



Houndsfield Primary School
SEND School Information Report 2017-18
Updated September 2017

How we support children/young people with Special Educational Needs or Disabilities?

Inclusion Team	Role	Name	Area of Responsibility
	Inclusion Leader	Diane Whight	SEND overview Cognition and Learning
	EYFS Inclusion Leader	Stacy Russell	EYFS SEND
	Pastoral Support Leader	Donna Owens	Social, Emotional and Mental Health (SEMH)
	Specialist teacher for Autism	Cristina Danacica	Communication and Interaction Autism Spectrum Disorder (ASD)
	Learning Mentor	Sam Kenan	Social, Emotional and Mental Health (SEMH)
	Learning Mentor	Tashan Dalmage	Social, Emotional and Mental Health (SEMH)
<p>What is the school's vision and mission statement? How does this relate to children and young people with special educational needs and disabilities?</p>	<p><u>Our Vision</u></p> <p>At Houndsfield, we have aspirations for all children. We strive to ensure every child enjoys learning, makes progress and achieves excellence. Central to our vision is all stakeholders demonstrating they are Rights Respecting citizens and modelling positive relationships. We are committed to being inclusive and making a positive difference to the lives of those we work with.</p> <p>EVERY CHILD, EVERY OPPORTUNITY</p> <p>At Houndsfield Primary School, all staff work together to ensure children are healthy, safe, Rights Respecting and that they achieve their potential – both socially and academically. Staff at Houndsfield are committed to meeting the needs of all children with SEND and the school will make reasonable adjustments to accommodate all children where practical. The Field Federation ensures provision reflects the SEN Code of Practice 2015 and the Disability Discrimination Act 2005.</p> <p>At Houndsfield Primary School, we:</p> <ul style="list-style-type: none"> • Treat children fairly and value them equally • Do all we can to ensure every child makes progress – both academically and socially 		



	<ul style="list-style-type: none"> • Work in close partnership with parents/carers • Identify SEND as early as possible • Provide early intervention strategies to meet the needs of children with SEND • Keep children safe • Ensure all children have access to a broad and balanced curriculum • Work in partnership with external agencies including Social Services, Educational Psychology Services, NHS Speech and Language Therapy and Occupational Therapy. • Maintain and develop a team of skilled Inclusion Team staff • Monitor, review and update policies and procedures on a regular and systematic basis.
<p>What type of school are you? What age children does the school admit?</p>	<p>Houndsfield Primary School:</p> <ul style="list-style-type: none"> • accepts children from 3-11 years old • is 3 form entry • has an integrated 60 place nursery • has a Speech and Language Resource Base which accepts children from Enfield Borough through a referral process
<p>What is your current Ofsted rating?</p>	<p>The current OFSTED rating for Houndsfield Primary School is GOOD (January 2013)</p>
<p>How does your school /college ensure that children/young people who need extra help are identified early? What should a parent do if they think their child may have special educational needs? <i>How do you identify children/young people with special educational needs?</i></p>	<p>At Houndsfield Primary all children are carefully and regularly monitored:</p> <ul style="list-style-type: none"> • Concerns can be highlighted through tracking of attainment and progress and observations of social interactions. They are also raised during conversations with parents/carers, Class Teachers, Learning Support Assistants, Inclusion Leader or Phase Leaders. • If a Class Teacher has concerns about a child, the teacher will meet with the parent/carer in the first instance. An initial concern form will be completed and given to the Inclusion Leader. The Inclusion Team meet weekly to discuss any new concerns and a lead professional is decided (depending on identified primary need). The child will be monitored for half a term in class by the Class Teacher and lead professional. During this stage, classroom strategies will be implemented and reasonable adjustments made to the classroom environment. Observations and additional assessments may also take place. • After the review period, if the child has not made progress in the area(s) of concern,

	<p>then the Inclusion Leader will meet with parents/carers and Class Teacher to draw up an Individual Educational Plan (IEP) with clear targets and strategies for the child and the child will be added to the SEND register. If further understanding of the child's needs is required, parents/carers will be consulted and a child may be referred to the external professionals such as the Educational Psychologist, the Behavioural Support Service or the Speech and Language Therapist via Enfield Early Help Form.</p> <ul style="list-style-type: none"> • We ensure parents/carers are informed at all stages by having regular meetings, telephoning home and having informal conversations before and after school, where necessary. • IEP targets are reviewed with parents/carers and Class Teachers on a termly basis. Parents/carers can raise concerns at any time by making an appointment with the Class Teacher or contacting a member of the Inclusion Team. • A child may have a Home/School Communication Book to aid communication between home and school.
<p>What does the school/college do to help children/young people with special educational needs?</p> <ul style="list-style-type: none"> ▪ If you have one, explain how you use a provision map to set out and evaluate additional interventions? ▪ How do school/college staff support children/young people with special educational needs? ▪ What are the different staff roles? ▪ Who oversees and plans a child/young person's education programme? ▪ How does school / college know how effective its arrangements /provision for children and young people with special educational needs are? 	<p>Houndsfield Primary School:</p> <ul style="list-style-type: none"> • Has a whole school Provision Map, which details all interventions available for children with SEND. • Has individual class Provision Maps which are updated annually by the Inclusion Leader. Class Teachers add to these as new children are identified or any provision changes. • Interventions are carefully chosen by the Inclusion Team and are closely monitored to determine suitability and impact. • IEP targets are reviewed and amended/changed termly. It is the responsibility of the Class Teacher to maintain these and ensure they are up to date. <p>Wave 1 Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <ul style="list-style-type: none"> • Class Teachers have high expectations for every child in their class • Whole class teaching incorporating Elklan and Read Write Inc. • Teaching and Learning builds on what children already know, can do and can understand. • Different learning styles are catered for by including a variety of activities in lessons. This

will involve opportunities for practical activities.

- Specific strategies (which may be suggested by the Inclusion Team or external agencies) are incorporated to support teaching and learning.
- The Class Teacher will carefully and regularly check progress and will adapt lessons to support every learner.
- Learning Support Assistants will be directed by the Class Teacher and used to support individual children and groups where necessary.

Wave 2

Booster/Intervention Groups

- Additional Teachers or Learning Support Assistants run groups across the school for children who have specific gaps in their learning or specific areas of need – academic or social.
- Groups include Number Box, 5 Minute Box, Rapid Reading Rapid Math, Rapid Writing, Elklan and Read Write Inc.
- All staff running groups/boosters have been trained to do so.
- Additional Teachers and Learning Support Assistants are in Years 3, 4, 5 and 6.
- Reception – Year 2 have full time Learning Support Assistants in each class.
- Specialist staff from the Inclusion Team - support in class, booster and 1:1/group sessions, team teaching.

Wave 3

Specialist Intervention Groups and Provision

- There are members of the extended Inclusion Team who run specialist intervention groups such as Speech and Language Therapy groups, Social and Emotional Development groups, Gross Motor Skills groups and 1:1 sessions for several areas of need.

Intervention from external providers

Houndsfield is supported by many external agencies, including Occupational Therapy, NHS Speech and Language Therapy, Educational Psychology, Parent Support, Behaviour Support Service and Child and Adult Mental Health Services (CAMHS).

Referrals to external providers may be appropriate if a child has been identified as needing more specialist input instead of or in addition to Quality First Teaching and/or Intervention Groups.

	<p>The specialist professional will work with the child and possibly the family in order to understand the needs and to make recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way a child is supported in class e.g. individual support or changing some aspects of teaching and learning to support the child more effectively • Support to set targets which will draw on specific expertise • Group work or individual work with a professional from an outside agency <p>The school may suggest that a child needs some individual support in school. They will tell parents/carers how the support will be used and what strategies will be put in place.</p> <ul style="list-style-type: none"> • This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. <p>To receive external agency support, a child must be referred by a member of the Inclusion Team via the Enfield Early Help Form or individual agency Referral Forms (as of April 2016 Enfield SPOE relaunch). All referrals are agreed and/or signed by a parent/carer. Parents/carers will be invited to a meeting to discuss the needs of the child and possible ways forward. It is very helpful if parents give information which will help to present the needs of the child as a complete picture.</p> <p>Specified Individual Support This is usually provided via a <u>Statement of Special Educational Needs</u> or an <u>Education, Health and Care Plan (EHCP)</u>. This means a child will have been identified by the Inclusion Team as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually, the child will also need specialist support in school from an external agency. This could include Educational Psychology, NSH Speech and Language Therapy and Behaviour Support Service – depending on their profile of difficulties.</p>
<p>How do teachers match the curriculum to an individual child/young person's needs?</p> <ul style="list-style-type: none"> ▪ What is the school's / college's approach to differentiation? ▪ How does that help individual children/young people? 	<p><u>Teacher's Standard 5: Differentiation</u> "Adapt teaching to respond to the strengths and needs of all pupils"</p> <ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' ability to

	<p>learn, and how best to overcome these</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." <p>Houndsfield approach to differentiation:</p> <ul style="list-style-type: none"> • Class teachers plan lessons according to the specific needs of all groups of children in their classes and ensure that learning tasks are adjusted in order to enable children to access their learning as independently as possible. • Lessons include equipment which has been carefully chosen to suit specific learning needs. • Teachers are supported by members of the Senior Leadership Team, Inclusion Team and Phase/Subject Leaders to ensure all lessons are appropriately pitched and differentiated.
<p>How are your school's / college's resources allocated and matched to children's/young people's special educational needs? How is the school's / college's special educational needs budget allocated? How decisions are made about what type and how much support an individual child/young person will receive?</p>	<p>The school budget, received from the Local Authority, includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head Teacher decides on how the budget for Special Educational Needs and Disabilities is spent in consultation with the school governors on the basis of needs across the school. • The Head Teacher and the Inclusion Leader discuss the needs of children with identified SEND and allocate the budget accordingly. This is regularly reviewed. • Monthly meetings are held by the Inclusion Link (Head Teacher) in which members of the Inclusion Team share information about their caseloads. • Specific resources and strategies will be used to support children individually and in

	<p>groups.</p> <ul style="list-style-type: none"> All resources/training and support are reviewed regularly and changes made as needed. <p>Inclusion Team Members of the Inclusion Team can support children on an individual basis and/or as part of a group. Their timetables are based upon the needs of their caseloads at any given time and are flexible.</p>
<p>How do you monitor a child/young person's progress and how do you communicate with parents about their child's progress?</p> <ul style="list-style-type: none"> How will both the school and the parent know how a child/young person is doing and how do you help parents to support their child's/young person's learning? How do you explain to parents how a child/young person's learning is planned and how they can help support this outside of school / college? How and when will parents involved in planning my child's education support? Do you offer any parent training or learning events? 	<p>A child's progress is continually monitored by his/her Class Teacher.</p> <ul style="list-style-type: none"> His/her progress is reviewed formally every term in Reading, Writing, Maths and Science during a Learning Conversation between the Class Teacher and a member of the Senior Leadership Team. This attainment is identified as <u>Below, At or Above Age Related Expectations</u> – in line with the new National Curriculum. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored. If a child is in Year 1 and above, but is not at Age Related Expectations, a more sensitive assessment tool can be used which shows their levels in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'. At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these tests are published nationally. The progress of children with an Education, Health and Care Plan or a Statement of Special Educational Needs is formally reviewed at an Annual Review with all adults involved with the child's education, including parents/carers. Depending on the needs of the child, they may also be present for some of the annual review meeting. If a child is not able to attend, their views are gathered in advance and shared with the group. If a child is not making expected progress the school will discuss with parents/carers, including any concerns they may have. Further interventions or referrals to outside professionals may be appropriate to support the child's learning and development. A range of ways may be used to keep parents/carers informed, which may include: <ul style="list-style-type: none"> Home School Communication Book Telephone calls and texts Letters/certificates sent home Reports

	<p>- Additional meetings as required It is important for there to be a strong link between home and school.</p> <p>Parent Training and Learning Opportunities</p> <ul style="list-style-type: none"> • Parentgym – Parenting Programme • Strengthening Families, Strengthening Communities – delivered in Turkish • Coffee Mornings • Family Support Assistant - Dilek Yuvanc
<p>What support does the school offer for children and young people’s overall health and wellbeing?</p> <ul style="list-style-type: none"> ▪ What is pastoral, medical and social support available in the school / college for children and young people with special educational needs and disabilities? ▪ How does the school /college manage the administration of medicines and providing personal care? ▪ What support is there for behaviour, avoiding exclusions and increasing attendance? ▪ How can children / young person contribute their views? How does school / college support children / young people to do this? 	<p>All sensitive information is confidential and only shared with relevant professionals.</p> <p>Medical:</p> <ul style="list-style-type: none"> • If a child has any medical needs the Welfare Officer will invite the parent/carer and School Nurse into school to create a care plan. • The plans will be updated regularly and parents/carers are able to contact the school Welfare Officer at any time. • A child's social and pastoral care is very important and sharing of your concerns with their Class Teacher/ Learning Support Assistant or Inclusion Team will help us all to work together. • All medicines are carefully monitored and recorded. • If there are any concerns the School Welfare Officer will ring parents/carers and discuss any issues. If needed the School Nurse will be contacted. • Dietary needs are discussed and any allergies shared with relevant staff. <p>Pastoral/Social: The Pastoral Support Leader (Donna Owens) leads a team who support children pastorally and develop Social, Emotional and Mental Health (SEMH).</p> <p>Strategies in school include:</p> <ul style="list-style-type: none"> • Action Stations in every classroom • Weekly circle time in every class • Learning Mentor sessions in groups or with individual children (both in and out of class) • Social Skills groups • Lunchtime activities and clubs • Extended school opportunities
<p>What specialist services and expertise are available at or accessed by the school / college?</p> <ul style="list-style-type: none"> ▪ Are there specialist staff working at the school / college and what are their 	<p>Specialist services and staff at Houndsfield:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Additionally Resourced Provision (Speech and Language Resource Base) • Gross Motor Skills Group • Learning Mentors



<p>qualifications? ▪ What other services does the school /college access including health, therapies and social care services?</p>	<ul style="list-style-type: none"> • Talk and Draw – Art Therapy • Calm Room lunchtime provision • Sensory Room • Action Station comment boxes <p>External services available for children and families at Houndsfield:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Parent Support • Social Services • Children and Adolescent Mental Health Service (CAMHS) • Outreach: Joseph Clarke – (Visual Impairment), Hearing Impairment Service, • Occupational Therapy • Physio Therapy • Foundation Support Service • Joint Services for Children with Disabilities • Behaviour Support Service • DAZU • Family Support Service • School Nurse • Citizens Advice Bureau • ASA Outreach – Autism
<p>What training have the staff supporting children and young people with special educational needs and disabilities had? Include recent and future planned training and disability awareness training</p>	<p>The Inclusion Leader is currently undertaking the required accreditation course (NASENCo)</p> <p>The school has a training plan for all staff in order to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Speech and Language difficulties.</p> <p>Members of the Inclusion Team meet with school staff regularly to support them in implementing class based strategies which support children with SEND.</p> <p>Individual teachers and support staff are given the opportunity to attend training sessions that are relevant to the needs of specific children in their class. This can include training courses run by outside agencies where necessary.</p> <p>Identified members of staff have medical/health training to support staff in implementing care plans.</p>

	<p>All staff have access to training around Special Educational Needs and further INSETs are prepared around the changes in the Code of Practice and the graduated response to identifying and supporting children with SEND.</p> <p>All Learning Support Assistants have access to training. During their Professional Development meetings, team members indicate their area of interest and any relevant training needs.</p> <p>Continued Professional Development (CPD) opportunities are linked to Performance Management reviews.</p>
<p>How are children/young people included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> ▪ Are they be able to access all of the activities of the school/ college offers and how are they assisted him or her to do so? ▪ How do you involve parent carers in planning activities and trips? 	<p>Safety is a priority at all times. Risk assessments are completed prior to all trips and submitted to the Educational Visits Coordinator.</p> <p>All children are included in all activities with their peers, with reasonable adjustments and access arrangements considered where necessary.</p> <p>Before any trip or activity an assessment is completed to ensure accessibility for all. Strategies are provided and shared with parents to prepare pupils for visits and activities. Social stories are worked on in and out of school to ensure the child has a good understanding of what is going to happen.</p>
<p>How accessible is the school / college environment?</p> <ul style="list-style-type: none"> ▪ Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? ▪ Are there disabled changing and toilet facilities? ▪ How will equipment and facilities to support children and young people with special educational needs be secured? 	<p>The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.</p> <p>The school has disabled changing and toilet facilities.</p> <p>When each child with special needs enters the school their needs are carefully reviewed and any necessary equipment is provided. When agencies advise additional equipment, it is provided where possible.</p> <p>The school is secure and has restricted access. Only members of staff have access keys.</p>
<p>How does the school/college prepare and support children/young people when they join ?</p> <p>How does the school/college support children/young people</p>	<p>We recognise that transitions can be stressful for parents and children with SEND and take steps to ensure that any transition is a smooth as possible.</p> <p>If your child is moving to another school:</p> <p>If a child has been identified as having SEND, a member of the Inclusion Team will contact the receiving school to pass over any relevant information. If necessary, a transition meeting will be</p>



<p>when they transfer to a new school / college or the next stage of education and life?</p> <ul style="list-style-type: none"> ▪ What preparation is there in the school / college? ▪ What preparation is done with the child/young person? 	<p>held with members of staff from both schools. We will ensure that all records about your child are passed on as soon as possible.</p> <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in during handover meetings. • Some children are given transition books with information about their new class and teacher to take home over summer. <p>In Year 6:</p> <ul style="list-style-type: none"> • The Inclusion Leader will invite secondary staff to a meeting in order to discuss the needs of the child and share what relevant strategies and support has been given. • A child may do focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible, a child will visit their new school. In some cases, a member of the Inclusion Team will accompany a child. <p>If a child is joining the school:</p> <ul style="list-style-type: none"> • The first introduction to the school is carefully planned. Key members of staff will meet with parents/carers and a programme of support will be discussed if required.
<p>How are parents involved in school/college life?</p> <ul style="list-style-type: none"> ▪ Describe the school's / college's approach to involving parents in decision making and day-to -day school life including for their own child ▪ How does the school / college communicate with parent carers and parent carers whose first language is not English? 	<p>Parents/Carers are encouraged discuss any concerns whenever they arise.</p> <ul style="list-style-type: none"> • Houndsfield holds weekly coffee mornings which give parents/carers the opportunity to meet with school staff and other parents in an informal setting. • As a child's first educator, the views and opinions of parents/carers are very important and welcomed by all staff. • A home-school communication book may be used, where necessary. • Parents/carers are supported by translators where necessary. • An interpreter will be provided by the school when necessary. • Houndsfield has several members of staff that are able to translate. • The Community Liaison Officer is available to discuss any adult learning opportunities. • All literature sent from school is reader friendly and translations can be arranged. • Information is available on request and is kept up to date e.g. the menu • Curriculum meetings are held to inform all parents.

Who can a parent contact for further information?

Who would be the parent's first point of contact if they want to discuss something about their child?

Who can a parent talk to if they are worried?

Who should they contact if they are considering whether child/young person should join the school /college?

Who is the SEN Coordinator and how can I contact him/her?

Who to contact for more information or to discuss a concern

- We encourage parents to talk to Class Teachers regularly to ensure communication is open. This ensures parents/carers are fully aware of the school support in place.
- A member of the Inclusion Team will be available to meet with parents to discuss a child's progress or any concerns parents/carers may have.
- All information from outside professionals will be shared with parents/carers by the professional involved, or, where this is not possible, in a report. A member of the Inclusion Team will also arrange to meet with parents/carers to discuss any new assessments and ideas suggested by outside agencies.
- Homework will be differentiated to meet the needs of all children.

For any additional questions, please contact the Inclusion Leader, Diane Whight, on 0208 805 3406 Ext 4908.

In addition:

If a child is undergoing statutory assessment, parents/carers will be supported by the Children's Services SEN Team. They will ensure that parents/carers fully understand the process. The first point of contact to discuss any concerns is with the Inclusion Team.

The [School Offer](http://www.thefieldfederation.co.uk) can be found on the Houndsfield Website
<http://www.thefieldfederation.co.uk>