

**WILLIAM PATTEN PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS
INFORMATION REPORT**

William Patten School is a 2-form entry school, with a nursery, in Stoke Newington, Hackney. William Patten is vibrant, creative and academically successful. We have high expectations of all children and staff, and high standards of teaching and learning. The William Patten School Community is a place where everyone should feel included. This means that everyone has an equal opportunity to develop their full potential. All children should have equal access to a broad and balanced curriculum and all parents/carers should have equal access to information. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning. We believe that children achieve their full potential when they are valued and respected and so we promote a friendly, supportive, inclusive and purposeful school community. The belief that children will succeed if their attention is captured through an exciting, vibrant curriculum is reflected in the wide and varied range of experiences and opportunities that we offer. Our community is culturally and socially diverse and we value the richness this brings to our school.

Key Contacts in William Patten for SEND (Special Educational Needs and Disabilities) and medical needs

Inclusion Manager: Sian Davies
sdavies@williampatten.hackney.sch.uk
SENDCo: Caitlin Shaw
cshaw@williampatten.hackney.sch.uk
Tel: 020 7254 4014

How does William Patten know if my child needs extra help?

Your child's class teacher meets with the Headteacher and Deputy Headteacher in a Pupil Progress Review meeting every term. This is to discuss the progress in learning along with the social and emotional wellbeing of all the children in the class.

Continuous assessment of your child shows whether or not he/she is achieving at age expected levels.

Your child will be considered for additional support if he/she is not making the expected progress or if there is a concern about your child's social or emotional wellbeing.

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

If you have concerns about your child's progress you should speak to your child's class teacher. You can request a meeting with your child's class teacher.

Your child's class teacher may suggest a further meeting with the school's SENDCo (Special Educational Needs & Disabilities Coordinator)

You can also request a meeting with the SENDCo yourself or talk to any member of the Senior Management about your child.

How will I know William Patten is supporting my child?

Your child's class teacher is trained to teach children with different needs and abilities. The phrase 'Quality First Teaching' means the teacher has the highest possible expectations for your child and all the pupils in their class. A process of ongoing assessment will enable your child's class teacher to identify your child's starting points and how they learn best. They will plan lessons accordingly and use strategies and resources to remove potential barriers to learning. Your child may also access small group interventions if necessary. For example, your child might work in a small group with the teacher or a teaching assistant to work on spelling, reading, handwriting, maths or language development.

Your child's class teacher will also be aware of your child's social and emotional needs and will support these through 'Circle Time' and the Social and Emotional Aspects of Learning (SEAL) curriculum.

Your child's class teacher will also liaise with the SENDCo and senior management on how best to support your child.

What specialist services and expertise are available or accessed by the school?

In the SEND Code of Practice September 2014 the broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

SEND SUPPORT

If we think your child needs further assessment or support in connection with one or more of these areas of need, we will discuss this with you. You may be asked to give your permission for the school to refer your child to a specialist professional, such as a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- William Patten works with a link Educational Psychologist from Hackney Learning Trust.
- William Patten has a Speech and Language Therapist working in the school one day a week.

Your child may also be assessed and/or receive support from other specialists, such as:

- A Hackney Learning Trust Specialist Teacher - for children with an Education Health and Care Plan for example with an Autistic Spectrum Difficulty (ASD), or with Visual Impairment (VI), or Hearing Impairment (HI)
- Place2Be, our in-school child counselling service
- Child and Adolescent Mental Health services (CAMHS)
- An Occupational Therapist (OT)
- The School Nurse or other specialist health professionals
- Hackney Ark, a centre for children and young people with disability and special educational needs

What is an Education, Health and Care Plan (EHCP)?

Under the 2014 SEND Code of Practice, Statements of Educational Need were replaced by Educational Health and Care (EHC) Plans.

This means your child will have been identified by professionals as needing a particularly high level of individual support or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome only through Quality First Teaching with additional support in the classroom.

For your child this would mean:

The school (or you) can request that the Local Authority (Hackney Learning Trust) carries out a 'statutory assessment' of your child's needs.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's specific needs should be met through having an Education Health and Care Plan. If this is the case they will write an EHC Plan. Like a Statement of Special Educational Needs, an EHC Plan is a legal document outlining the amount and type of support your child should receive.

If my child has medical needs, how will they be supported?

It's really important that you tell your child's teacher immediately if your child has any medical needs. You can also inform the school office and request to talk to the

SENDCo.

If needed, the SENDCo will prepare a 'communication sheet' about your child for distribution to staff and supply teachers and a care plan written by a Health professional.

All support staff receive First Aid training.

Other training includes:

- use of an epipen for anaphylactic shock
- training to support children with diabetes
- training in administering a peg feeder

When necessary medicines will be given in school. This will only be done with a signed parental consent form.

William Patten is a nut-free school.

How will I be kept informed of how my child is doing in school?

Your child's progress is regularly monitored by his/her class teacher.

Your child's progress is assessed and reviewed formally every term in reading, writing and maths.

Your child's class teacher will discuss your child's progress with you at the Parents' Evenings in the Autumn and Spring Term, or at any additional meeting that you request.

If there are particular concerns about your child or your child is not making progress, the school will set up a meeting to discuss this with you in more detail. This could be with the class teacher and/or the SENDCo or a member of Senior Management.

You can also request a meeting with the SENDCo or a member of senior management.

If your child is receiving SEND Support, you will be invited for additional meetings with the SENDCo to assess, plan and review the progress and the support that your child is receiving.

The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

The SENDCo and senior management will also check that your child is making good progress within any individual work and in any group that they take part in.

Do teachers and support staff receive training in Special

Educational Needs and Disability (SEND)?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

Teachers and support staff have received training on:

- How to support children with learning difficulties
- How to support children with Autistic Spectrum Disorder (ASD)
- How to support children with speech, language and communication difficulties
- How to support children with specific learning difficulties. This includes training on supporting children with dyslexic traits
- How to support children with social, emotional and mental health difficulties. This includes children with a diagnosis of ADD (Attention Deficit Disorder) or ADHD (Attention Deficit and Hyperactivity Disorder)
- How to support children who have experienced early childhood trauma

In addition, teachers and support staff have ongoing support and training from the SENDCo, Senior Management, the Speech and Language Therapist and the specialist teacher in order to meet the needs of particular children in their classes with SEND.

How are the school's resources allocated? How is the decision made about how much support my child will receive? How will I be involved in this decision?

The school budget includes delegated money for supporting children with SEND.

Support and allocation of resources is discussed, reviewed and evaluated by the Headteacher, the Inclusion Manager and the SENDCo.

Additional support is also discussed, allocated and recorded at Pupil Progress Review Meetings with class teachers and Senior Management.

Parents are included in the discussion about support and allocation of resources at SEND Review meetings with the SENDCo, parents, teachers and, when necessary, with specialist professionals.

Children with Education, Health and Care Plans may receive additional funding to support their level of need. Support for these children is reviewed at Annual Review meetings with the SENDCo, parents, teacher along with specialist professionals from external agencies if appropriate.

How is the school accessible to pupils with SEND?

William Patten was built in the nineteenth century. It has 4 floors and there is no lift. However, In accordance with the Equality Act 2010, when needed and wherever possible, the school will make reasonable adjustments to meet the needs of pupils with disabilities.

The ground floor only is accessible by a ramp for wheelchairs and push chairs.

There is a toilet with disabled access on the ground floor.

How will my child be included in activities at school, after school clubs, and on school trips? How will you encourage my child to mix with children who do not have 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.

All children are entitled to go on school trips and we work with parents of children with SEND to plan for trips in advance. If necessary, the school will deploy an additional adult and resources to ensure that children with SEND are able to go on a school trip.

We encourage all children to join after school clubs. If your child has special needs that require additional support at an after school club, we would undertake a risk assessment and discuss this with you.

How will the school prepare my child when joining the school or when transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Your child may be supported in making a 'Moving On' book.

In Year 6, all the children in your child's class will do some work on transition. If your child is going to find transition particularly difficult, we will arrange a transition programme which will involve visits and activities at the new secondary school.

If your child has an EHC Plan, the SENDCo will arrange a meeting with parents and the SENDCo of the new school if it is considered necessary.

When moving classes in school:

Information will be passed on to the new class teacher in advance at a handover meeting by the previous teacher, and the SENDCo will also make sure that the new teacher and any adults who will be working with your child are well aware of their needs.

If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Your child may be supported in making a 'Moving On' book.

My child needs help with transport to school. How can you help?

Applications for help with transport are agreed by Hackney Learning Trust. If your child needs special transport, we will help you apply for this.

How will you help me to support my child's learning? What support and training is available for parents/carers?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo or a member of Senior Management is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Hackney Learning Trust's Inclusion department run trainings for parents of children who have Autistic Spectrum Disorder (ASD) and the Speech and Language Service run trainings and drop-ins for parents. We will help you access these.

What support do you give to children who are having a difficult time emotionally?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

The emotional health and wellbeing of all our pupils is very important to us.

The Senior management team, the SENDCo and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils.

We have a comprehensive SEAL (Social and Emotional Aspects of Learning) programme in the school and where necessary we run small nurture groups.

The school employs the services of the Place 2Be in-school 1:1 play therapy

counselling service. Children can also self-refer to Place2Talk for a confidential lunchtime chat with the Place2Be manager about any friendship or other concerns they may have.

How do I make a complaint?

You can ask to speak to the SENDCo or the Headteacher or Deputy Headteacher.

If you wish to take your complaint further, you can write to the SEND link Governor or the Chair of Governors.

If you feel you would like further support, information or advice contact the Hackney Parent Partnership Service based at Hackney Ark. Tel: 020 7014 7123