



## SEND Information report

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## SEND Information report

### 1.0 Introduction/ aim

Bounds Green School ethos:

Our school community cherishes its children and takes pride in educating them to be accomplished, creative & independent-minded.

At Bounds Green School, like all schools in Haringey is committed to meet the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectations are that all pupils have the opportunity to:

- To achieve and make good progress
- To develop and become independent individuals
- Who are a valued and important member of our community
- To prepare for and make successfully transitions through their time in school and into the future

As a school community we will make the best endeavours to make sure that pupils with SEN get the right support to succeed.

This schools report will hopefully answer some of the key questions parents may have.

For further information Please contact Marcus Read (Assistant Head for Inclusion) on:

Tel: 0208 888 8824

Email: [marcus@boundsgreen.haringey.sch.uk](mailto:marcus@boundsgreen.haringey.sch.uk)

### 2.0 What are the Special Educational Needs and Disability (SEND) provision made available at the school?

Bounds Green school is a Mainstream school who strives to ensure that all pupils are included and offered a broad and accessible curriculum. The school will make best endeavours to meet the needs of pupils from the local community with SEND in the following areas in accordance with 'Special Educational Needs and Disability Code of Practice July 2014'. In one or more of the following areas:

- **Communication and interaction**

Including pupils with Speech, Language and Communication needs (SLCN, Speech and Language Impairment (SLi), Developmental Language Disorder) DLD and pupils with a diagnosis of Autistic Spectrum Condition (ASC).

- **Cognition and learning**

Including pupils with specific learning difficulties (Dyslexia, Dyspraxia), Moderate learning difficulties (MLD), Severe learning difficulties (SLD), global delay and profound and multiple learning difficulties (PMLD).

- **Social, mental and emotional health**

Including pupils with Attention deficit and hyperactivity disorders (ADHD), mental health issues and difficulties which may be a barrier to learning and access to school.

- **Sensory and/ or physical**

Including pupils with vision impairment, hearing impairment or other multi-sensory impairment or need.

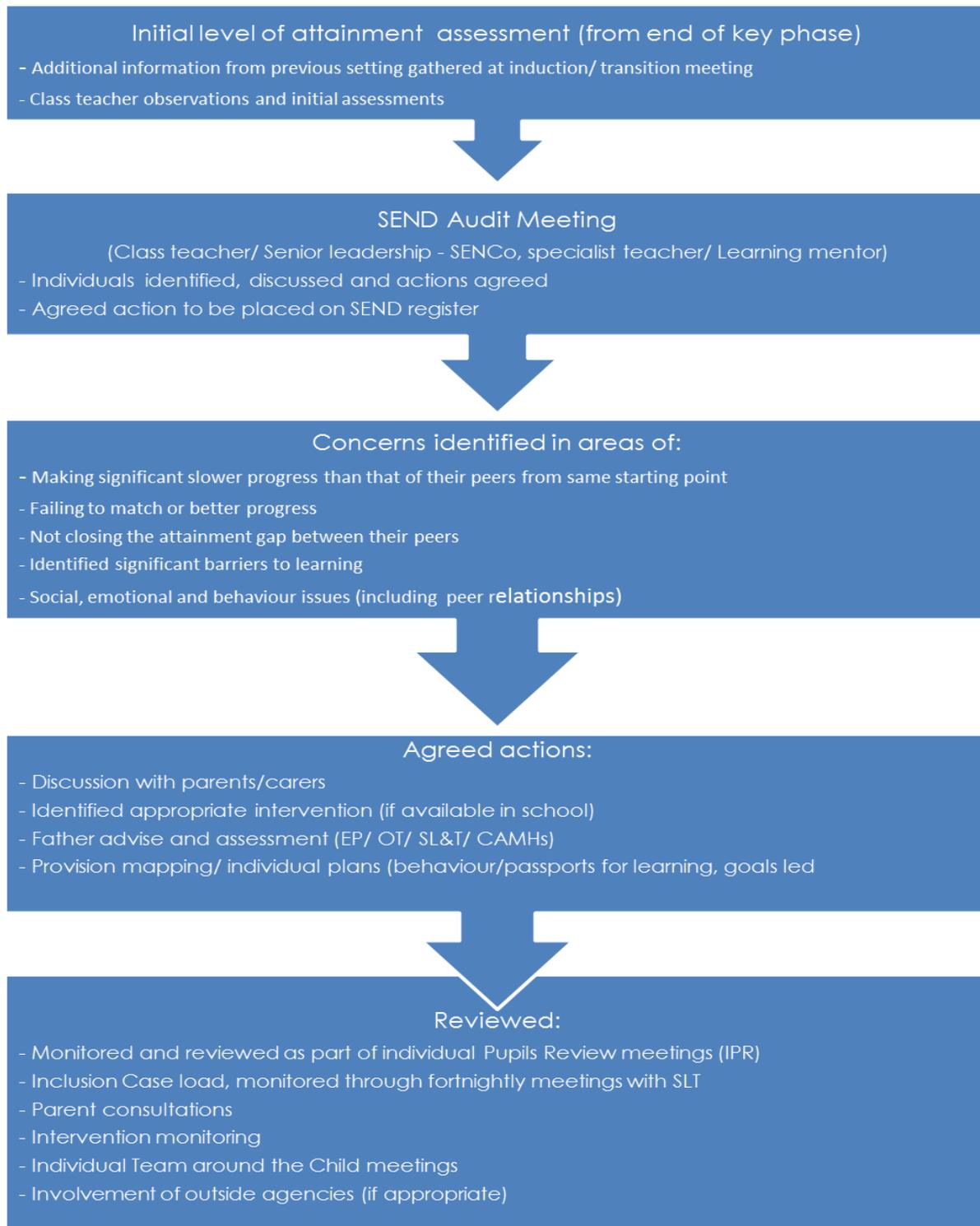


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Including pupils who may have medical needs and special educational needs, the school will plan and deliver education provision in a co-ordinated way with their health care plans if appropriate. The school also follows the statutory guidance on supporting pupils at school with medical conditions.

### 3.0 What are the schools policies for the identification and assessments of pupils with Special Educational Needs and Disability (SEND)

At Bounds Green School teaching staff are aware and work closely to teach and meet the needs of pupils with SEND in their classrooms. All pupils are assessed and progress monitored throughout the school year. The senior leadership team support teaching staff to meet the needs of individuals and hold an ethos of high expectations. Identification of pupils with SEN may follow the following way:



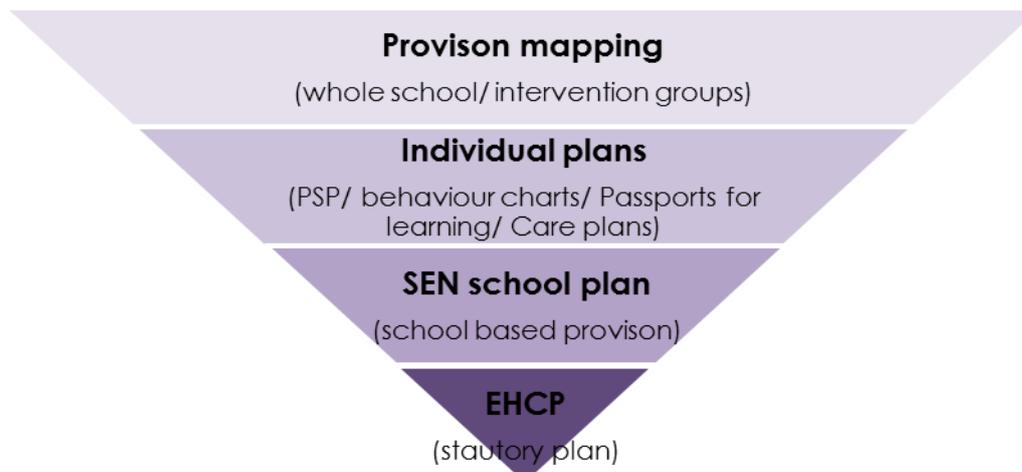
### 4.0 What are the schools policies for making provision for pupils with Special Educational Needs and Disability (SEND) whether or not pupils have an Educational Health Care Plan?

Most pupils with SEN needs will have their needs met as part of high quality teaching. Quality first teaching is the most effective way to ensure all pupils make progress in relation to their starting point.

Class teachers adapt their approach to meet the different learning styles and needs of their classroom by planning and using effective differentiation, informed by effective assessment for learning, this ensures they know how to move a child forward in their learning. They may use personalised learning plans which detail a school based provision and access to specific interventions. The SENCo will support teachers to ensure that adaptations are appropriate and supportive

All pupils are assessed and progress monitored throughout the school year. The senior leadership team support teaching staff to meet the needs of individuals and hold an ethos of high expectations. Identification of pupils will with SEN may follow the following procedures:

Where there is provision for SEN is identified the school will work towards a plan to support children through a range of processes to ensure that their needs are met. Below shows the path of whole school plans to individual plans:



The school in partnership with the parent feel that their child's progress is slow and their needs are high we would consider requesting a statutory assessment. We would need to provide evidence of all work, plans and intervention over time and at this point the local authority may consider initiating an Education and Health Care Plan (EHCP). More information in relation to this is process can be found on Haringey's Local offer: [www.haringey.gov.uk/index/children-families/send.htm](http://www.haringey.gov.uk/index/children-families/send.htm)

*How do we evaluate the effectiveness of provision?*

The quality of teaching is the most important factor in ensuring all pupils makes progress. The school has rigorous policy of lesson observation, learning walks, work scrutinises and planning monitoring. Pupil's progress is monitored termly at data drops, individual plans monitored and discussed through regular TAC meetings, yearly annual reviews for pupils with SEN statements or EHCP. Specific interventions are monitored to ensure of effectiveness. The SENCo is part of the leadership team and supports the monitoring and evaluation process.



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*How do we assess and review the progress of pupils with SEN?*

All pupils identified SEN support and EHCP are discussed at Individual Pupil Review (IPR) meetings twice a year. Progress and attainment is discussed in relation to age expected outcomes in relation to their specific support plan. Support plans are outcome based and all evidence at review will indicate the quality of progress in relation to goals set and the specific school based plan. Pupils with SEN statements or EHCP have their plan reviewed at least yearly as part of their annual review. Outcomes may indicate the need to change provision and or increase support in some areas of the child's life. The SENCo closely monitors these pupils. Goals and agreed outcomes are in agreement with parents/ carers. Where possible pupils thoughts and ideas are also included.

The SENCo organises and manages review meetings to:

- Discuss what is working and what needs to change
- To review the agreed SEN provision
- Review progress and set appropriate goals and outcomes for the future
- Discuss and agree the support plan needed
- For all to agree how best to support the pupil in school and at home where appropriate
- Identify and actions needed

### **Assess – Do - Review Cycle**

*What's the approach to teaching and learning, curriculum and learning environments?*

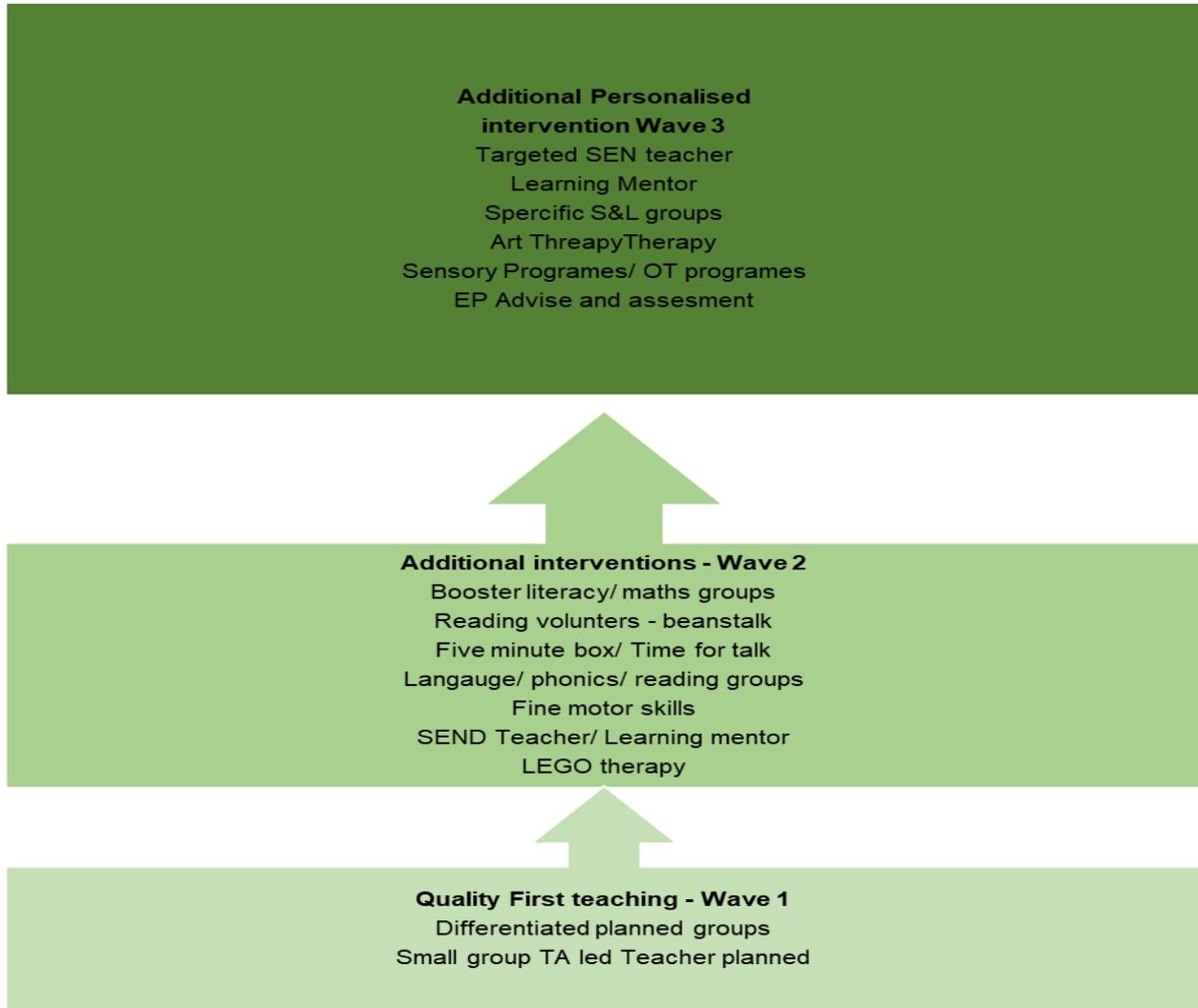
All pupils have access to a broad and balanced curriculum. All teachers in the school plan lessons to ensure that all pupils who access their class and are able to make progress in their lesson. Teachers use a wide range of visual resources to support the understanding of pupils with SEN and ensure that they use bespoke strategies to ensure inclusion (visual timetable, now and next boards, behaviour rewards systems, motivational activities) Teachers take in to account specific plans and goals and where possible ensure these are included in their planned session.

Pupil's individual needs are planned for and taken into account to ensure that they have fair access this may include:

- Individual work station
- Chair support cushions
- Classroom organisation to allow pupils to be positioned correctly in the classroom
- Appropriate visual supports and reminders
- Specialist equipment (as advised)
- Access to calmer spaces when needed (nurture room/ sensory space)

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*What additional support is available for pupils with SEN?*



*What extra-curricular activities are available?*

The school offers a range of extra-curricular clubs for pupils with SEN including:

- Breakfast club from 8am – 9am
- Lunch time ICT club and Lunch time nurture club (targeted at pupils with sensory and social needs)
- After school clubs (homework, cooking, art, multi sports, football, street dance)



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Additional support is targeted at clubs where pupils may need more support to access, this is determined each term depending on take-up and need.

*The approach to for improving emotional and social development of pupils with SEN?*

The ethos and expectations in the school aim to encourage the social and emotional development of all pupils including those with SEN. We work hard to create a culture within school that values all pupils allows them to feel a sense of belonging. We have policies on behaviour and bullying that set out the responsibility of everybody.

Where needed some pupils may have more bespoke plans to support them, for example?

- Lunch time nurture club
- Planned specific session to support interactions in play and understanding games
- Inclusion TA or Inclusion TA timetabled at lunch time to support
- Bespoke PSP's, with inbuilt targets and rewards
- Use of social stories and cartoon strips to support and develop social interactions
- School council

### 5.0 Who is the SEN Co-ordinator and SEN team how do I contact them?

Our Special Education Needs Coordinator (SENCo) is a qualified teacher with a specialism and training in SEN. They work closely with the Head teacher and other members of the Senior Leadership team and schools governing body. If you have concerns about your child it is important that you discuss this first with the class teacher.

The SENCo is responsible for:

- Overseeing the school policy for SEN
- Coordinating provision for children with SEND
- Supporting teachers
- To support and advise around over coming barriers to learning for pupils
- Managing SEN Key worker/ Inclusion TA
- Liaising with Parents of children with SEND
- Planning transitions to new class groups or schools
- Providing specialist advise and facilitate training to ensure that staff are skilled and confident to meet the range of needs in the school
- Liaise with external agencies where appropriate

SENCo name: Marcus Read

Email: [marcus@boundsgreen/.haringey.sch.uk](mailto:marcus@boundsgreen/.haringey.sch.uk)

Phone: 0208 888 8824

The SENCo is Inclusion Manger for the school, his responsibilities include:

- Named SENCo for:
  - Infant school (Nursery – Reception/ Yr1 -2)



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- o Junior school (Yr 3 – Yr6)

SEN Admin support: Ashleigh Robertson

Email: [arobertson@boundsgreen.haringey.sch.uk](mailto:arobertson@boundsgreen.haringey.sch.uk)

Phone: 0208 888 8824

SEN Governors:

Email: [admin@boundsgreen.haringey.sch.uk](mailto:admin@boundsgreen.haringey.sch.uk)

Alternative delivered letters to the school office will be forwarded to the relevant governor.

### **6.0 What expertise and training do the school staff have in relation to SEND?**

School staff has access to a range of different training and support in relation to supporting and including pupils with SEN. We support the staff to access a wide range of information on appropriate interventions for pupils with different needs.

The SENCo's job is to support class teachers in planning for children with SEND. The SENCo holds the required SENCo National Award. He also attends forums and appropriate workshops to support the whole school approach to SEND.

Individual teachers and support staff will attend appropriate training courses run by outside agencies that are relevant to the specific needs of children in their class.

We run staff training 3 times a year with Class teachers and support staff so to develop the capacity of the whole school approach to SEND.

We have an Inclusion team which supports alongside children and class teachers to ensure that children with SEND have the opportunity to make good progress.

Our current SEND team:

SENCO – Has the required SENCo National Award (Full time)

SEN Teacher - Specialist in English support, early reading (Part time - 4 days a week)

Language Intervention Teacher: Language link lead Rec/ Yr. 1 (Part time – 2 days a week)

Learning Mentor – Specialist support for the emotional wellbeing for children (Full time)

Art Therapist – Coram creative art Therapist (1 day a week?)

Inclusion TA Team – 4 members of staff (Full time 27.5 hrs/ wk.)/ 2 members of staff (reduces hours 25 hrs/wk./ 1 member of staff (Part-time 16hrs/ wk.). across this team there are skills in use of Makaton, social groups, speech and language groups, behaviour management and they have worked with children with specific needs (Downs Syndrome, ASD, SLD, SLi, DLD and specific learning difficulties).



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Our staffs receive appropriate professional development and advice can be sought from specialist Haringey support services specifically around Language and communication and ASD. SEN training and expertise will be sought when the needs of individual children require it.

### **7.0 What equipment and facilities are available to support pupils with SEND?**

Bounds Green School is a large Victoria style with additional new builds the school is split across two sites. The ground floor is accessible from street level, access to the second floor in the main building has a stair lift and a lift is available in the new build section where the Year 1 classes are situated on the second floor. The new extension to the junior school also has a lift and will allow access to the second floor across the junior building. Reception class and nursery classes are situated on the ground floor as are all the school offices. Whole school assemblies are conducted in the lower hall in the main part of the school. The school has a large playground space which is divided into areas for older and younger children. Although children are able to move between these areas safely and enjoy the company of children from across the school. Equipment that is available to support pupils in school includes:

- Communication books, from school to home
- SEN software – Communication in Print, used to produce visual support, social stories and visually accessible resources for class
- OT recommended equipment – pencil grips, sloping desks, wedge and sit and move cushions, weighted jackets, caring cutlery

We will consider purchasing additional equipment to support an agreed identified need.

### **8.0 What are the arrangements for consulting and involving parents of children with SEND in the education of their child?**

We encourage all parents to contribute to their child's education this can occur through:

- Discussions with class teacher
- Parents evenings
- Review meetings to agree goals and outcomes
- Discussions with SENCO and/ or other professionals

For pupils with EHCP they will have their plan reviewed annually and next steps agreed between the team. For other pupils with SEN they may have review meetings to discuss and agree next steps and set goals and outcomes.

All minutes from review meetings are shared with parents and agreed before they are sent to and shared with other professionals.

If we are concerned that your child needs a significant amount of additional support we will always discuss this with parents and carers and appropriate meetings will be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

### **9.0 What are the arrangements for consulting and involving pupils with SEND in their education?**



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Pupil's opinions are extremely important and where possible we gain their opinion on their education. We encourage an environment where pupils can safely express their feelings and be heard.

The school council has a representative from pupils from each class in Key stage 2 pupils with SEN needs are represented on the school council. School council members meet regularly with deputy head. They are trained to represent the thought of the pupil of Bounds Green by bringing concerns to these meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively
- Complete a Pupil passport views which is part of their school plan. This is complete at the start of the year and reviewed at the end of the year.

All pupils are part of their ongoing learning journey class teachers effectively mark and use assessment for learning approaches to encourage and support all pupils to take responsibility in their learning and understand next steps.

### **10.0 What are the arrangements for parents raising concerns and making a complaint about SEND provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this are to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. It is important that you contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCo (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)
- 

The SEN Governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure please see complaints policy on our website.



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As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEN can be found in Haringey's Local Offer.

### **11.0 How does the school involve others in meeting the needs of pupils with SEND and also support parents?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies to build a Team around the Child (TAC) such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teacher of SEN
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers (including the Disabled Children's Team -DCT)
- Specialist outreach teams (Language and communication and Autism team)
- Family support agencies
- School nursing team

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes ,tube feeding,
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

### **12.0 What support is offered locally to support parents and pupils with SEND?**

Information about local support is located here: [www.haringey.gov.uk/index/children-families/send.htm](http://www.haringey.gov.uk/index/children-families/send.htm)

### **The Parent Partnership Service – Markfield Together for Inclusion**

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

Website: [www.markfield.org.uk](http://www.markfield.org.uk)



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This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

### 13.0 What are the schools arrangements for supporting pupils with SEND when transferring between school phases, transition to a new provision or transition from a another provision to school provision?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

#### Transition guide table:

	<b>Additional arrangements for children with SEN (examples)</b>
<b>In to nursery / Reception</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Work with Haringey's Early Years Inclusion Team</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')</li> </ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting</li> <li>• Transition plan (as above)</li> </ul>
<b>When moving groups/ forms/ classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> <li>• Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.</li> </ul>
<b>-Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex</li> </ul>



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### 14.0 Where is the Local Authorities, Local offer published?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- Help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: [www.haringey.gov.uk/index/children-families/send.htm](http://www.haringey.gov.uk/index/children-families/send.htm)

Islington Local Offer: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

Camden Local Offer: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

Hackney's Local Offer: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

Barnet's Local Offer: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>



## SEND Information report

### Glossary of terms

**EP** – Educational Psychologist

**SalT** – Speech and Language Therapist

**OT** – Occupational Therapist

**TA** – Teaching Assistant

**LM** – Learning Mentor

**SNA** – Special Needs Assistant

**SLT** – Senior Leadership Team

**CAMHS** – Child and Adolescent Mental Health Service (eg part of the health service that looks after pupils with emotional, social and mental health needs)

**LA** – Local Authority

**SEN** – Special Educational Needs

**SEN/D** – Special Educational Needs & Disabilities

**SENS** – SEN Support

**ASC** – Autistic Spectrum Condition

**SLCN** – Speech, language and communication difficulties

**IPR** – Individual Pupil Review

**IIT** – Individual Intervention Tracker

**EHC plan** – A report, written by Haringey and parents, which sets out the child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service, in the community and, where needed, from social care