

## 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.

### Dedicated Contacts in School

- The class teacher is the initial point of contact for responding to parental concerns.
- E-mails can be sent to: [admin@williampatten.hackney.sch.uk](mailto:admin@williampatten.hackney.sch.uk)
- The school's Inclusion Manager Sian Davies, can be contacted at [sdavies@williampatten.hackney.sch.uk](mailto:sdavies@williampatten.hackney.sch.uk)
- The school's SENDCo Caitlin Shaw, can be contacted at [cshaw@williampatten.hackney.sch.uk](mailto:cshaw@williampatten.hackney.sch.uk)
- The SEND link governor Helen McNulty, can be contacted at [Helen.McNulty@williampatten.hackney.sch.uk](mailto:Helen.McNulty@williampatten.hackney.sch.uk)

### 1. How do we identify additional needs?

Your child's class teacher is trained to teach children with a range of 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 and uses a range of strategies and approaches to meet individual needs.

'Quality First' teaching includes a process of ongoing assessment which will enable your child's class teacher to identify your child's starting points and how they learn best.

In some cases children have additional or special educational needs which require support that is additional to and different from, that which is ordinarily available through 'Quality First Teaching.'

We know your child may have additional needs if;

- Ongoing assessment shows they are not making expected progress
- There is a change in your child's behavior, mood or engagement with school over time
- Concerns are raised by parents/carers, school staff or the child

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

Your child's class teacher should be the first person you approach if you are concerned about your child's progress, or if you feel that their needs have changed. To arrange a meeting with your child's teacher please contact

[admin@williampatten.hackney.sch.uk](mailto:admin@williampatten.hackney.sch.uk)

Your child's class teacher may suggest making a referral to the SENDCo, Caitlin Shaw, in which case the SENDCo will contact you to arrange a meeting.

You can also contact the SENDCo directly at [cshaw@williampatten.hackney.sch.uk](mailto:cshaw@williampatten.hackney.sch.uk)

## **How will I know William Patten is supporting my child?**

If a child has been identified as having special educational needs or disabilities (SEND) they will be included on the School Support Register with parental consent. An SEN support plan will be developed with input from parents, school staff, the child themselves and external professionals where appropriate. This will outline a plan for support that is additional to and different from the support available through 'Quality First' Teaching.

Provision may include access to targeted small group or 1:1 interventions. Examples of interventions that we offer include; support for literacy skills, speech and language, social skills, fine and gross motor skills, emotional literacy and sensory processing.

Your child's support plan may also include access to additional resources and/or additional adult support.

These will be reviewed regularly as part of an 'Assess, Plan, Do, Review' cycle at parents' evenings with your class teacher and at additional meetings with the SENDCo where appropriate.

## **How will children and parents/carers be involved in planning support?**

- When we develop SEN support plans children are consulted for their input and agreed support strategies are shared with them.
- We use a pupil voice tool at the end of the summer term to gather pupil views on types of additional support that have worked for them and anything they feel they would benefit from moving into the next year group.
- In the autumn term your child's new class teacher will meet with any children in their class on SEN support and refer to the pupil voice tools to involve them in the discussion about the support in place.
- Parents' views and wishes for their child are included through the process of developing, reviewing and updating support plans.

## **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 the following external professionals;

- An Educational Psychologist (EP) - William Patten works with a link Educational psychologist from Hackney Learning Trust.
- A Speech and Language Therapist (SaLT) – we have a SaLT working in the school one and a half days per week
- A Specialist Teacher - we use Hackney Learning Trust Specialist Teachers to work with children and train staff – this could be for children with a profile and/or diagnosis of ASD, ADHD, Visual Impairment, Hearing Impairment, dyslexia, or other areas of special need
- Place2Be, our in-school child counselling service
- Child and Adolescent Mental Health services (CAMHS)
- WAMHS (Wellbeing and Mental Health Support)
- 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)?**

If children continue not to make expected progress, in spite of high quality, targeted support at SEN Support, we may recommend applying to the Local Authority for the child to be assessed for an EHC Plan.

#### **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. 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 inform the school office immediately if your child has any medical needs. The office staff will ensure that all relevant staff are informed. You can also request to talk to the SENDCo.

If needed, the SENDCo will prepare a 'medical needs communication passport' for your child for distribution to staff and supply teachers. The school nurse will contact you separately and if needed, prepare a Health Care plan.

Children who have allergies will be given an 'allergy lanyard' which they wear at lunchtime to ensure all staff are aware of their allergies.

All support staff receive First Aid training and other training in response to the needs we have, for example training in use of an epi pen for anaphylactic shock.

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 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, Spring and Summer Terms, 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.

If your child is accessing SEND Support, a review of your child's SEN support plan and additional provision will form part of your parents evening meeting. 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.

If your child is accessing an intervention you will also be updated on their progress within the intervention and feedback notes will be included in your child's SEND

support plan.

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.

### **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 specific learning difficulties e.g. dyslexia
- How to support children with Autistic Spectrum Condition (ASC)
- How to support children with speech, language and communication difficulties
- 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 attachment difficulties and have experienced early childhood trauma
- How to support children with fine and gross motor skills difficulties
- How to support children with sensory processing needs

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 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 pushchairs.

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 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. This information will be shared at parents' evenings and if needed you can request an additional meeting.

If your child is accessing SEND support, strategies and resources that can be used to support your child, will be discussed at SEN review meetings. You can also contact the SENDCo at other times if you have specific queries or concerns.

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 (ASC), the Speech and Language Service and the Occupational therapy service run trainings and drop-ins for parents. We will help you access these.

The SEND Information, Advice and Guidance Service (SENDIAGS) are a good point of contact for further advice about support and training for parents/carers. Their telephone number is: 020 7275 6036

## **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 PSHCE 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 Head teacher or Deputy Head teacher.

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

## **Where can I find more information?**

### **Hackney's SEND Local Offer website**

You can find information on local services and support for children and young people 0-25 with SEND and their families on Hackney's SEND Local Offer website.

Web: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

### **Hackney SEND Information, Advice, Guidance and Support (SENDIAGS)**

Free specialist information advice and support service for parents and carers of children and young people with SEND. Impartial, confidential and arm's length from other services.

Hackney SENDIAGS.

Ann Tayler Children's Centre

1-13 Triangle Road off Westgate Street

Hackney

E8 3RP

Phone: 020 7275 6036 (Advice Line)

Web: [www.hackneysendiags.co.uk](http://www.hackneysendiags.co.uk)