



Howard Primary School

SEND Information Report 2022-2023

Introduction

Welcome to our SEND information report which is part of the Croydon Local Offer for learners with Special Educational Needs (SEN) and /or disabilities. This information is updated annually.

At Howard we believe that all our pupils are entitled to an inclusive education where they can make progress and achieve their full potential, irrespective of special educational needs or disability. It is our intention that all children receive a broad and balanced curriculum which enables them to develop the skills, knowledge and self-confidence to make a successful transition to their next stage in education and ultimately into adulthood. At Howard Primary, Quality First Teaching meets the needs of the majority of pupils through personalisation and differentiation to remove barriers to learning.

Identifying the Special Educational Needs of pupils

The Code of Practice 2014 defines SEN as follows: "A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. We refer to the Term "Special Educational Needs" if a child:

1. has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



What should I do if I think my child may have Special Educational Needs?

Who should I contact to discuss the concerns or needs of my child?

<p>Class Teacher</p>	<p>If you have concerns about your child you should firstly speak to your child's class teacher. The class teacher is responsible for:</p> <ul style="list-style-type: none">● Adapting and refining the curriculum to respond to strengths and needs of all pupils.● Checking on the progress of your child and the identification, planning and delivery of any additional support.● Contributing to devising personalised learning plans which may be incorporated into Support Plans to prioritise and focus on the next steps required for your child to improve learning.● Meeting with parents, ensuring they are kept informed regarding their child's needs and how these needs are being addressed in school.● Advising parents how best to support their child's learning at home.● Applying the school's Inclusion policies. Liaising with the SENDCO as well as other involved staff (e.g. TAs, staff delivering intervention programmes).
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Special Educational
Needs and Disability
Coordinator
(SENDCO):

Mrs Sonia Pollington
senco@howard.croy
don.sch.uk

The SENDCO's role is to coordinate provision for children with SEND in addition to developing the school's SEND policy.

This is achieved through a collaborative approach:

- Being involved in supporting a child's learning and access to the curriculum in consultation with teachers.
- Supporting staff by advising with regard to 'next steps' e.g. intervention, referrals, professional development opportunities.
- Informing parents, with the teacher, about the range and level of support offered to their child.
- Being available to meet with parents as necessary e.g. joining meetings with the Educational Psychologist (EP), Speech and Language Therapist (SALT) and other professionals or to offer advice/reassurance on an informal basis.
- Including parents when reviewing how their child is progressing.
- Being party to discussions regarding planning successful transitions to a new setting (class or school.)
- Liaising with a range of outside agencies including: Educational Psychologist (EP),
Speech, language and communication therapists (SALT)
Occupational Therapists (OT)
Physiotherapists
Child and Adolescent Mental Health Service (CAMHS)
Visual Impairment service
Hearing Impairment service
Pupil Referral Unit
Specialist teachers e.g., Autistic Spectrum Disorder, Dyslexia, physical disabilities
School nurse
Health Service
Social Services & Educational Welfare
Special schools
Parents in partnership (PIP)
The Virtual School (Children Looked After)

A range of professionals are consulted who can offer advice and support to help pupils overcome difficulties, provide specialist advice to staff and facilitate training to ensure that all staff are skilled and confident in meeting a range of needs.



Headteacher: Miss Jackie De Saulles office@howard.croydon.sch.uk	The Head teacher is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND and all relevant policies.
SEND Governor: Ms Tammy Butcher office@howard.croydon.sch.uk	The SEND Governor is responsible for: Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school. Discussing progress of pupils with SEND with teachers, SENDCO, Headteacher and Governors.

Support for children with Special Educational Needs

The following questions and responses will give you some more information about Special Educational Needs at our school.

	Question	Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	We track the progress of all our pupils and regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Class teacher first and then with SENDCO about any concerns they have.



2	What additional support can be provided in the classroom?	<p>All pupils are given 'Quality First Teaching' where lessons are differentiated and pupils are given work at their own level according to their needs. All teachers are responsible for creating and maintaining classroom environments that support all learners. Sometimes this is with the direct support of a Teaching Assistant.</p> <p>A Teaching Assistant (TA) is a member of staff who is trained to work under the direction of a class teacher and Year Group Leader. In our school, TAs are trained to support the learning of small groups, 1:1 and delivering interventions to targeted groups.</p> <p>Pupils with SEND may be given different tasks to achieve. Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs. We seek to match provision to need and the Leadership Team closely monitors the impact of specific interventions on pupil progress. Progress and impact of interventions are regularly shared with the pupil and their families at parent consultations.</p> <p>If additional funding is allocated from SEN to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil; this may be an additional person or a specific resource or a mix of different things as outlined in the Education Health and Care Plan. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, we would like you to tell us please.</p> <p>We also utilise pupil premium funding, where relevant, please contact our Head Teacher, Miss De Saulles for further information.</p>
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SEND INFORMATION FOR PARENTS



3	What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	Access arrangements – which includes readers, scribes, extra time, small classroom for pupils with SEND needs. We act upon advice given by outside agencies for example hearing impaired (HI) children sit near the front.
4	How will I know if my child is making progress and how will you help me to support my child's learning?	We regularly share progress feedback with all our learners and their families. We offer 3 parent consultations each year and each child is given an annual report in the summer term. It may be appropriate to hold further meetings during the year with the family, parents and outside agencies. We share what can be done by families at home to support the learning at school and our open door policy gives parents the opportunity to speak to school staff.
5	What training are the staff supporting children and young people with SEND had or are having?	Our Special Needs Co-ordinator (SENDSCO) is an experienced qualified teacher and has gained the National Award for Special Educational Needs Coordination (NASENCO). We regularly invest in training our teaching and support staff. The SENDSCO ensures our staff are updated on all matters pertaining to special educational needs and disability. Staff also undertake training where possible specific to individual needs. The SENDSCO meets regularly with other SENDSCOs and attends training from the local LA termly.
6	How will my child be included in activities outside the classroom including school trips?	As an inclusive school, we involve all our children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning.



7	How accessible is the school environment?	<p>Being a Victorian building does lead to difficulties in access for some pupils and adults with certain mobility needs. However, wherever possible access is planned for and whenever building works take place access and mobility issues are a priority. We have one disabled toilet on the ground floor (by the main office) and one on the second floor by the Reception and yr2 classes.</p>
8	What happens when my child with SEND transfers to Secondary School?	<p>We work closely with local Secondary schools to help make this transition as smooth as possible and to ensure that individuals needs are catered for. We often set up extra visits for children with SEND to help this process.</p> <p>Our SENDCO attends a formal transition meeting with secondary school SENCOs/ Inclusion Leads in the Summer term. That allows for support plans and information to be shared before pupils start at secondary school.</p> <p>If your child has an Education Health Care Plan we arrange a transition meeting at the end of Year 6 and invite high school colleagues. In this way Parents can be confident that the correct provision is available for their child at transition.</p>
9	How is the decision made about what type and how much support my child will receive?	<p>In response to data tracking and working with the pupil, their families and other staff, the Class Teacher and SENDCO consider a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p>
10	Who should I contact if I think my child needs extra support?	<p>Contact can be made through your child's class teacher, SENDCO (Mrs Pollington) or Headteacher (Miss De Saulles).</p>



11	What interventions are available for my child at Howard Primary School?	<p>Reading - a range of reading support is available for children across all year groups. This may take the form of one-to-one reading, additional phonics using RWInc and Fresh Start supporting decoding or reading high frequency words, additional guided reading groups, reading intervention programmes such as Echo Reading, comprehension support and booster groups (PIXL).</p> <p>Writing - Depending on the age and ability of the children, we run fine motor skills groups to develop handwriting, language groups to develop grammar and vocabulary and spelling groups to develop spellings and punctuation.</p> <p>Maths - Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes (PIXL) and booster groups after school.</p> <p>Speech and Language Therapy - We have regular visits from a Speech and Language Therapist from Words First. In consultation with parents and teachers, support plans for the appropriate children are written and suggestions for activities are made.</p> <p>(continued)</p>
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		<p>Emotional Support - We use Zones of Regulation both at a whole school and at a targeted level. At targeted level we run a 17 weeks Zones of Regulation programme in small groups or 1:1. We are also building on our Mindfulness in School Programme (MISP) and this year we have 2 more teachers undertaking mindfulness training. We liaise with outside agencies such as bereavement support, Educational Psychologist and SEND locality to source appropriate support for a pupil who is struggling emotionally.</p> <p>Our staff has undertaken training on Childhood Adverse Experiences (ACE) and we are building on our trauma informed knowledge. We also have one TA who is trained to deliver LegoBuild2Express. Mrs Pollington is our qualified Senior Mental Health Lead and Miss Ancel is our qualified Yoga Teacher and Mental Health First Aider.</p>
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12	What external teaching and learning do you offer?	<ul style="list-style-type: none">● School trips for each year group.● Visitors to school.● We are part of the Children's University that promotes learning outside the classroom. https://www.childrensuniversity.co.uk
13	What is the school's policy on administering medication?	<p>For medication to be administered in school it must be prescribed by a doctor and have a named chemist label on it or for 'over the counter medication' be in its original packaging with dosage instructions.</p> <p>Normally we can only give medication which is needed four or more times a day and/or before food; Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered.</p> <p>For further information please contact Mrs Newlands/Miss Enwonwu on 0208 6884216</p>
14	How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	<p>Staff names and responsibilities are on the school website or available from the school office. https://www.howard.croydon.sch.uk/teaching_staff/</p>

Croydon SEND Locality Project

In September 2022, our school joined the Locality SEND Support Initiative set up by Croydon Council to improve support for children with special needs or disabilities who live in Croydon.

Our Locality has been allocated funds to provide earlier and better targeted help and support to SEND pupils. Schools in the same locality can put forward cases and bid for funding after they have demonstrated that a particular pupil does have additional needs which cannot be met through our own school SEND resources.

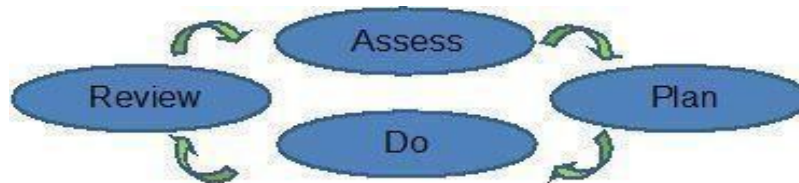
This early help, which may be in the form of advice, school to school support, referral to specialist services, or additional resources can be put in place quickly without unnecessary delay. This is because our group of schools hold the funding between us so we can direct this to the most suitable children in an efficient targeted way.



The Locality SEND Support scheme is only for Croydon residents and will not impact on pupils who already have an Education & Health Care Plan or those in Enhanced Learning Provisions.

Assessment, Planning, Do and Review

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality first teaching' intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



Assess = Class Teachers, SENCO and /or Parents and Carers identify pupils as needing SEN support. In some cases, additional advice may be needed and this will take the form of referrals to external agencies such as Speech and Language Therapist (SALT), Occupational Therapy (OT), Educational Psychologist (EP).

Plan = Evidence based interventions and support are agreed with all parties concerned and put in place. Targets are set and a time frame agreed for a review. The plan is called Pupil Support Plan.

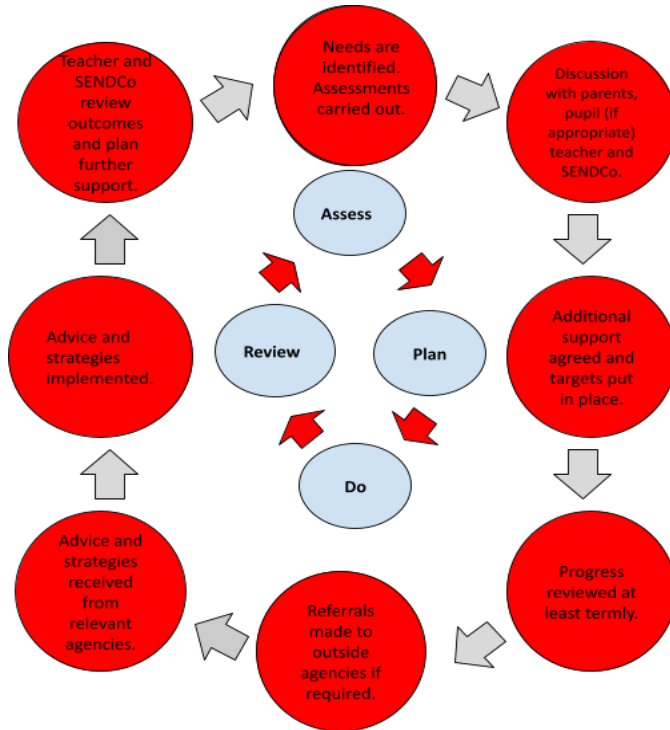
Do = Class Teachers retain responsibility for working with the pupil. They will work closely with the Teaching Assistant (TA) or specialist staff. The SENCO will support the class Teacher and TA by advising on the effective implementation of the support.

Review = The progress made by the pupil against the targets set at the Assess and Plan stage are reviewed in line with the agreed review date. Class Teachers, SENCO, together with the parent and pupil, will decide whether good progress has been made or not. Further support might be sought from external agencies and where, appropriate, a referral for an Educational Health Care Plan (EHCP) or SEN Locality might be agreed on.

If there are concerns over a child's progress the following cycle will take place.



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Children who are receiving SEND support will have a ‘Support Plan’ and this will include strategies and targets to help your child work towards overcoming any difficulties. This will take into account your child’s strengths as well as areas of difficulties. Identified additional provision will then be carried out until the next review.

Support Plans will be reviewed each term and you will be invited to discuss this at parents’ evenings or at a separate meeting if necessary. You and your child will be invited to contribute to reviewing your child’s progress. In some cases it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) will have an additional annual review of their progress which involves all adults involved in the child’s education.

Our support plan looks like this :

MY SUPPORT PLAN

Name	
DOB	



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School	Howard Primary School		
Class			
Background Information			
Home:	Lives with _	Photo permissions:	YES/NO
Allergies:	kiwy,nuts	Communication:	Verbal/Nonverbal
Other:	ear defenders, chewy		
Triggers		Behaviours	
<ul style="list-style-type: none"> • Feeling under pressure • Feeling picked on • Fearful of losing something • Frustration 		<ul style="list-style-type: none"> • Avoidance tactics • Emotional • Retaliation • Anger outbursts 	
Motivators		Tools	
<ul style="list-style-type: none"> • Reward system • Celebration of success • Positive attention • Turning a negative into a positive • Active breaks 		<ul style="list-style-type: none"> • Own chart with reward for whole class • Celebrate the positive, give praise for a factual reason • Adult offering a guided restorative solution e.g. tidy up class after tantrum, share a game with a child X argued with • 5 mins time out at break if X uses hands in a negative way 	
Strategies			
<ul style="list-style-type: none"> • Use ZoR lanyard • Divert X into a quiet activity when hyperactive to avoid a red zone incident • Consistent use of Own Reward Chart • Involvement in finding a solution so X can understand other people's feelings 			



- Offer the use of Calm area

Goals

- To achieve the goals on X chart 90% of the time
- To develop a trusting relationship with all adults in X class
- To be able to use at least 2 ZoR strategies to cope with disappointment and fear

Review

- By mid-Autumn X had started to respond to one calming Zones of Regulation strategies
- By January X started going to safe adult for support without being asked
- By June X was able to confidently apply 2 Zones of Regulation strategies

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set.

Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Further Information

To find out more about what Croydon LA can offer your child please follow these links.

Croydon Local Offer <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

The Local Authority Local Offer <https://www.croydon.gov.uk/education/special-educational-needs>
Parents in Partnership (PIP) <https://www.pipcroydon.com/>

DfE Code of Practice Special Educational Needs and Disability Code of Practice Jan 2015

www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code



Glossary for Terms used in our SEND Information Report:

Annual Review

All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.

Code of Practice

The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs. **Differentiation**

Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

Differentiated Curriculum

A curriculum that is specially adapted to meet the special educational needs of individual children.

Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD).

EHCP / Education, Health and Care Plan

From 1st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Croydon's Local Offer.



EP / Educational Psychologist

Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

Exam Special Arrangements

Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.

Exam Special Concessions

Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc. **Governors**

Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.

HI

Hearing Impairment Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or

particular teaching strategies in order to access the concepts and language of the curriculum

Inclusion

Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. **Support Plan**

A Support Plan sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have a Support Plan but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. It should be reviewed regularly and at least twice a year.

Learning Mentors

Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. **LA/ Local Authority**

Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Croydon, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.

National Curriculum

This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and



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reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

OFSTED

OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.

Personalised Learning

Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability

Updated November 2022

To be reviewed November 2023