



Rosh Pinah Primary School

SEND Information Report 2019/20

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 is a pupil at Rosh Pinah 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:

- Communication and Interaction
- Cognition & Learning
- Social, Emotional & Mental Health needs
- Sensory/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/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 Assistant Head Teacher (Inclusion) via the school office.

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

- Involving Parents/Carers as soon as a concern is raised
- Meeting with Parents/Carers to discuss pupil progress and the impact of additional support/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 Assistant Head Teacher (Inclusion)/external agencies where necessary to implement appropriate intervention/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.

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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/support programmes are timetabled and implemented. These intervention programmes are closely monitored by the Assistant Head Teacher (Inclusion)
- 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 and learning materials/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/physical grounds
- After school provision and extra-curricular 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 and/or when working in a small group
- Pupil progress meetings are held with members of SLT and the Assistant Head Teacher (Inclusion) 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
- If your child is not yet working at the National Curriculum levels, they will be assessed against 'Pre-key Stage Standards' ELGs???
- Sarah
- 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 a Statement/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 SENDCO 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 Assistant Head Teacher (Inclusion)
- 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/Carer in School to discuss the pupil's needs and any additional resources they might require.

Joining us from another school

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

If a pupil has a Statement of Educational Needs or an EHC Plan, the Assistant Head Teacher (Inclusion) will meet with the Parents/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/Carers

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

- Our Pastoral Team which 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/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.
- Assistant Head (Inclusion) - Sarmila Roy
- Deputy Head Teacher – Sarah Mordecai
- Head Teacher – Jill Howson

Updating our SEND Information Report in light of COVID-19, school closures and SEND provision

EHCP / SEN Support

My child is in Year 6 and attending school from 1st June 2020. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, we will be providing care for the children incorporating education provision and a range of activities using 'Google Classroom' but this will NOT be fully in line with their EHCP or SEN Support provision. We will require all staff and pupils to adhere to social distancing guidelines when in school and pupils will be asked to carry out their online learning as they would at home.

How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- Suggesting different ways in which children can present their work
- Giving more detailed instructions
- Providing parents with suggestions to make tasks more practical in nature
- Providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels. School has a

number of resources available to help you support your child at home during this period

- At Rosh Pinah we have asked teachers of pupils with SEND to take a closer look at the tasks set for pupils and adjust them as required. 'Google Classroom' should remain the first port of call for your child's learning. If it is not accessible then please continue to let teachers know so that we can respond
- Online stories are easily accessible via school's facebook
- Nationally there are resources available for parents to support on line learning. The BBC has launched support materials for pupils in the core subjects. You can access these through the BBC Bitesize area (<https://www.bbc.co.uk/bitesize/dailylessons>). Here you can look for activities in a lower year group that would support learning
- In addition to this you can also access worksheets on (<https://www.gov.uk/government/publications/coronavirus-covid-19-online-educationresources/coronavirus-covid-19-list-of-online-education-resources-for-homeeducation>)
- Remember that real life experiences of baking, cleaning, noticing things in nature, gardening, talking about stories, reading and playing games have real concrete educational value
- 'Barnet Local Offer' website has resources to support pupils with 'Autism' and 'Social, Emotional and Mental Health' needs

How can I help my child to cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. 'Barnet Local Offer' website provides information for parents / carers to join online training to support their child's mental health needs.

My child is Autistic and displaying challenging behaviour. What help can I get?

Autism Advisory Team Parent Hotline – Now operating Monday- Friday

The aim of this hotline is to discuss concerns with social communication, emotional regulation and education by suggesting strategies and/or access to other services. They specifically provide support around the following; emotional regulation, setting up schedules and routines in the home, communication, and support for home education. This is not an anonymous hotline and information will be shared with relevant professionals as necessary.

When is the hotline open?

The hotline will be in operation 10:00 - 11:00 Monday - Friday from April 20, 2020

Contact Number: The telephone number is 0208 359 3167. Phone calls can last a maximum of 20 minutes.

Autism Advisory Team at Barnet are providing online training on 'Autism Pre-School Programme in May. Please look at the event section of 'Barnet Local Offer'. The team has

also provided important tips for parents / carers using 'SCERTS' framework. There are COVID 19 social stories that you can share with your children.

Useful Links

<https://www.autismeducationtrust.org.uk/kids-zone/>

My child was due to have an annual review. What will happen now?

Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be 'appropriate and proportionate.' However we will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and we will speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process.