



**PERIVALE**  
PRIMARY SCHOOL

# SEND Information Report

Committee with oversight for this policy – Standards Teaching & Learning	
Policy to be approved by the Headteacher	
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# Special Educational Needs and Disabilities Information Report

## Our approach to teaching children with SEND

Perivale Primary School shares a vision of individuals who exceed expectation and enjoy education where excellence is at the centre of all we do.

This vision includes all the children in our school with SEND.

For further information or advice from the Local Authority on matters relating to SEND please see the [Ealing Local Offer](#).

### 1. What kinds of needs can be supported at our school?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

### 2. Who can I talk to about my child's needs?

- Class teacher
  
- Deputy Head/ Inclusion Lead (Naomi Dowd Tel: 020 8997 0619 ( Ext: 112)

### 3. How are children's needs identified?

All children are different so at Perivale Primary School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

#### How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Parent information meetings.
  - Questionnaires to parents and children
  - Work with previous schools or educational settings
  - 'Getting to know your new school or class' visits before children start properly
  - One page profiles
  - Home visits or interviews at school.
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- **How are children's needs identified whilst children are at our school?**
    - By pupils telling us
    - Just by talking
    - Circle time
    - Worry boxes – sometimes boxes are provided where children can place notes to the teacher with their concerns
  
    - Feedback in books – children can write notes in their books for the teacher to see when they mark.
  
    - School counsellor drop in sessions – Since September 2015 we have had a school counsellor and she runs drop in sessions at lunch time for children.
  
    - One page profiles or Communication Passports
  
    - By informally talking to the teacher - Open door policy

- By a parent telling us
- Parents consultation evenings
- Through Teacher assessments - All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.
- Other information that may be used to identify pupil needs - We also use other sources of information to ensure that pupils are happy and making good progress and to identify any other support that may be needed.
  - Analysis of behaviour logs
  - Analysis of welfare logs
  - Attendance records
- During a review of progress against SEND desired outcomes - These happen every term in meetings with parents, children and teachers

#### **4. How do we work in partnership with parents of children with SEND?**

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEND is even more important, so to ensure that parents and children are involved in decision making at all stages we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Have an open door policy so that parents can make appointments to see the class teachers and SENCo when they are concerned and would like a longer discussion.
- Extend the termly parents meetings for some SEND pupils so that a more in depth discussion about a child's progress can take place.
- Hold a termly SEND Review meeting for pupils with more complex needs so that an individual support plan can be made or progress reviewed in collaboration with parents, child, teaching staff and the SENCo.
- Include the progress a child with SEND has made towards their desired outcomes in their annual report.
- For any child with an Education Health Care plan and for some children with more complex SEND the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.

## **5. How do we enable children with SEND to make decisions about their education?**

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Asking questions in lessons
- Asking questions in books
- Self-assessment through live marking in order to identify difficulties and seek support
- Use of 'Traffic light' self-evaluation during or at the end of a lesson

Please also see our Teaching and Learning policy and our Marking and Feedback Policy for further details.

### **Children with SEND support**

In addition, children with SEND support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during Review meetings. The outcomes and the additional support needed to help the children achieve them are recorded termly on our school provision map. Class teachers will give parents and children a copy of the plan as soon as it has been decided.

A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to the meeting as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can arrange that too if you give us some notice.

### **Children with an EHC plan or statement**

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with pupils and parents to develop an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

## **6. How do we help children when they move to our school?**

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect. (Please see section on identification of needs before coming to our school)

Once we know that a child has SEND we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a "transition plan" to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate a one page profile can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on. (see section on one page profiles)

## **7. How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans, or EHC plans and "one page profiles" drawn up.
- Liaise with the SENco/ year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHC plan. For example we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. taking photos of the new school and teacher or working on a new one page profile for the new school.
- We invite the new school to the last annual review of a child with an EHC plan, **or if not possible a transition meeting will be arranged.** A transition plan can be set up as part of this meeting.

## **8. How do we help children when they move between classes and /or phases of education?**

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- **Visits to the new class and meeting the new teacher**
- If your child would be helped by a book to support them understand moving on then it will be made with them.

## **9. How are adaptations made to the school to help children with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- We run the following interventions to support learning:
  - Short term programmes run by trained teaching assistants or specialist teachers to help children who are falling behind to catch up in reading, writing, phonics, speaking and listening and Maths. These are usually carried out in small groups for 6-10 weeks, though sometimes more intensive or extended programmes may be given to individual children.
  - Speech and Language and Occupational Therapy programmes. These are designed by qualified therapists for individual children after an initial assessment, and are usually carried out by a Teaching Assistant who has been given training.
  - Programmes to help with social skills, self-help skills and emotional or behavioural difficulties. These are usually run in small groups by trained teaching assistants or teachers.

## 10 . What skills and training do our staff have?

Staff members	Training completed	
All staff	<p>Are trained in the requirements of:</p> <ul style="list-style-type: none"> <li>• The SEND code of practice 2015</li> <li>• The Equality Act 2010</li> <li>• All general school policies on teaching and learning and behavior management include information on how to include children with SEND</li> <li>• Planning for Inclusion of all pupils</li> <li>• Speech, Language and Communication difficulties</li> <li>• Specific Learning Difficulties</li> <li>• Autistic Spectrum Disorder</li> </ul>	
SEND Teaching assistants	<p>We have a variety of skills in our teaching assistants depending on their role.</p> <p>Different staff have had training in the following areas:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Speech and Language Therapy programmes (SALT)</li> <li>• Occupational Therapy programs (OT)</li> <li>• Phonics</li> <li>• Reading interventions</li> <li>• Writing interventions</li> <li>• Maths interventions</li> <li>• <b>Social, Emotional and Behavioural support (SEMH)</b></li> </ul>	
SEND Teaching staff and Leadership	<ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Feedback</li> <li>• Specific Learning difficulties (Dyslexia)</li> <li>• NASENCo accreditation</li> <li>• Quality First Teaching for SEND</li> <li>• Reading Recovery Accreditation</li> <li>• <b>Planning for Inclusion of all pupils</b></li> <li>• <b>Makaton (KS1/EYFS)</b></li> <li>• <b>Speech, Language and Communication difficulties</b></li> <li>• <b>Specific Learning Difficulties</b></li> <li>• <b>Managing behavioural difficulties</b></li> <li>• <b>Autistic Spectrum Disorder (Autism Education Trust)</b></li> </ul>	

### **11. Can the school work with other agencies/services?**

The school works with lots of different agencies and professionals to support children's needs. These are a few we have worked with this year:

- Speech and language therapy service
- Occupational therapy service
- School nursing service
- Educational psychology service
- Social services
- SAFE team
- Behaviour support team
- **Early Start SEND Team**

### **12. How do we support the emotional and social development of all of our children?**

The school Behaviour Policy can be found on the school website.

We also teach children strategies to help them socially and emotionally in the following ways

- PSHE lessons
- Circle time
- Assemblies
- Small group or 1:1 Interventions
- **Using empathy first when a child is upset (flip your lid)**
- Zones of Regulation strategy

If necessary, we also support children's social and emotional development in individual support plans that teach social skills and coping strategies.

- Counselling Services
- Behaviour services

### **13. How effective is our SEND provision?**

The effectiveness of our provision is monitored by looking at children's progress towards the targets set on their Pupil Progress Plans; through feedback from staff, parents and children; and through baseline and exit data. These measures inform next steps, changes or adjustments to provision.

- Last year we provided the following interventions for children with SEND: reading, writing, phonics, handwriting, Maths, **Emotional and** social skills, mentoring, counselling, speaking and listening, vocabulary, occupational therapy, speech and language therapy, art therapy, play therapy, Lego Therapy, Listening and Attention skills, Vocabulary development, and self-help strategies
- **71 children are on our SEND register now.**
- Please refer to the tables below, which show the progress children made in our school last year.

**NB: Statutory data was not collected in 2019 or 2020 or due to COVID 19 school closures. Data for the previous years can give an indication of the progress pupils with SEND have made at Perivale in recent years.**

## Attainment and Progress of pupils with SEND 2018-19

### Key Stage 2

Children with SEND made exceptional progress at the end of Key Stage 2, attaining well above local schools in Ealing, and more pupils with SEND achieved a Good Level of Development (GLD) in EYFS.

#### Attainment

This table shows the percentage of SEN and non-SEN (N-SEN) students that achieved the expected standard or better in the four subjects assessed at the end of KS2, compared with the percentages for all primary schools in Ealing.

Cohort 10 pupils	School 2019		Ealing 2019		School 2018	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Reading	70	96	39	86	94	98
Writing	70	89	39	90	65	98
Maths	90	98	48	92	82	98
GPS	90	93	48	94	76	98
RWM	60	89	27	80	65	98

#### Progress

This table shows the average progress scores of SEN and non-SEN students compared with Ealing primaries generally. This shows whether children made the progress predicted from baseline (end of KS1) to exit (end of KS2). The median score is always 0.0, so any score above 0.0 is above average, while scores below 0.0 are below average.

Cohort 10 pupils	School 2019		Ealing 2019		School 2018	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Reading	1.6	4.1	-1.0	1.3	10	2.5
Writing	1.7	2.9	-1.1	1.0	4.8	4.1
Maths	3.7	5.2	-0.1	1.9	10	6.2

### Key Stage 1

This table shows the percentage of SEN and non-SEN (N-SEN) students that achieved the expected standard or better in the three subjects assessed at the end of KS1 compared with Ealing primaries.

Cohort 11 pupils	School 2019		Ealing 2019		School 2018	
	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND
Reading	9	88	32	83	22	85
Writing	0	86	23	96	22	85
Maths	27	94	36	85	44	85
RWM	0	84	20	75	22	79

**Early Years Foundation Stage** This table shows the percentage of children achieving a good level of development in all of the prime areas.

Cohort 11 pupils	School 2019		School 2018	
	SEND	Non-SEND	SEND	Non-SEND
GLD	27%	80%	17%	61%

### Internal Data

Data was gathered through **teacher assessments** in summer 2021.

ATTAINMENT 2020-21								
% Pupils with SEND at Expected or above								
	Reading	Writing	Maths	RWM				
EYFS	25%	25%	25%	25% GLD 25%				
Year 1	20%	40%	20%	20%				
Year 2	50%	60%	80%	50%				
Year 3	33.3%	33.3%	40%	33.3%				
Year 4	0%	0%	40%	0%				
Year 5	16.7%	10%	41.7%	10%				
Year 6	30%	27.3%	36.4%	30%				
PROGRESS 2020-21								
% Pupils with SEND at Expected or above								
	Reading %		Writing %		Maths %		RWM %	
	Aut	Sum	Aut	Sum	Aut	Sum	Aut	Sum
EYFS								
Year 1 (10)	0%	20%	0%	40%	0%	20%	0%	20%
Year 2	60%	50%	70%	60%	80%	80%	60%	50%
Year 3	33%	33%	33%	33%	40%	40%	33%	33%
Year 4	0%	0%	0%	0%	30%	40%	0%	00%
Year 5	17%	17%	8%	10%	42%	42%	8%	10%
Year 6	18%	30%	27%	27%	36%	27%	18%	18%

### 14. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors. The governing body will ensure that complaints are dealt with promptly and professionally.

But if you are concerned at any time please contact the school in this order

1. Class teacher
2. Deputy Head/Inclusion Manager
3. Head teacher
4. Chair of governors