



# SURREY STREET PRIMARY SCHOOL

Learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met

## SEND Information Report

February 2024

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**Statutory**

Surrey Street Primary is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

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## **Introduction**

At Surrey Street Primary School we have great expectations for our learners, leading to sustained progress and achievement for all children. We aim to meet the needs of individual children through accurate assessment and highly effective teaching and learning.

We place a strong emphasis on the early identification of pupil needs and aim to reduce any barriers to learning through supportive and preventative strategies. We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement. From this, we endeavour to foster a culture of lifelong learning and independent living skills for all children.

We work in a flexible way to develop effective partnerships with all stakeholders, ensuring that the school meets a broad range of special educational needs. Stakeholders include: children and their parents/carers, the Special Educational Needs Coordinator (SENDCo), governors, teaching assistants, specialist teaching staff both within the school and external professionals such as Educational Psychologist, NHS Speech Therapist, Magic words in-house speech therapists, Mental Health specialists (CAMHs), Lady Zia Werner outreach, SEND advisors, Hillrise (SEMH provision), Stable and Wild provision, Evolve provision, SEMH consultant and the Special Educational Needs team based at Luton Borough Council.

In school, we provide support for pupils with Special Educational Needs and Disabilities (SEND), across the four broad areas of need identified in the Special Educational Need and Disability Code of Practice (2014).

These are:

- 1 Communication and interaction**
- 2 Cognition and learning**
- 3 Social, emotional and mental health**
- 4 Sensory and/or physical needs.**

## **1. How does the school identify and organise support for children with special educational needs?**

Surrey Street Primary School is dedicated to meeting the needs of children with SEND throughout the curriculum. Early identification by parents, teachers, support staff and outside agencies ensures appropriate support is put in place in line with the SEND code of practice. Progress and attainment in all areas of the curriculum, including personal well-being, is monitored in a variety of ways. For example, informal class observations, pupil books, ongoing class assessments, diagnostic or summative assessments, class teacher referrals, pupil progress meetings and conversations with children and parents. Any concern regarding the progress and attainment of individual children is flagged up and barriers to learning are quickly identified.

The type of support children receive varies and is based on their individual needs. It may include bespoke class-based teaching strategies, differentiated work, specialist equipment and resources, class based 1-1 or group adult support, research and evidence-based interventions (timed) outside the classroom, sessions with a specialist practitioner, referral to alternative SEND service. The impact of this support is monitored regularly and adjustments are made where necessary.

The school has two provision based SEND units – the Redwood unit (which is a Local Authority resourced provision for children with complex needs) and the Acer unit (which is a school based provision). Children are allocated to the Redwood unit (Squirrels and Foxes classes) by the Local Authority and all have EHCPs. Mainstream children, who are struggling to access the curriculum in their mainstream classrooms, are allocated to the Acer unit (Otters and Kestrels). Children in the Acer unit are in receipt of an EHCP or we are in the process of evidence collecting for an EHCP.

## **2. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?**

The achievement and progress of all children is carefully monitored throughout the year in line with the school's monitoring and assessment cycle. Assessment data is collated and recorded at pupil progress meetings termly – these meetings are led by the Leadership Team. The achievement and progress of each individual child is tracked and underperformance is quickly identified, with agreed actions to remove barriers to learning.

Good communication between school and home enables teachers and parents to develop the most accurate picture of the child's capabilities and difficulties. The school provides a formal opportunity every term to discuss children's progress and achievement,

alongside an open-door policy at the end of the day and termly IEP target reviews for any children on the SEND register. Other forms of communication might include:

- Parents' evening (October and February)
- 1-1 meetings
- Class Dojo
- Letters
- Formal Reports
- Email and website
- Signposting other services and resources
- Evidence of achievement for children attending the units is sent home via Class Dojo allowing parents of non-verbal children to participate in their success

In addition to this, parents and carers are fully supported in facilitating further progress at home through parent workshops led by our family worker team, access to SEN coffee mornings with the SENDCos and SEND Assistant, and signposting to other agencies.

Children who may require additional educational provision in order to access learning will have an IEP. IEPs clearly identify a child's barrier to learning and sets out agreed targets to overcome these. They are reviewed in writing each term by teachers, but progress towards targets is monitored frequently to evaluate the effectiveness of the provision available for children. Teachers should meet with parents regularly in order to share targets and agree strategies for children, which will include a certain level of home support. Where applicable, a child's voice is captured as part of their IEP.

The progress of children with an Education, Health and Care Plans (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education, including parents, in attendance.

### **3. What support will parents /carers receive if their child/young person has been identified as having special educational needs?**

At Surrey Street Primary School, we pride ourselves on our positive and secure relationships with all children and their families, recognising that parents have a significant role to play in the successful education of their children. To develop relationships with parents, we encourage regular day-to-day contact with the child's teacher; for KS1 this is both in the morning and at the end of the day, but in KS2 this is at the end of the day only. We recognise that parents and carers hold vital knowledge, experience and understanding about their child, and welcome parents to work collaboratively with the school, to ensure the best support possible.

Support available for parents/carers might include:

- SEND coffee mornings with the SENDCos and SEND Assistant
- Support from our SEND and Family Worker team
- SEND newsletter
- Parent courses
- Leaflets and handouts linked to different areas of SEND
- Appointments with the SENDCo or other relevant professionals such as the Educational Psychologist regarding pupil referrals, outcomes and next steps
- Signposting to parental support groups –fliers, website and out of school activities for children with SEND

- Support for parents going through the statutory process of an Education Health and Care Plan
- Support from Parent Partnership (SENDIAS)
- Class Dojo

#### **4. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?**

The wellbeing of all children at Surrey Street Primary is a priority. It is the responsibility of all staff to keep our pupils safe, both emotionally and physically. All staff promote the wellbeing of all pupils, but key staff in this area include:

- Class teacher and Teaching Assistants
- Year Leader
- Wellbeing Team coordinator and staff
- Family workers
- SENDCos and SEND assistant
- Attendance officer
- HLTA for PE and fitness
- Medical and welfare officer

Surrey Street Primary pupil wellbeing is supported through the following:

- All staff having a detailed knowledge and understanding of the children in their care
- Children causing concern are discussed at year meetings/ATMs and referred to the wellbeing team accordingly.
- Team Teach de-escalation strategies
- Zones of Regulation and other such programmes for developing emotional understanding
- Sensory Circuits
- Nurture Groups led by WBT
- Visual timetables and pictorial communication systems (as required)
- Social skills groups such as Lego Therapy
- Clear referral process for all pupil needs and cascading accurate information
- Well embedded procedures for safeguarding
- The Education Welfare Officer, Family Workers and Attendance Officer liaise with families re: attendance.
- Medical needs recorded and addressed as required
- Care plans, risk assessments, generic protocols in place where appropriate
- First Aid & Medication policy and procedures established
- Designated medical room and facilities
- Signposting to external agencies to support the wellbeing of the child or family e.g. school nursing team
- In school and external interventions and advice
- Opportunity to access soft play room
- Therapeutic services such as Play Therapy and Art Therapy

## **5. How will teaching be adapted to support the child/young person with special educational needs?**

All children are entitled to an education that enables them to make progress, so that they can achieve their best and become confident individuals. This enables them to live fulfilling lives and make a successful transition into adulthood, whether this is into employment, further or higher education or training. At Surrey Street, Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs. Differentiation may take the form of adapted resources, tasks, scaffolds, prompts, adult support or a modified curriculum. The school's SENDCos and external agencies may provide advice and resources to support teachers in delivering high quality teaching, so that it is tailored to meet needs. The child's IEP or EHCP indicates where teaching needs to be adapted or reinforced.

## **6. What different types of support can the child/young person receive in school? (e.g. small group or individual)**

Here at Surrey Street Primary, all teachers are teachers of children with special educational needs and all children within the class have equal opportunities to be taught by their class teacher, irrespective of their level of need. For some children with more significant needs and in all cases of children with an EHC Plan, they will have access to:

- Teaching assistants (1-1)
- Specialist intervention programmes
- Therapy sessions
- Resources such as ear defenders, fiddle toys, colour overlays
- Visual timetables
- Communication boards/PECs/Objects of Reference/Makaton
- Movement breaks
- Sensory circuits
- Small group work
- Split class teaching
- Peer support
- Soft play
- Support in our Acer Unit

## **7. How will the school support the child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?**

We are an inclusive school and make every effort to support our children in accessing all areas of school life. We are acutely aware that some aspects of the school day such as lunchtime and play time can be stressful and anxiety inducing for some of our children with SEND and therefore make sure provision is available to meet their needs at this time. Support for lunch, playtimes, extra-curricular clubs, trips or other unstructured times is put in

place depending upon a child's needs e.g. lunchclub for those children who find it hard to access the school hall for lunch. This might be linked to staffing, resources, peer support or adapted activities.

Risk assessments for individuals and for particular activities are completed with the SENDCos and agreed with parents if relevant and necessary. The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

## **8. How does Surrey Street Primary School involve pupils in decisions that affect them?**

As a school, we appreciate that it is difficult for some of our pupils to communicate their own views, wants and needs. This could be due to their age or the nature of their SEND. With this in mind, we obtain pupil contributions to decisions through a variety of forms.

These may include:

- Drawing pictures, or using role play to communicate.
- Use of signs for communicating, i.e. through 'signs for communication' e.g. Makaton.
- Using symbol cards e.g. PECS or Widget
- Where appropriate, we ascertain a pupil's views from their parent/carers or a member of staff who works closely with them.
- Sharing IEP targets with pupils and their parents/carers.
- Seeking pupils' views for annual reviews of EHCPs. This may be completed through drawings or discussion with the pupil

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