

Old Palace SEN Information Report

About us

We are a two form entry primary school with a maximum of 420 places for children from Reception class to Year 6. Our current Ofsted rating is outstanding. We are an inclusive school which can cater for children with a wide range of special educational needs (SEN) within a mainstream context. The ground floor of the school is fully accessible and includes accessible toilet facilities. Key Stage 2 and the school assembly hall do not have step-free access, as the school does not currently have a lift.

Our Vision/Mission Statement

'Everything we do at Old Palace is intended to ensure that the children are happy at school, love learning and become the best that they can be. We appreciate that every child has unique talents, abilities and preferences in learning and we constantly strive to help each child develop the learning skills they will need to prosper in later life.'

'At Old Palace we want our pupils to develop socially, emotionally, morally, creatively, physically, spiritually, academically- to equip them with skills and attitudes they will need to succeed in life and to make a positive contribution to society.'

How we ensure children and parents have a voice

We believe that it is important that children and parents are listened to and have a part in understanding and forming the provision at our school. We therefore offer a person centred approach through which it is expected that, with support, children attend and make a significant contribution to their Review meetings, which are conducted in child-friendly and child-centred language. Through this process the children help to form their own targets, enabling them to help identify their strengths and areas of difficulty.

Parents are invited to attend parent consultation meeting three times a year and are welcome to request more regular meetings with the class teacher and Inclusion Co-ordinator if required. The school also has a Parent Council, made up of two parent representatives for each class.

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

If a parent has a concern about their child, they can raise it with their child's teacher, with our Home/School workers or directly with the Inclusion Co-ordinator

Parents of any child with special educational needs may contact the Parents Advice Centre (PAC) for independent support and advice. They can be contacted on 020 7364 6489

How we ensure that children who need extra support are identified early

We aim to identify any difficulties a child is having as early as possible. In many cases, addressing difficulties early helps children to overcome them and to then be able to access the curriculum in the same way as their peers. Sometimes, a child may have a specific need which will need ongoing special provision. This needs to be fully identified and understood as early as possible so that provision can be tailored to the child and no time, learning

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opportunities or confidence is lost. Our Early Years staff are very experienced and capable in this area, arranging to meet all pupils before they start school and carrying out regular observations and assessments as part of their everyday practice.

As children move through the school they continue to receive quality first teaching and are regularly assessed. Where there may be a concern that a child is not making progress in their learning, social development or wider needs a carefully targeted intervention is put into place. In most cases this will allow the child to catch up, however where more long term support is required the following will take place to gather information on whether the child has special educational needs:

- the parent and class teacher will meet to discuss the cause of the concern
- the class teacher will continue to monitor and assess the child's progress
- the class teacher will speak with the child to find out how they feel about their learning
- the class teacher will seek advice from the Inclusion Co-ordinator
- further assessments or observations will take place
- strategies will be put in place or a child may get extra help through an intervention
- the impact of the support will be monitored and shared with parents
- it may be necessary with the agreement and support of parents to seek specialist support and advice, for example from the Speech Therapist or Educational Psychologist.

How we help children with SEN at Old Palace

When a child receives SEN support parents will be formally notified. The child, parents, class teacher and Inclusion Co-ordinator will set targets and put a plan in place. This might consist of:

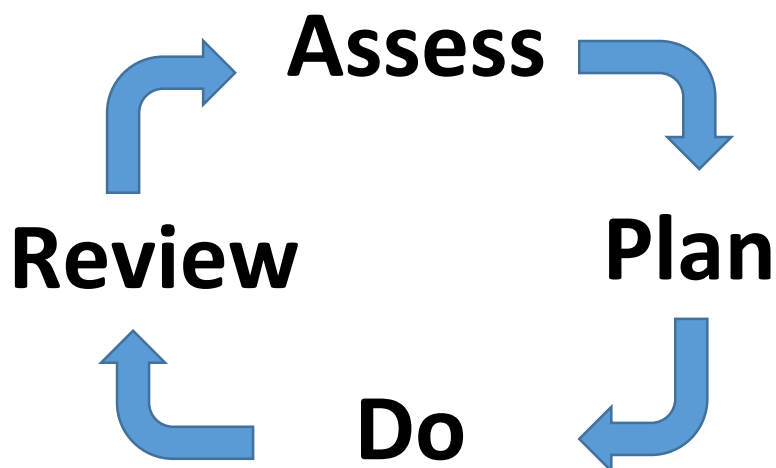
- targeted support from their teacher or the year group teaching assistant
- a time limited intervention programme
- a referral to the Learning Mentor
- a personalised curriculum for pupils working significantly below age expectations, whose needs are very different to those of their peers

We aim to help children with SEN achieve independence and so we do not always simply place a child with SEN with an adult in lessons. We carefully consider their provision and build in times of scaffolded independent learning for either part of the day or part of each lesson. The school has a provision map which details the individual and group provision that we are able to provide. Some examples of this provision include: 1:1 and group reading, Reading Recovery, Rapid Read, speech and language groups, First Class at number and other maths interventions, nurture and motor skill groups and learning mentor sessions,

Any child on an intervention will be assessed at the beginning and the end of the programme so we can make sure the programme is working. Parents will be expected to support the aims of the programme by put in place similar strategies in the home. At the end of the intervention, progress and outcomes will be reviewed with parents. As part of the review process, it may be felt by parents and/or school staff that further support is needed. This could be:

- An alternative type of provision in school
- Specific assessments that could be carried out by staff in school
- A referral made with parental consent to an external agency to carry out more specialized assessments and/or support.

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Monies from the Government to the Local Authority provide the school with funding in its budget to meet the needs of children with special educational needs. The school plans for children from its delegated budget. The school spends this money on:

- a team of learning support teaching assistants
- the Inclusion Co-ordinator
- whole school training for all teachers and support staff so that they can meet the general needs of SEN pupils
- tailored training for teachers and support staff who work with pupils with specific needs, such as Autism and Cerebral Palsy
- specialist books, equipment and reasonable adjustments to the environment

How we support the children's overall health and well being

Medical needs:

We have an allocated school nurse who visits the school fortnightly. Parents can book appointments with the school nurse via the school office. Care Plans are written for children with medical conditions and training is provided before the child starts school so that all staff involved are aware of how best to monitor their health needs and how to administer any medication as necessary. The school has qualified first aiders and staff trained to deliver emergency first aid care.

Pastoral Support:

The school employs a full time learning mentor. Our learning mentor is not a trained counsellor, or psychologist but a friendly face who children can turn to if they want to talk to an adult. A large part of the learning mentor's role is to support children who maybe experiencing difficulties with social or emotional difficulties which is having an impact on the child's ability to learn to their full potential. This maybe through 1:1 or small group sessions with a focus on behaviour, friendships or listening and attention in class.

Access to specialist health agencies:

The Inclusion Co-ordinator can refer to children to a large number of external agencies where necessary. Again, this is done in conjunction with parents, as referrals can only be

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made with parental written consent. Where professionals from these agencies support a child, they are invited to Annual Reviews and Team Around the Child meetings.

Some of the agencies we can refer to include:

- Physiotherapy
- Occupational Health
- Speech and Language Therapy
- Educational Psychology
- CAMHS (Children and Adolescent Mental Health Services)
- School Social Worker
- School Nurse
- Hearing & Visual Impairment Teams
- Child Development Team
- ASDAS (Autistic Spectrum Disorder Assessment Services)
- Phoenix Outreach Team
- Behaviour Support Team
- Cherry Trees Behaviour Support OutreachTeam

How we make the curriculum and environment accessible for pupils with Special educational Needs

All children are entitled to quality first teaching and the class teacher is responsible for working with the child and providing a curriculum matched to the child's needs. The school is well resourced in terms of technology and a range of specialist programs are used to support SEN pupils. The school is also able to provide some specialist equipment. The school carries out reasonable adjustments to ensure that the building meets the needs of the majority of SEN pupils, although only the ground floor is able to provide wheelchair access. Pupils need to climb several flights of stairs to reach the key stage 2 classes and the assembly hall.

How we include children on activities and school trips

For every trip we create a detailed risk assessment, plan and site visit to judge how accessible certain activities are. In most cases activities can be accessed by all children with some modifications, such as reconsidering the route, adapting/differentiating the activity or bringing a specialised member of staff along. In some extreme cases, such as if a child demonstrates certain behaviours which put him/herself or others at risk, we may ask a parent to accompany their child or may assess the risk as too great until the behaviour is better managed. Any medicine that needs to be administered throughout out the day is taken on the trip and a trained first aider will attend who is able to administer this.

The Out of School Hours Co-ordinator will consider accessibility for children with special educational needs when planning clubs. Attendance will be monitored by the Out of School Hours Co-ordinator for equal opportunities.

How we prepare children for starting and leaving Old Palace

We recognise that joining a new school or moving to secondary can be both an exciting and an anxious time for both children and parents especially for some children who have special educational needs.

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For children joining us in Reception:

All children are invited to an open morning and are observed in their nursery, or if this is not possible at home. For pupils already identified as having special needs, the Inclusion Co-ordinator contacts the nursery school to discuss the child's needs with the SENCo. For children with Statements of SEN /Educational Health Care Plans, a transition meeting is arranged for parents and staff members both at the nursery and at Old Palace. The child's needs are discussed so that we have all the information we need to make arrangements and provide training to ensure the transition is as smooth as possible. An allocated learning support assistant will visit the child in their nursery setting to familiarise themselves. We will also arrange a series of short visits to Old Palace.

For children joining or leaving us in Years 1-6:

For children joining us, the Inclusion Co-ordinator will contact the SENCO at the child's previous school. Where possible, we will arrange a transition meeting at the child's previous school so we can meet parents and any professionals who have been supporting the child. This will ensure we have all the information we need.

For children leaving us, the Inclusion Co-ordinator will contact the child's new school, if known, and will attend any transition meetings arranged by the new school.

For children moving to a new class at the end of the year:

Transition meetings are held with the child, teacher and current learning support assistant. The current and future staff then meet to handover information, observe and spend time with the child

For children leaving us at the end of Year 6:

Advanced planning begins in Year 5 to allow appropriate options to be considered and visits to potential schools to be carried out. In the Summer term of Year 6 a transition programme will be put in place. The Inclusion Co-ordinator will liaise closely with the SENCO at the child's secondary school and invite them to attend the child's Annual Review meeting. Additional transition visits will be arranged if required and are supported by the use of social stories and 'All About Me' books. All records will be transferred to the new school.

Contact

The class teacher has daily contact with your child and is the first person to speak with if there is a concern or difficulty. If there continues to be a concern then a parent can speak with the Inclusion Co-ordinator, Philippa Hurford or with one of the school's Parent Support workers. These member of staff are available in the playground each morning from 8.55am

Parents thinking about sending their child with SEN to Old Palace should contact the school office to arrange a visit. The Inclusion Co-ordinator will be able to show you around and answer any questions you may have.

Should a parent wish to raise a complaint, the 'Concerns and Complaints Policy' sets out the process to be followed. This is available on the school website and from the school office.

Under The Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health Care Plan with the LA through the Disagreement Resolution or Mediation Service. The school will make further information about this process available on request.