



Parkwood Primary School

SEN information report

2024-25

All Hackney maintained schools have a similar approach to meeting the needs of pupils with Special Education Needs and are supported by Hackney Education to ensure that all pupils, regardless of the specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible.

Areas which we can provide support:	
Communication and interaction This can include Autism and those with speech, language and communication needs.	Cognition and learning This includes specific learning difficulties, moderate learning difficulties and with multiple learning difficulties.
Social, emotional and mental health This includes pupils with social and emotional or a mental health needs which impacts on their ability to learn.	Sensory and/or physical This area includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

1. How we identify pupil with SEN and assess their needs

We know your child needs help if:

- Concerns are raised by parents/carers, staff or the child
- Limited progress is identified during termly pupil progress reviews
- There is a change in the pupil's behaviour or progress over a period of time
- Information is received from the previous setting as part of the transition process

Name and contact details for Parkwood SENDCO:

SENDCO: Andrea Sumner asummer@parkwood.hackney.sch.uk 0208 802 5366

SEN Governor: Judit Kimpton admin@parkwood.hackney.sch.uk

2. Admissions

Details of admissions can be found at <https://education.hackney.gov.uk/section/admissions-and-transfers>

3. Approach to teaching pupils with SEN and the additional support available to them.

At Parkwood Primary School, we are proud to be inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children who need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy, procedures and practice in order to achieve best practice.

To successfully match pupil ability to the curriculum, Parkwood Primary School remain committed to:

- Adaptive teaching techniques
- Use of visual aids, models and physical resources
- Additional support either in or out of class
- Flexible groupings – including small group support work and paired work
- The appropriate use of rewards and sanctions
- Mentoring and counselling
- A broad range of extra-curricular activities
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate

4. How we consult pupils and their parents, and involve them in the education of the pupil

All parents are encouraged to contribute to their child's education; this may be through but is not limited to:

- Discussions/meetings with the class teacher
- Discussions with SENCO, Senior Leadership Team or other professionals.
- SEN plan review meetings
- Annual reviews of EHCPs
- SEND parents' forums such as SEN coffee morning or family coaching to discuss general issues.

5. How we assess and review pupil progress towards outcomes.

- If a child is identified as needing a School Support Plan to support their education, parents will be involved in helping the school create this and then in reviewing targets at regular intervals, usually three times a year or more if needed.
- In addition to these, you will be able to discuss your child's progress at any time of the year by booking an appointment with the class teacher. These can be arranged by email, by telephoning the school or in person.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made with the class teacher and/or the SENCO if further discussion is required.

6. How we support pupils to transition between phases of education.

If your child is moving to another school:

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made before your child transfers to their new school.
- We will make sure that all records about your child are passed on as soon as possible.
- We will hold , wherever possible, a transfer meeting with the SENCO / Inclusion Manager of the setting your child is moving.
- We will arrange visit(s) to the school with a staff member (if needed).
- If your child is transferring to a special school or school with an ARP, we will work with the school's transfer and settling-in plan to ensure a smooth transition.

When moving classes in school:

Information will be passed on to the new class teacher, and in all but exceptional circumstances, a planning meeting will take place with the new teacher to discuss your child's strengths and differences and the strategies that have been successful. Parents/carers can be part of this meeting. Documents that map out the child's needs and provisions, such as One Page Profile, most recent Support plan, and where relevant EHCP and professional reports, will be shared with the new teacher. Wherever possible learning support assistants have opportunities to demonstrate and model the techniques, equipment and interventions used at the time of transition.

Starting EYFS:

- There are school visits and induction sessions ie. Stay and play for all children joining the Foundation Stage in September.
- The reception class teacher/staff will arrange individual home visits for new pupils joining Parkwood Primary School.
- The SENCO may arrange additional visits for children identified as having SEND, and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Teaching and Support Service.
- Where necessary, a staggered settling-in timetable that is additional to the transition process for new pupils will be put in place with parents/carers.

In Year 6:

Students with SEN are allocated places in two separate and distinct ways:

Pupils with EHCPs have a separate admissions procedure overseen by Hackney Education's SEND team. The deadline for submitting secondary school preferences for pupils with EHCP is different (it tends to be the first week in October). A meeting with SENCO and yourself and the pupil will be held to discuss options. A visit for you and your child to the prospective school/s before applying can be arranged too. You can also look at the 'School Offer' of these schools to help you with your choices. Once parents/carers/pupil makes their school choices, secondary schools are asked if they could meet your child's needs based on their EHCP. This is called consultation.

Pupils with EHCP will have the following transition process in place:

- The Year 6 teacher and/or SENCO will discuss your child's specific needs with the SENCO/Inclusion Manager of their secondary school.
- The new schools are invited to attend any reviews we hold before your child transfers to them.
- Your child will participate in focused learning about aspects of the transition to support their understanding of the changes ahead. This is often undertaken with guidance from the Speech and language therapist.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.
- Preparation to transition to secondary school will take place in the Summer term.

In addition to the above, a range of strategies accessible at your child's stage of development, e.g., a social story, will be made for them to support them during this important transition of their life.

Pupils who have SEND but do not have an EHCP apply and are admitted to secondary school via the usual school admissions criteria. However, you might still want to discuss your choices and the school SENCO will be able to assist you with this too.

7. How you evaluate the effectiveness of your provision for pupils with SEN

We continuously ensure the provision has a positive impact on the outcomes for all of our pupils with SEN. We do this in a variety of ways, including:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO and SLT which can include learning walks, book looks and pupil book studies
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans and termly reviews for pupils on a school SEN plan.
- Teacher appraisals/performance management

We know that SEN provision has had an impact when:

- We see evidence that the child is making adequate progress academically against national and age expected levels and that the gap is narrowing – i.e. they are catching up to their peers or expected age levels.
- The pupil is achieving or exceeding their expected levels of progress outlined in their SEN plan or EHC plan.
- Verbal feedback from the teacher, parent and pupil highlights a positive impact and/or identifies progress.
- Formal or informal observations of the child at school identify evidence of a positive impact and/or identifies progress.
- Pupils move off the SEND register.

8. How you adapt the curriculum and learning environment for pupils with SEN

High-quality impactful teaching strategies for individual pupils is the first step in responding to children who may have special needs. For example, a child can record information in different ways, such as using an iPad or laptop. This type of teaching is known as adaptive teaching and will enable your child to access a broad, balanced, and relevant curriculum. You can find out more about adaptive teaching in the school's Teaching & Learning Policy. If your child is not making the expected progress and has specific gaps in their understanding, they may work within a smaller group of children.

These groups, also called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or an Education Support Assistant who has been trained to run these groups;

- by a specialist from outside the school, such as a speech and language therapist. Further specific support may also be provided through an Education, Health, and Care Plan (EHCP).

This means the class teacher, SENCO, and/or external professional will have identified your child as needing individual or small group teaching, which cannot be provided from the SEND budget available to the school.

- If a child has been identified as having a special educational need, they will be included on a Provision Map. Targets will be set accordingly to their area of need. These will be monitored by the class teacher termly and by the SENCO at least three times a year.
- If appropriate, specialist equipment such as writing slopes, concentration cushions, pen/pencil grips, typing software, a quiet work area, noise-cancelling headphones may be provided.

9. Facilities available and disability access to the school

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Outside ramp to access all school buildings
- Disabled toilet that is large enough to facilitate a wheelchair.
- Visual timetables are used in all classrooms.
- Transport can be organised to and from school by the Hackney Education via the following details: Phone 0208 7000, option 4 then option 1, email transport@hackney.gov.uk. For more information:

https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As1_ZGo

10. Inclusion: The steps taken to prevent pupils with a disability from being treated less favourably than others.

Parkwood primary school does not discriminate against children on the grounds of race, gender, religion or ability. Our anti-bullying policy can be found at <https://parkwood-primary.greenhousecms.co.uk/Keyinformation/Policies>

We seek to enable all children to have equality of access to the curriculum. Parkwood Primary School makes 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Please find the school's Accessibility plan on the school website. Our anti-bullying policy can also be found here: <https://www.parkwood.hackney.sch.uk/Keyinformation/Policies/>

11. Training and expertise of staff to support pupils with SEN and how we secure specialist expertise.

Staff have had experience of teaching children with:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- Attachment Disorder and other Emotional Difficulties.
- ADD (Attention Deficit Disorder – ADHD (Attention Deficit Hyperactivity Disorder)
- Tourettes
- Downs Syndrome and other chromosomal differences
- Other Physical including coordination difficulties, visual impairment & hearing impairment
- Other Medical Needs including epilepsy, allergies & diabetes.

Staff have received training in the following aspects of SEND:

- Autism awareness and strategies to support children in school
- Speech and Language support
- Intervention strategies
- Dyslexia and support strategies
- Supporting and assessing children with additional needs
- Administering EpiPen medication, epilepsy and diabetes.

Parkwood staff enjoy good working relationships with a wide range of agencies who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff

- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services including its Early Help.
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- School Nurse
- Young Hackney – pastoral, behaviour support
- WHAMS (Wellbeing and mental health in schools)

12. How we enable pupils with SEN to engage in activities.

We do our best to ensure that all children can access all things as best as we can. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.

At Parkwood Primary School, we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

At Parkwood we believe every person should be treated equally and with respect. As long as this school is the best place to meet the needs of an individual child, he/she will be admitted and every care taken to ensure appropriate access to the full curriculum. As far as possible the physical needs of every child will be catered for.

There are members of staff who are first aid trained and members of staff who are trained in administering prescribed medication to children. All medication is stored in a locked cupboard away from children.

Children with additional medical needs will have a care plan written in conjunction with the school nurse. The school endeavours to cater for all medical needs as practically possible and will request any additional training that is required.

13. Inclusion outside of the classroom and on school trips

- Risk assessments are carried out for school visits, including residential trips, and reasonable adjustments will be made where required. Where needed, the risk assessment would include a meeting with parents/carers as well as taking into account any medical advice. The destination of these trips will be considered when assessing the needs of all children. Activities and school trips are available to all.
- If necessary, a parent or carer may be asked to accompany a child during the activity depending on the level of the 1:1 support required.
- After-school clubs are available to all pupils. Vulnerable pupils are given priority, and adjustments will be made to support their participation.

14. Looked after pupils with SEND

Andrea Sumner is the SENCO and the Designated Teacher for Looked after Children. She ensures that all teachers in school understand the implications for those children who are looked after and have SEN.

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

15. Support for Social and emotional development

The Designated Safeguarding Lead is Andrea Sumner, the Deputy Safeguarding leads are Paul Thomas (Headteacher) and Olivia King.

At Parkwood Primary School, we are an inclusive school. We consult with a wide range of agencies and partnerships to ensure the Emotional and Social Development needs of SEN children are met. Staff believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support is required. Class teachers use "feelings boxes" among other strategies to support pastoral needs of pupils with SEN.

At Parkwood Primary School, we maintain close links with External Partnerships in order to access the best professional advice, we also link with Local Authority and Private Providers

of additional services, such as WAHMS (well-being and Mental Health in schools), CAHMS (Child and Adolescent Mental Health Service), School Nursing Service, Social Services and Medical Professionals.

16. Contact details of support services including those for pursuing mediation.

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the contents of our SEN Information Report. If you would like to comment, please send an email the school admin at admin@parkwood.hackney.sch.uk

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter or email to the Head Teacher via admin@parkwood.hackney.sch.uk.

We hope that complaints about our SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints Policy should be followed, this can be found on the school website or from the school office.

Further information can be found in the Hackney local offer <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=G9jSHGfJTWY>

Information about mediation can be found at: <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=Z8ToQhRvE7E>

17. Useful contacts:

The class teacher is the first point of contact but parents are also welcome to contact the SENCO directly about any concerns.

Queens Drive

London N4 2HQ

Headteacher: Paul Thomas

020 8802 5366

admin@parkwood.hackney.sch.uk

www.parkwood.hackney.sch.uk

Headteacher: Paul Thomas

Assistant Headteacher for Equality of Education (SENDCO): Andrea Sumner

School office: Melanie Bernard

Healthcare lead: Olivia King