

## Princess May SEND Information Report

At Princess May we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

The basis of our provision for children with special educational needs at Princess May is that we believe:

- All children are valued equally regardless of their abilities and behaviours.
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs in order to make the best possible progress.

### **Q. How do we know if children need extra help and what do I do if I think my child has special educational needs?**

We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

**- On-entry observations.**

Staff complete assessment observations when children start in Reception Class which will form part of their Early Years monitoring.

**- Half termly monitoring of progress in Reading, Writing and Maths.**

We will quickly be able to spot any child who is not making the progress we would expect for their age or ability.

**- Regular phonic assessments in Key Stage 1 and Foundation Stage.**

Your child's ability to recognise or read the sounds which make up a word, is tested regularly throughout the academic year.

**- Concerns raised by your child's Class Teacher or Learning Support Assistant.**

At Princess May we pride ourselves on the relationships which are formed between your child and their teaching team. We encourage all staff to raise concerns with the SEND Team who will investigate further.

**- Concerns raised by you.**

We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.

**- Professional Diagnosis and Outside Agencies**

We work closely with a range of external professionals including our School Nurse on any medical issues your child may have.

### **Q. How will I know how my child is doing at school?**

All our Class Teachers use regular assessment opportunities (both formal and informal) to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners in all areas of the curriculum.

The progress of all pupils here at Princess May is continually monitored by class teachers and discussed with the Senior Leadership Team in Pupil Summit meetings on a regular basis.

Parents will be informed termly of their child's progress which will outline pupil's achievement in line with national expectations in reading, writing and maths.

You may also arrange, at any time, an appointment to speak with your child's class teacher after school.

**Furthermore:**

Most children on the SEND Register will have an Individual Support Plan which will be reviewed with your involvement, every term and the plan for the next term made.

**Q. How will the staff at Princess May support my child?**

All children at Princess May are entitled to inclusive high quality teaching. Should your child require additional support, the Class Teacher will discuss their needs with the Special Educational Needs Co-ordinator (SENCo). Different children will require different levels of support in order to narrow the gap between them and their peers. This may include more in-class support, more practical tasks, small group interventions, or more personalised learning delivered on a one-to-one basis.

Your child's Class Teacher will plan activities and lessons based on the support identified in your child's Individual Support Plan. This will enable them to work at a suitable level with an appropriate amount of challenge. Standards of teaching are monitored regularly to ensure that they are of a consistently high quality and meet the needs of all pupils.

**Q. Who do I contact if I have questions or concerns about my child?**

If you have concerns about your child you should speak to your child's **Class Teacher** first. You may then be directed to the **SENCo/Deputy Head; Catrina Bangura**.

**The Class teacher is responsible for:**

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to personalised learning plans to prioritise and focus on the next steps required for your child to improve their learning.
- Applying the school's SEN policy.

**The SENCo is responsible for:**

- Line Managing the SEND team of staff and developing the school's SEND policy.
- Reporting to Governors
- Providing specialist advice and training
- Coordinating day-to-day provision for children with SEND
- Liaising with a range of agencies outside of school
- Ensuring parents are:
  1. Involved in supporting their child's learning and access to the curriculum.
  2. Kept informed about the range and level of support offered to their child.
  3. Included in reviewing how their child is doing.

**Q. What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?**

We are an inclusive school and we welcome and celebrate diversity. We encourage independent learning and have a policy of celebrating success in order to enhance self-esteem.

Other strategies used to support the development of social skills and self-esteem include:

- Small group programmes including social skills groups
- Individualised support to enable some children to recognise and record their own behavioural successes daily
- After school clubs
- Internal counselling service run by Place2Be, including a lunch-time drop-in session for all.

**Q. What training is provided for the staff at Princess May who work with children with additional needs?**

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. We regularly consider the training needs of our staff in line with the needs of our children and act appropriately to provide the right support to all our pupils. Our SEND Team perform regular observations

across the school to monitor the support provided to children with additional needs and advise on strategies to overcome barriers to learning. The SEND Team actively engages with local opportunities to share best practice and keep abreast of local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from specialist teachers to review, evaluate and develop the provision for pupils who have the most complex needs.

**Q. What support does Princess May offer for children on the Autistic Spectrum?**

Autism is a lifelong condition that affects the way a person communicates and relates to people and the world around them. It is a spectrum condition, which means it affects people in different ways and to varying degrees. People with Autism might find these things difficult:

Telling people how they feel, meeting other people and making new friends, understanding what other people think or feel, processing sensory information (e.g. through touch, taste, sight, sound or smell).

Individuals may be over or under-sensitive to certain sensory stimulation such as loud noises, bright lights or strong smells.

At Princess May we are an Autistic friendly school and collectively, staff have many years of experience understanding, supporting and working with children on the spectrum. We have staff that are trained in supporting children on the spectrum, a sensory room and visual timetables and prompts in every classroom. We have expertise in the use of PECs and Communicate and Print to support the visuals which are so important. We have the support of specialist teachers and we visit specialist provisions where possible, to learn from and apply the best possible support we can within our own school.

**Q. What specialist services is Princess May able to access?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology Service: Ms Doreen Robinson
- Speech and Language Service: Ms Ester Turpin
- Place2Be Counselling Service: Ms Joshica Parmer
- Re-engagement Unit: Hackney Learning Trust
- School Nurse: Sarah Frimpong-Ampomah
- Specialist Teachers from Hackney Learning Trust Inclusion Team
- Hackney ARK
- Hackney Pirates (Literacy Support Project)
- Young Hackney
- First Steps
- Child and Adolescent Mental Health Service (CAMHS)

**Q. How accessible is Princess May Primary School?**

As a school we are happy to discuss individual access requirements. Facilities at present include a disabled toilet located on the ground floor and the ground floor of the building is wheelchair accessible from the nursery only.

We ensure that specialist equipment, as required on an individual basis, is in place to access the curriculum e.g. a Radio Aid system for children with hearing loss, laptops to support visual difficulties in class.

**Q. How will Princess May prepare and support my child's move onto Secondary School?**

Part of the Year 6 calendar is dedicated to preparing our children for Secondary school, sometimes supported by our Speech and Language Specialist Teacher. Children will be introduced to lesson timetables and scheduling and they will discuss the variety of social interactions they may encounter at Secondary School. The Year 6 Class Teachers will liaise with the Secondary School your child will be moving to and all relevant information regarding their specific needs and effective support strategies, is passed on. Children will attend their Secondary School's taster day as well as any Transition Days arranged for them before term starts; which may include Summer Schools over the long holiday period.

For children with additional needs, our SEND Team will liaise with the Secondary Schools' SENCo in order to create a more detailed 'transition' plan which may include more visits to the new school. On some occasions multi-agency meetings will be arranged or support staff may accompany the child to the Secondary School in the summer term before they begin. This can help to ensure their emotional transition goes well but also to pass on valuable strategies to secondary staff.

For pupils transferring to or from other Primary schools, we work closely with that school to understand or relay the needs of the child and to ensure that all relevant information is with the right people. For children coming to us, we will ensure support strategies where necessary, are in place when they arrive.

**Q. *If my child has medical needs how will they be supported?***

Princess May has a School Welfare Officer onsite and a school nurse who are available for support and advice whenever we need them. As a proud inclusive school, we will make reasonable adjustments for the medical needs of individual pupils where necessary.

We would initially meet with you and gather as much information as possible; we would liaise with medical professionals who are working with your child in order to follow direction and advice. If staff members require additional training in order to support your child's medical needs, we would ensure this is carried out (e.g. Epi Pen use, diabetes care etc.). A Care Plan will be drawn up when necessary and provided to all relevant staff.

**FURTHER INFORMATION**

You can find out more about services and support for families and young people using the links below:

The London Borough of Hackney Local Offer:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Hackney Parent Partnership Service (SENDIAGS):

<https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx>

The DFE SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The 2010 Equalities Act:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Place2Be Counselling Service

<https://www.place2be.org.uk/>

Young Hackney

<https://www.younghackney.org/>