support
- Involving parents and carers in the application process for an EHC Plan
- Involving parents and carers in the review process for SEND Support Plan, Education & Health Care Plan or Transfer Review Plan
- Providing information for parents if they require access to and support from outside organisations e.g. SENDIASS – London Borough of Barnet SEND Information, Advice and Support Service (formerly 'Parent Partnership')

## Plan

### What kind of Special Educational Needs and Disability provision is available?

We meet the needs of all pupils with SEND by planning appropriate and flexible forms of educational provision, enabling efficient use of all available resources including:

- Class Teachers providing Quality First Teaching and learning through effective differentiation and use of personalised resources
- Targeted Provision – support is focused on individual needs and personal outcomes. Class Teachers work in partnership with the acting Deputy Head Teacher (Inclusion and Safeguarding) and external agencies where necessary to implement appropriate intervention and support programmes

### **Targeted provision includes:**

- Support with differentiated work in the classroom
- Small group work focusing on targeted areas of need
- Specific individual support from the School or external specialists e.g. ASC Advisory Staff Hearing Impairment Advisory Team, Occupational Therapist or from an Educational Psychologist

## **How are teachers helped with supporting children with SEND?**

The School provides training and support to enable all staff to improve their teaching and learning of children with SEND. Training, support and advice is provided by the NHS, Private Therapists and other Local Authority Therapists (e.g. ASC Advisory Teacher, Educational Psychologists, Occupational Therapists, Physiotherapists and Art Therapists). The NHS Speech and Language Therapist visits every fortnight to assess and plan support for targeted pupils.

### **Do**

## **How is the curriculum and the school environment adapted for teaching pupils with SEND?**

- Class Teachers provide 'Quality First Teaching' with appropriate differentiation for individual pupils with SEND
- Specific interventions and support programmes are timetabled and implemented. These intervention programmes are closely monitored by the acting Deputy Head Teacher (Inclusion and Safeguarding)
- All pupils process and learn information through three main teaching & learning styles: Visual, Auditory and Kinaesthetic
- Lessons have clear learning objectives and all learning activities are differentiated to meet the needs of all learners. Visual timetables and prompts are often used to facilitate a calm learning environment
- Teaching Assistants are employed to support children 1:1 or in a small group
- The School environment, learning materials and resources are adapted to meet the needs of pupils with SEND. A new sensory room was set up in January 2016 to enhance provision for pupils with a variety of sensory and emotional needs
- The ground floor of the main building is accessible to those with physical disabilities. We have accessible toilets on the ground floor of the main building and an accessible toilet in Key Stage 1
- We ensure reasonable adjustments are made in terms of pupils participating in all local & residential trips unless restricted on medical and physical grounds
- After school provision and extra-curricular activities are accessible to all children

### **Review**

## **How does the school evaluate its SEND provision and review the progress of pupils with SEND?**

- All pupils' progress is continually monitored by the Class Teacher. Class Teachers and Teaching Assistants work in close partnership and liaise regularly to discuss how pupils are making progress within class or when working in a small group
- Pupil progress meetings are held with members of SLT and the acting Deputy Head Teacher (Inclusion and Safeguarding) to evaluate the impact of interventions and set targets in line with the 'SEND Support Plan'
- The Nursery & Reception Learning Journey Books reflect observations and informal assessments of pupils' progress

- The Early Years Foundation Stage Profile is updated termly to track the development and attainment of pupils in Reception
- Children who have difficulty in engaging in subject specific study will be supported with specific strategies and teaching tools to enable participation in class
- All pupils complete the Phonics Screening Check
- Pupils are formally assessed by Standard Assessment Tests (SATs) at the end of Year 2 and Year 6. The results of these tests are published nationally
- All pupils' progress is reviewed formally every term against age-related expectations in Reading, Writing, Maths and Science
- The progress of pupils with EHC Plan is formally reviewed at an annual review meeting. All professionals involved with the pupil's education including the pupil himself/herself are invited to attend
- The impact of any Interventions are assessed to evaluate whether sufficient progress has been made
- Multi-Agency meetings are held to review the progress made by individual pupils these will include professionals such as Speech & Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists or professionals from the Advisory Team or CAMHS
- The SEND Governor meets with the acting Deputy Head Teacher (Inclusion and Safeguarding) termly to review the provision and progress of all SEND pupils in school

## **How does Rosh Pinah support a child with SEND when they join the School or move on to another placement or secondary school?**

We recognise that transitions can be difficult for a child with SEND and ensure the transition is as smooth as possible.

### **Joining us in Nursery**

- All Nursery pupils are visited at home by the Nursery staff. Any concerns or information about SEND will be discussed and passed on to the acting Deputy Head Teacher (Inclusion and Safeguarding)
- Nursery staff also visit pre-school settings to observe pupils if necessary and gather information
- Information is gathered from External Agencies and if necessary a meeting is held with the parent and carer in School to discuss pupil's needs and any additional resources they might require

### **Joining us from another school**

- The acting Deputy Head Teacher (Inclusion and Safeguarding) will liaise with the pupil's previous school to request any records and information pertinent to that child
- The Class Teacher and the acting Deputy Head Teacher (Inclusion and Safeguarding) will visit the pupil at his/her school
- Visits will be planned according to need to ease the transition process

If a pupil has EHC Plan, the acting Deputy Head Teacher (Inclusion and Safeguarding) will meet with the parents and carers and the pupil to discuss their needs and transition arrangements.

### **If your child is relocating to another school we ensure the following:**

- We will liaise with the school SENDCO to ensure that any relevant information will be provided to support your child

- All records pertaining to your child will be sent to the school as soon as possible including a Communication Passport if required

### **Transition to Secondary School:**

- The transition process to Secondary School for all SEND pupils begins in the Spring Term and is completed in the Summer Term when a joint meeting will be held between the SEND/Pastoral Team from the Secondary School and the staff at Rosh Pinah.
- If necessary, a transition plan will be devised and shared with relevant staff and parents and Carers

### **What support does Rosh Pinah offer for the Social and Emotional Development of pupils with SEND?**

- Our Pastoral Team is made up of our SLT members and a Family Liaison Officer who meet weekly to discuss concerns surrounding our pupils and decide on appropriate interventions
- Pupils with Social, Emotional and Mental Health are supported through small group work or on a 1:1 basis
- Our Family Liaison Officer/School Counsellor provides counselling and behaviour mentoring where appropriate
- Our Pastoral Team works in close partnership with External Agencies to provide support for families with children with SEND
- Individual Risk Assessments are produced for pupils with SEMH needs for any school trips or visits.

### **Who are the best people to talk to in this school about my child's progress or Special Educational Needs & Disability (SEND)?**

- Class teacher - She / he is the first point of contact for any discussions about your child's Special Educational Needs or Disability.
- Acting Deputy Head Teacher (Inclusion and Safeguarding) - Sarmila Roy
- Acting Deputy Head Teacher (Curriculum , Assessment and Behaviour) – Hayley Ordman
- Head Teacher – Jill Howson

Date: September 2020