

Date Palm Primary School



SEND INFORMATION REPORT

SCHOOL'S CONTRIBUTION TO LOCAL OFFER

2023-2024

SEND INFORMATION REPORT

Name of School:	Date Palm Primary School
Address:	80-82 Greenfield Road, London E1 1EJ
Telephone:	020 39895888
Email:	admin@datepalmprimary.com
Headteacher:	Mrs Sharifa Khatun
Special Educational Needs Coordinator:	Mrs Luthfa Begum
Age Range:	Foundation Stage to Year 6 (2-11 years)
Last Ofsted Inspection:	March 2022
Outcome of Inspection:	Good
Number of pupils with Special Educational Needs:	22
Number of children receiving additional support:	<p>Total on SEN register: 19 pupils National average – 13%</p> <p>1:1 support (EHCP) 3 pupils National average – 4.3%</p>

SEND Information Report

The SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

1. Our Vision and how we hope to achieve it:

We are an independent school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Date Palm our aim is to achieve excellence in all aspects of our provision so we can harness the enjoyment, creativity and challenge of learning for all our pupils. We strongly believe that every child has the right to a high quality educational provision that will ensure they achieve in all aspects of their development – academically, socially and emotionally. We are a fully inclusive school and always view children as individuals as we strive toward giving them the educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

2. What kinds of special educational needs for which provision is made at the school.

At Date Palm Primary, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

3. How does the school identify children with special educational needs?

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness

- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g., Speech and Language Therapists, Health Visitors, TH Inclusion Coordinator).

4. How will the school make provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND.

If children are not making progress through the Wave 1, children will be moved to Wave 2 and provided a wide range of intervention programmes to support teaching and learning. Children on Wave 2 will be moved to the SEN register for closer monitoring, however a plan will not be devised at this stage, instead the child will receive a pupil passport and individual provision map.

If the child is not progressing following support at Wave 2, the SENCO will consult parents to gain their insight into their child's progress. If after consultation with

parents it is decided that a child has underlying needs then he/she will be moved to wave 3 on the SEN register and a targeted support will be planned using the ASSESS, PLAN, DO, REVIEW approach and is discussed with parents, SENCO and child.

5. How will the curriculum be matched to my child's needs?

Adaptations to provision are based on careful analysis of personal need and close monitoring of each individual's progress. We have good teaching across the school and our teachers are skilled at adjusting the curriculum to match a child's needs.

6. How is progress monitored at Date Palm primary?

We track pupils' progress every day through marking and feedback of pupils' work, lesson evaluation, pupil centred topic journals. This, in turn leads us to professional judgements about how well pupils perform compared with Age-Related expectations.

Historically, SEND children have not made as much progress as expected so we have been working to focus our interventions and support through tighter 'provision maps' which are reviewed regularly. Children at Date Palm are expected to make excellent progress, whether or not they are identified as having SEND. We use the End of term assessments to help us to track progress and the following standardised tests to help us to assess gaps and next steps for children:

- **Standardised spelling test**
- **Standardised reading test**
- **Standardised maths test**
- **Phonics screening test**
- **Early Learning Goals**
- **Termly Phonics assessments**

7. How will my child be included in activities outside the classroom, including school trips?

As an inclusive primary school, we support all children in accessing activities outside of the classroom, including school trips. This may involve tailored strategies, for example: use of additional adults, parental support and additional transport.

8. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Each term parents are provided with a assess, plan, do, review questionnaire where they are asked to provide their views on whether interventions are working or not. Some pupils may require an individual provision map, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and SEND workshops.

9. How will my child be involved in the process and be able to contribute their views?

Every stage of the SEND process allows for the child's voice to be heard and their views formally recorded. If appropriate, we encourage children to attend meetings so their views can be heard first hand by all involved. For some children, who are less able to share their views verbally, we will use alternative strategies e.g. pictures, questionnaires, social scripts or PowerPoint presentations. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting.

10. What training and experience do staff have for the additional support my child needs?

Our SENCO has a good amount of experience supporting SEN and has relevant qualifications and training. In addition, the school employs staff who have the following expertise to support the four broad areas of need.

Communication and Interaction Lego therapy Art therapy Whole class language therapy Playdough therapy Language bags Colourful semantics Autism training	Cognition and Learning Catch up literacy Catch up numeracy Reciprocal reading Precision teaching Phonics intervention SPLD intervention	Social, Emotional and Mental Health Art therapy CBT Sensory play Social skills group Lego therapy Zones of Regulation Peer mentoring	Sensory and/or Physical Needs Sensory resource Autism training Lego Multisensory learning Exercise
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11. What support will there be for my child's emotional and social wellbeing?

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and well-being. The school delivers PSHE curriculum to all children. This covers the areas of:

- Relationships
- Health and Wellbeing
- Living in the wider world

Children who require more specific support in this area can access a range of the following:

- Behaviour Plan
- Peer Mentoring
- Art therapy
- Outside agencies
- Trained first aiders.

12. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have a disabled toilet and lift to access the first floor.

13. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

At Date Palm Primary School, we have 'meet the teacher' sessions during the Summer term to enable children to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Social stories are provided to parents to help their children familiarise with the class setting and teacher.

When a child joins the school in Nursery/ Reception the following procedures are in place:

- Open days for parents to visit the school alone or with their child
- Two transition visits for the child prior to starting school
- For any child whose needs have already been identified, there will be additional meetings involving all relevant agencies

When a child leaves the school to attend another primary school setting, the following procedures are in place:

- Full hand over of child's records and work
- Discussions to ensure clear understanding of child's needs.

When a child goes to secondary school, the following procedures are in place:

- Transitional meeting with the Year 7 head of year and SENCO
- Additional supported visits for children with additional needs
- Transition visits for all children
- Full hand over of child's records

14. How are children with Medical and Mental Health supported at Date Palm Primary?

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Where this is the case, staff will be trained to administer medication. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with an SEND may also have mental health issues that require support from school as well as outside support such as CAMHS.