

Agenda item: 3.7	Report author: Rachel Smith	Date: 28.06.23
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SEN school information report

1. School context

	June 2022	June 2023
Number of children with and EHCP	29	24
Percentage of children with an EHCP	6%	5.5%
Number of children receiving SEN support	132	126
Percentage of children receiving SEN support	27%	27%
Total number of children on the SEN register	151	150
Percentage of children on the SEN register	32%	31%

Please explain any changes or context for the LAB.

There are 3 children who remain under assessment. Applications were submitted in September, October and November. Their plans are overdue

There are 3 other children whose assessment requests have also been agreed for assessment

There are 2 children whose assessment requests are awaiting panel

We have one additional child who will be joining Morningside in September for Reception externally with an EHCP in place.

Recommendation

The LAB is recommended to approve the SEN school information report.

Report published for parents and available online

Reviewed and approved by the LAB: June 2023

Next full review due: June 2024



Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

At Morningside Primary School, every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

Policies for identifying pupils with SEND and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning needs, or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for all kinds of needs at Morningside Primary School, usually grouped into 4 categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly provision map and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCo will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCo to discuss individual needs.
- The SENDCo will talk to the child and parents/carers to find out their views and needs.
- The SENDCo will come to lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in October, February and May. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan. Annual reviews are held (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

- The SENDCo will organise liaison meetings with staff at nurseries where children have been identified with SEN prior to admission where possible.
- If children join the school mid-year, we hold admission meetings with the SENDCo to find out about the nature of the child's difficulties and to set up links with any outside agencies. We also endeavour to get in touch with children's previous settings directly.
- We support transition for pupils to secondary school by organising meetings with the secondary SENDCos to talk through provision that has been in place and out recommendations for future support.

The approach to teaching pupils with SEND

Every child at our school with special educational needs is celebrated and valued for their individuality. We continue to work to ensure standards of achievement for pupils with SEND improve so that they have the potential to achieve their best personally and academically. No challenge is seen as insurmountable, and we continue to find creative ways to provide for children with complex needs. Children with SEND are encouraged to become independent learners with their own personal goals, as well as being motivated to learn together alongside their peers.

The provision for children with Special Educational Needs is coordinated by Rachel Smith, who works closely with the Headteacher, class teachers and support staff, parents and external agencies. Everyone shows real dedication and commitment and works towards improving the outcomes for learners with SEND.

Our SEND Provision and our care for vulnerable pupils are highly regarded in the borough, and the school has an excellent relationship with the Inclusion Team at Hackney Learning Trust.

How adaptations are made to the curriculum and the learning environment of pupils with SEND.

When a pupil has been identified with special needs their learning and provision will be adapted by the class teacher to enable them to access the curriculum and make progress. Members of support staff may also be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need they will have provision planned on either the class provision map (SEN support) or an individual provision map (children with EHCPs); if family and school consider the needs of the child to be better suited to an individual provision map, this will also be put in place, for example when gathering evidence to apply for an EHC plan. Targets will be set accordingly to their area of need. These will be monitored by the class teacher and by the SENDCo at least three times a year. Provision maps will be discussed with parents/carers at teacher consultations (three per year) and sent home each term.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Additional support for learning that is available for pupils with SEND

The school works with both a speech and language therapist and an occupational therapist who both attend the school. The school also works with the re-engagement unit (REU) from Hackney learning trust who attended on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Precision teaching
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support - pastoral check ins, transition support or a session from the Emotional Literacy Support Assistant (ELSA)

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCo, another member of the SLT with a particular expertise or a professional service that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.
- How to support children in literacy and numeracy.

Occasionally a pupil may need more expert support from outside of school such as Educational Psychology. Where this is the case a referral will be made with parental consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

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

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Physiotherapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- Inclusion Team

How equipment and facilities to support children and young people with SEND will be secured

Morningside has a wide range of equipment to support children with additional needs. This will be discussed with parents and class teachers through the child's learning journey to ensure they have the best offer at school. This could be through laptops, iPads and other assistive technology.

How the effectiveness of the provision made for pupils with SEN is evaluated

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

All children are encouraged to participate in a wide range of activities. Where it is felt that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in the form of assistive technology, additional adult support. This would be facilitated on a case by case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Where there is a concern around a child's emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

In some cases, the emotional and social development may meet the threshold for the SEN register. Circle of friends has been very successful in improving the relationships between a few children with SEND and their peers. The views of children with SEND are always gathered, through conversations with the SENDCo or their class support where appropriate.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

We work with a wide range of external agencies to support children with additional needs. Referrals may be made to:

-social care/ family support services. This could be a referral to the social care for disability team for support with respite at home.

-school nursing team- this could be support for asthma, allergies or other health conditions.

-Hackney learning trust- support with funding for children, SEN specialists, teacher of the deaf, ASD specialists.

-WAHMS- Morningside has a CAMHS clinician to support children, staff and parents with children with social, emotional difficulties and support the referral pathway.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Rachel Smith

Other key people are:

LAB link member for SEN: Sally Glen

Federation link governor for SEN: Alice Wilson

If you have any other questions, please contact the school on: 02089855382

The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

The arrangements for the admission of disabled pupils

At Morningside, we are a fully inclusive school and welcome all children, regardless of their need. We will hold a meeting prior to the child's admission and ensure parents are consulted at all stages. A meeting will be held with previous settings, if appropriate, to ensure a smooth transition happens. Morningside also has a lift for children with physical disabilities. Referrals will be made to external agencies for support if necessary.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

At Morningside we have three rules; be ready, be respectful and be safe. Assemblies and PSHE lessons teach children about difference and how it should be celebrated and how we should be respectful to everyone. We ensure all children are reflected in the books we read, including disabled pupils and actively teach children to be respectful and include others. We ensure that all pupils receive a broad and balanced curriculum offer and that children with disabilities receive the full national curriculum offer.

The facilities we provide to help disabled pupils access our school

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

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email transport@learningtrust.co.uk

How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here:
<https://morningside.hackney.sch.uk/about-us/school-policy/send-2/>

Appendix 1

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>



<http://www.cafamily.org.uk/>



Hackney Independent Forum for
Parents/Carers of Children with Disabilities

<http://www.hiphackney.org.uk/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



IPSEA
Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



Parents for Inclusion <http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people

**Dyslexia
Action**

<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>