



Delta Primary

School

SEND INFORMATION REPORT

We are a Primary School and we admit pupils from age 4 to 11.

The support at Delta for pupils with Special Educational Need or Disabilities

How does your school ensure that children who need extra help are identified early?

Children are identified as having SEN through a variety of ways, including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies - i.e. Educational Psychology Service, Child Development Team
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

There is a very clear SEND pathway to raise concerns through our, “observation, assessment, plan, do review” cycle. This is used to identify children who are not progressing satisfactorily and who may need additional help. Class teachers, supported by our Senior Management Team and SENCO, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances

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

- Talk to us – in the first instance contact your child’s class teacher; if you still have concerns you can contact the Deputy headteacher/SENCO, Bindya Chapaneri. The SENCO can be contacted by appointment through school reception or by email office@deltaprimary.org
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child’s needs and progress to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of the Parents’ Partnership Meeting) to discuss your child’s needs, support and progress.
- When identifying whether a child needs special educational provision, a conversation will take place with the parent, the Class Teacher and the SENCO to develop a good understanding of the pupil’s strengths and difficulties and to decide whether there is a need to involve an outside agency such as Educational Psychology service.
- Notes taken during discussions are added to the pupil’s record.
- When a child is referred to an outside agency, a Learning Support Plan (LSP) is put in place including the advice from the outside agency; the LSP is shared with parents.
- When a child has been receiving support through long term interventions and/or from an outside agency such as Educational Psychology, they will be added to the SEN Register.
- For further information the Deputy headteacher/SENCO is available to discuss support in more detail.

How will school support my child?

- Our Deputy headteacher/SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disability in

their class to ensure that progress in every area is made. So, the teacher, with support from the SENCO, will decide the action required to help your child make progress. These actions might include:

- Adapting teaching and learning styles.
 - Providing different learning materials or special equipment.
 - Allocating staff to work with your child in a group or individually for some of the time (enhanced adult support)
 - Running interventions to teach skills and monitoring how effective these are
 - Additional training for staff
 - Asking for support from professionals outside of the school
 - Running interventions given to us by other professionals such as a speech and language therapist, occupational therapist or an educational psychologist.
- Support can be delivered in a variety of ways, depending on your child's needs:
 - there are different interventions that can help a child with special educational needs.
 - there may be a Teaching Assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher.
- The regularity of these sessions will be explained to parents when the support starts.

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

- High quality teaching is our first step in responding to pupils who have SEN.
- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their pace and level.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs or disabilities are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher and the Deputy headteacher/SENCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets on Learning Support Plans and ensuring they are being met.
- By monitoring whether the child is making progress academically against national/age expected levels, discussed at progress meetings, attended by the class teacher and the Deputy Headteacher. The SENCO attends the progress meetings or receives the feedback.
- Through verbal feedback from the teacher, parent and pupil.
- Children may be taken off the SEN register when they have made sufficient progress and no longer require a high level of intervention or additional support.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- Parents are invited to Parent Partnership Meetings during the autumn and the spring term.
- You are welcome to make an appointment at any time to meet with either the class teacher or Deputy

headteacher/SENCO and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the Deputy headteacher/SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Learning Support Plan (LSP) which will have individual or group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the child will achieve them by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of methods, including some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- We review the impact of interventions after a limited period.
- When a child's LSP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- When a child has an EHCP, a yearly meeting takes place between parents, SENCO, class teacher and outside agency to review pupil's individual progress towards their goals.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- The class teacher has overall delegated responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or Strengthening Wellbeing Emotional Health, Relationships and Readiness for Learning (SWERRL replaced the Behaviour Support Service).

How does the school manage the administration of medicines and personal care?

- We have a First Aid, Managing Medicines in School and Supporting Pupils with Medical Needs.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare assistant administers medicines.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage minor medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour For Learning Policy that is followed by all staff and pupils.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child (if appropriate) and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incident we will inform you what has happened on the phone or in a meeting, which might be followed by a letter. We would then expect the child to reflect upon their behaviour with

you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

- Some children will be encouraged to use an individual behaviour chart to help them manage their choices.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Executive headteacher and Governing Body.
- Good class attendance is rewarded through a special mention in weekly achievement assemblies. Every half term, the class with the best attendance in Key Stage 1 and Key Stage 2 is able to choose a fun trip.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. This means that every effort will be made to elicit the opinions and desires of children with SEN.
- Children may express their opinions in a variety of forms ranging from verbal responses to questions to their responses to their environment. It is the policy of this school that we do our best to take these views into account.
- Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus taking responsibility for their own learning.
- When appropriate, children who have Learning Support Plans (LSP) discuss and review their targets with their class teacher.
- If your child has an Education, Health and Care Plan, their views will also be sought at the review stage, if appropriate.

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

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Strengthening Wellbeing, Emotional health, Relationships and Readiness for learning (SWERRL), the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Workers.

Since 1st September 2014 the 'Enfield Local Offer' has been available at www.enfield.gov.uk/SEND

The Local Offer provides information about services and support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

What training have the staff supporting children with special educational needs had, or are currently having?

- Staff receive appropriate CPD to enable them to meet a range of SEN in their classrooms.
- Some of our teaching assistants have had training in delivering Read, Write Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- Some of our teaching assistants have had training in using manipulatives and visuals as part of a maths programme.
- A number of teachers are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded and discussed with parents).
- We work with various agencies to provide additional, specialist support for pupils with SEN. Outside agencies give advice and support as well as training when necessary to class teachers and teaching assistants.

How will my child be included in activities outside the classroom including day and residential trips?

- We ensure that there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.
- All of our extra-curricular activities and school visits are available to all our pupils. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents

might be asked to help us support their child during a visit, or alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- Our site is on one level and is wheelchair accessible.
- There is 1 disabled toilet, which is large enough to accommodate changing and personal hygiene care.
- The school building is decorated and maintained to support children who are visually impaired or have ASD. Our classrooms environments and corridors are low sensory so that they are 'autism friendly'. This is called an enhanced learning environment.
- The school's accessibility plan can be found in the school website in the SEND section with this report and the SEND policy.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we arrange visits for them and ensure good preparation for transition and effective induction.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan, and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How parents are involved in school life?

- We have 'Bring a Grown up to School' days which give parents & carers the opportunity to see and participate in their children's learning.
- We run 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- Parents are invited to attend 'Parent partnerships' twice a year.
- Parents are also invited to regular class assemblies, concerts and show cases.
- Parents are always welcome to help out as volunteers, for example, listening to readers.
- For children with special educational needs or a disability, parents are often invited to help support their child on a school trip when they start attending.

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

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Deputy headteacher/SENCO, Bindya Chapaneri through school reception or by email office@deltaprimary.org
- Enfield SEND IASS is an organisation that provides independent advice and support for families – 020 8373 2700 or enquiries@enfieldparents.org.uk

Who should I contact if I am considering whether my child should join the school?

- Contact the School Office to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Deputy Heateacher/SENCO) who will discuss how the school could meet your child's needs.

Who should I contact if I want to make a complaint about SEN provision?

Complaints about SEN provision in our school should be made to the *class teacher/SENCO/ executive headteacher* in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination

regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

How the School Supports Looked After Children (LAC) with SEN

- We are committed to supporting our Looked After Children to fulfil their potential.
- Our Deputy Head Teacher/SENCO is responsible for Looked After Children and works closely with the HEART Service and Virtual School to meet their needs.
- This is achieved through their Personal Educational Plans (PEPs) which are reviewed regularly to make sure that looked after children achieve the best possible, physical, emotional, social and academic outcomes.
- If a looked after child is performing below age related expectations and concerns are raised by either the teacher or carer, that the child may have SEN, he/she will be seen by the Educational Psychology Service as a priority.
- Looked after children who have SEND are provided with the same opportunities to access support, interventions and specialist staff as those children who are not looked after by the Local Authority.

To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

Our offer to children with special educational needs and disabilities was reviewed in September 2022.
It will be reviewed in September 2023.

A big thank you to all the parents who helped us to co-produce and review this document.