Shoreditch Park
Primary School

Special Educational Needs and Disabilities (SEND) Information Report (School Offer) 2025-2026

An overview of the school

Introduction

Shoreditch Park Primary School is an inclusive two- form entry primary school with over 400 children on roll from Nursery to Year 6. The school has an Autistic Resource Provision on site that provides provision for children with a diagnosis of Autism **and** an Education Health Care Plan (EHCP). Please see the Autism Resource Provision Information report for more information.

All staff and governors at Shoreditch Park Primary School recognise that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Staff and governors at Shoreditch Park Primary School understand that children may have special educational needs either throughout or at any time during their school career. This SEND Information report will outline how curriculum planning, assessment and pastoral support for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our SEND Information Report has been written in-line with the requirements of:

• Part 3 of the Children and Families Act 2014;
• The Special Educational Needs and Disability Code of Practice;
• The Special Educational Needs and Disability Regulations 2014;
• The Equality Act 2010

Aims and Objectives

Shoreditch Park Primary School aims to:

- identify the roles and responsibilities of staff in providing for children with special educational needs
- identify areas of special educational needs as early as possible
- include all pupils by providing access to a broad and balanced education through class, small group teaching and individual programmes of support
- have high aspirations for all pupils with SEND, expecting them to make exceptional progress
- provide a curriculum that is relevant and differentiated to meet the individual needs of children
- integrate pupils with SEN effectively alongside their peers
- encourage parents to understand and support their child's learning at home and at school
- ensure that our children have a voice in the process.

Shoreditch Park Primary supports children with a wide range of SEN as outlined in the '***Special educational needs and disability code of practice: 0 to 25 years'*** (pg. 97-98, 2014).
SEND Code of Practice

Hackney Local Offer

Hackney Local Offer sets out the services available to children and young people with Special Educational needs and/or Disabilities (SEND) in Hackney local authority, aged 0 -25. This includes education, health, leisure and social care. To access all the local offer follow this link: www.hackneylocaloffer.co.uk

Frequently asked questions

1. What kind of special educational needs does Shoreditch Park Primary School make provision for?

At Shoreditch Park Primary School we make provision for children with range of needs as set out in the SEND Code of Practice including children with:

Language and Communication difficulties

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Shoreditch Park Primary School has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (please Positive *Behaviour and Anti- Bullying Policy* and *Mental Health Policy* on the school website).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Medical conditions

All staff and governors are aware of the duty Shoreditch Park Primary School has to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with their healthcare plan (if relevant). See Shoreditch Park Primary School's *Supporting Children with Medical Needs Policy.*

2. What should I do if I think my child has SEND?

If you have concerns around their attainment in any area of the school your child's class teacher is your first point of liaison.

Class Teachers are responsible for:

- The learning of **all the children** in their class and the delivery of all National Curriculum subjects
- Planning for **all** children
- Liaising with the SENCo
- Setting subject specific targets for children identified with a specific learning difficulty, using target tracker.

Following on from this initial meeting a further meeting may be arranged between parent / carer and a member of the Inclusion Team. A SENCo meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this

3. How will the school know if my child needs extra help?

Initial identification is the responsibility of the class teacher, unless the child comes from another school with identified needs.

During regular pupil progress checks teachers meet with members of the Inclusion Team to identify pupils whose progress:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

At Shoreditch Park Primary School the first response to such progress is high quality teaching targeted at their areas for development e.g. a child may have work further differentiated within their literacy group, be placed in an intervention Read Write Inc. group or maths intervention group for a measurable period of time.

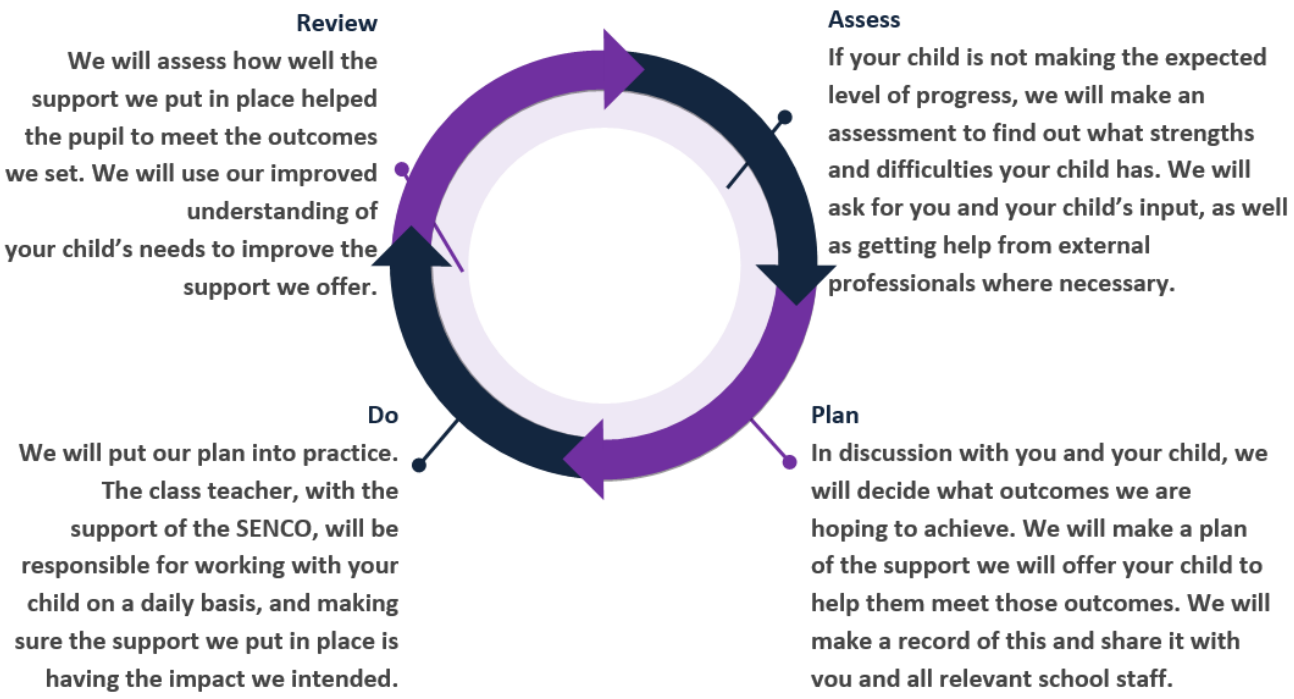
Where progress continues to be less than expected following a time specific intervention the child may be referred to external professionals or be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN register so that we can better monitor their progress.

If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational needs (SEN) and the help they will get to meet their needs.

The Hackney Local Offer has more information about the EHC assessment and planning process: https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=_KTBic1ziOo

4. How will the school measure my child's progress?

At Shoreditch Park Primary School we follow the graduated approach to supporting pupils with SEND. The graduated approach is a four-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a baseline assessment. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

5. How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year that they are at our school. We will adapt how we teach to suit the way each pupil works best. There is no one size fits all approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations that we make are meaningful to your child.

We have a teaching and learning coach who supports teachers and support staff to implement strategies and reasonable adjustments to support pupils with SEND.

We run a range of interventions that are designed to meet pupils' individual needs. Please see the school website for the intervention list: https://www.shoreditchpark.hackney.sch.uk/our-school/intervention-provision

6. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- reviewing the progress towards their individual targets each term
- reviewing the impact of interventions through the use of bespoke outcome measures
- using pupil questionnaires
- monitoring by the SENCo
- holding an annual review or support planning meeting

7. Which staff will support my child and what training have they had?

Class teachers

All of our teachers receive in-house SEN training and are supported by the Inclusion Team to meet the needs of pupils who have SEND.

Deputy Headteacher for Inclusion/ EYFS SENCo- Claire Deegan

Claire Deegan is the strategic lead for SEND and Safeguarding across the school. Claire is the Designated Safeguarding Lead for the whole school.

Claire has worked in education for 17 years and has been a member of the Inclusion Team at Shoreditch Park since 2019. Claire holds the National Award in Special Educational Needs Coordination.

The key responsibilities of Deputy Head for Inclusion are:

- to develop and coordinate appropriate provision for children with special needs throughout the school.
- to provide leadership in the development and management of the teaching and learning of key groups of pupils e.g. (SEN, EAL, Gifted and Talented, those on the Child Protection Register and Looked After Children).
- to coordinate the work of the Inclusion team and to promote excellence within the school.
- to strategically lead on wellbeing, attendance, exclusions, engagement, admissions and behaviour.

Assistant Head/ SENCo for Key Stage 1 and 2: Joanne Byrne

Joanne Byrne is the SENCo for Key Stage One and Two. Joanne has extensive experience of supporting

pupils with SEND and has managed our school's ARP. Joanne holds the National Award in Special Educational Needs Coordination.

The key responsibilities of the KS1 and KS2 SENCo:

- offering modelling and coaching sessions to teachers to help them to improve their SEND practice.
- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with parents of pupils with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- ensuring a successful transition between EYFS and Key Stage One
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Autism Resource Provision Manager: Rochelle Howard

Rochelle Howard is the school's Autism Resource Provision Manager.

The key responsibilities of the ARP Manager include:

- coordinating provision for children in the ARP
- liaising with parents of pupils in the ARP
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and

access arrangements
- ensuring that the school keeps the records of ARP pupils up to date

Pastoral Manager: Claire Keady

The key responsibilities of the Pastoral Manager include:

- the coordination of the school's extended day provision
- responding in a timely manner to any safeguarding concerns
- keeping rigorous records of any safeguarding concerns
- training new staff members on the implementation of the school's safeguarding policy
- acting as a key point of contact for social care professionals
- overseeing the day-to-day implementation of the school's *Positive Behaviour and Anti-Bullying Policy*
- keeping rigorous records of any behavioural incidents, including the tracking of any patterns and trends
- managing admissions and meeting with new families
- monitoring attendance and taking actions to ensure that Shoreditch Park's attendance remains at or above national and local averages
- liaising with Hackney Education regarding any children missing education

8. How will my child be involved in decisions about their education?

We highly value pupil voice and hold termly conferencing sessions with the schools SENCos where pupils can review their targets and provision.

We may seek your child's views by asking them to:

- attend meetings to discuss their progress and outcomes
- prepare a presentation
- complete a pupil voice questionnaire
- discuss their views with a staff member
- complete a talking mat

9. How will I be involved in decisions about my child's education?

At Shoreditch Park Primary School we place a high value on parental voice as we develop provision for pupils on the SEND register. Parents are invited in to school to meet with teachers and members of the Inclusion Team at key points in the academic year.

Universal (everyone)

Shoreditch Park Primary School has three parents' evenings a year where all parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. This is an excellent opportunity to find out about the progress your child is making. You can ask the class teacher for a member of the Inclusion Team to join your parents evening slot if you have concerns that your child may have SEND or if your child is on the SEND register.

Targeted (some children)

SEND targets

Once per term, children on the SEND register will receive targets linked to their primary need. Please see 'Measuring children's progress' for more information. For the majority of children this information will be shared at parents' evening but you may ask to discuss your child's targets with a member of the Inclusion Team.

SEND support meetings

Some parents/carers of pupils on the SEND register will be invited in for a termly meeting to review SEND targets and progress with a member of the Inclusion Team. You will be invited to a termly SEND support meeting if:

- Your child has an educational health and care plan (EHCP).
- The school is in the process of applying for an EHCP for your child.
- Your child has multi-agency involvement (currently working with more than one external professional).

The purpose of an SEND support meeting is to set clear outcomes and review progress towards them. In this meeting the parent/carer will receive an SEND support plan that outlines the progress pupils have made towards their EHCP outcomes or support plan targets.

Children educated in the ARP will have their support planning meeting with the ARP Manager.

Specialist (a few children)

EHCP Review meetings

For children with an EHCP, there will also be an Annual Review of the child's EHCP or Statement of his/her special educational needs. External professionals working with the child will be invited.

Pupils are always invited to their EHCP annual review and are able to share their views and talk about

what works well for them. Written pupil voice information is also gathered before the meeting to ensure that anything that the child would like to raise is discussed in the meeting.

Parent voice

At Shoreditch Park Primary School we know that you are the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we are trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

When you meet with a member of the Inclusion Team we will ask you questions so that we can build a picture of how SEND support that we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so that we can keep our provision as relevant as possible.

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

The range of support available to pupils with SEN is reviewed by the Head Teacher alongside the Assistant Head for Inclusion annually.

We have a number of specialists who come into school to support pupils and parents including:

- Three Speech and Language Therapists who work directly and indirectly with identified children for 2 days a week in the mainstream and two days per week in the ARP.
- An Educational Psychologist who works with a number of pupils throughout the academic year and offers strategies and resources that school staff can use to narrow any attainment gaps and improve pupil wellbeing.
- WAMHS – Shoreditch Park has a link Educational Mental Health Practitioner from CAMHS who works closely with the Inclusion Team, offering clinical support to improve the mental health of students and other stakeholders.
- Mental Health Support Teams (MHST)- we have an Educational Mental Health Practitioner who is school for half day each week working with parents and groups of children to improve mental health and wellbeing.
- Place2Be- we have a Family Practitioner and Mental Health Practitioner/ Counsellor working in school. They provide a range of services including counselling, Place2Talk and direct work with parents and families.
- School Nurse- the school nurse regularly visits school and supports with writing care plans and any medical concerns that staff may have about individual children.

External Services

In liaison and with agreement from parents/carers class teachers, with advice and support from the SENCo, the Inclusion Team can refer individual children for additional support to:

- First Steps (CAMHS)
- CAMHS
- Multi-agency Referral Service (MARS)
- Young Hackney
- Children's Social Care

11. Can my child access the Autism Resource Provision?

The Autism Resource Provision (ARP) is a resource for up to 10 pupils on the Autism Spectrum who have been allocated a place by Hackney Learning Trust. One aspect of provision for an ARP pupil is access to small intervention groups in KS1 and KS2, planned and led by specialist ARP staff.

At Shoreditch Park School **some** mainstream pupils (without an ARP place) **occasionally** access specific groups within the school's Autism Resource Provision (ARP) for a time limited intervention. The decision to place a child in an intervention group taught by ARP staff will be made by school staff based on:

- The needs of the individual child.
- The existing pupils in the ARP.
- The ability and curriculum coverage of current ARP intervention groupings.
- Whole school provision mapping.

This intervention will be time limited and reviewed termly. If a child requires long term support from the autism resource provision, an ARP place will be sought through the consultation process (with parental permission).
Please see the ARP information report for more information about your child's access to the ARP.

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

Please refer to Shoreditch Park Primary School's *Supporting Pupils with Medical Conditions policy.*

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

Universal (everyone)
Shoreditch Park Primary School has three parent's evenings a year. During these meetings all parents /carers have an opportunity to meet with their child's class teacher and discuss progress. In addition, a detailed written report is provided to parents/cares once a year, which outlines their child's progress in all areas of the curriculum.

Targeted (some children)
Most pupils on the school's SEN register will receive targets relating to their primary need.
A description of what you can expect is outlined here:

SEND Primary Need	How are SEND targets written
Cognition and Learning Difficulties	Teachers select academic targets from the school's assessment program: 'Target Tracker'. These targets are then closely monitored by school staff throughout the term.
Social, Emotional and Mental Health	Targets will be set through 2 key pathways: 1: Zones Groups- the lead adult running the nurture groups sets termly targets with pupils. 2. School counsellor – a report is written at the end of the year.
Language & Communication including Autism.	Hackney Speech and Language Therapy (SALT) will set targets for all pupils on their caseload. These will be shared with parents by SALT when a pupil begins speech and language sessions.
Sensory Including hearing impairment or visually impairment.	Targets will not be written for pupils; however, the school will note specialist teacher guidance on the teaching, resources and environment of the educational setting. Pupils with this additional need will have a specialist teacher from Hackney Education. All reports and recommendations will be circulated to parents.
Where a child has one of the above needs as stated in an Education Health and Care Plan (EHCP).	SEND support plan meetings Annual targets are agreed at the Annual Review meeting and written up by the SENCo. The SENCo or Assistant Head for Inclusion will then meet with parents once per term to review the targets. Documents to be shared at SEND support plan meetings: • SEND support plan targets • Intervention information
Specialist (a few children)	Children receiving specialist support, such as input from the Educational Psychologist or health professionals will have additional suggested outcomes set, which the school will endeavour to implement in collaboration with the external professionals. Such external professionals will usually provide parents/carers with written reports summarizing their assessment or work with their child.

Please refer to Shoreditch Park Primary School's *SEND assessment policy* for more information regarding how your child's progress will be assessed and monitored.

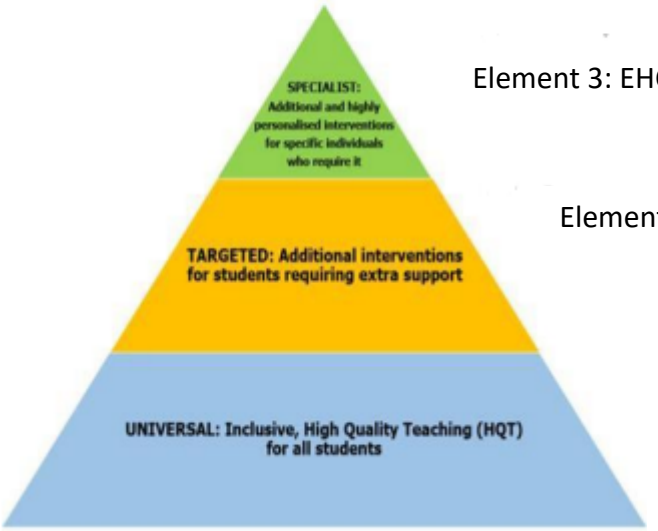
14. How are school staff supported to work with pupils with SEND?

The Inclusion Team provide training for staff on how to support pupils with SEND at least once per half term. We also have a teaching and learning coach, Joanne Byrne, who is able to support teachers to implement strategies and provision to support pupils with SEND.

Outside agencies from health and social care will also be invited into the school as and when training needs are identified to ensure that school staff are able to meet the needs of all the children with SEN at Shoreditch Park Primary School.

In addition to this Hackney Learning Trust has a professional development programme and staff are encouraged to attend courses relevant to their role and to the children that they teach.

15. How are the school resources allocated?



Element 3: EHCP top up

Element 2: notional SEN

Element 1: AWPU- this is the money Shoreditch Park receives for each pupil on roll.

Targeted

Each school receives an overall amount for SEN pupils, calculated using the postcode index of deprivation (IDACI). This funding is not ring fenced and can be used flexibly to meet need within the school through Provision Management

The decision around how this money is spent to support children with SEN in the school is made through the thorough auditing of the school's SEN population based on all the information available at the end of each academic year. A whole school provision map is created to ensure that individual children's needs are at the heart of any decisions around SEN support and the use of the SEN budget.

Specialist

Children with an EHCP may receive additional EHC top up funding. This funding is variable and depends on the needs of the child. Shoreditch Park School plans interventions and support for the child based on the outcomes in the individual children's EHC Plan.

It is not usual practice for SPPS to create costed provision maps for individual pupils. However, in some circumstances a costed provision map may be required e.g. if a child is going through the process of an

EHCP application or if it is agreed by all stakeholders in an EHCP annual review that an increase in high needs funding is required to meet the provision on the EHCP plan. Hackney Education require a costed provision map in order to agree to an EHCP application or an increase in high needs funding. Shoreditch Park Primary, on the advice of Hackney Education, does not create costed provision maps for parents.

16. How is the school accessible to pupils with SEND?

Shoreditch Park Primary is an inclusive two-form entry school and accessibility to all areas of school life underpins our ethos. We welcome children, parents and carers with a wide range on special educational and medical needs.

Staff and governors at Shoreditch Park Primary School are committed to ensuring that all children can access the school and will always consider reasonable adjustments to the environment in order to accommodate a broad range of Special Educational Needs.

This SEN Information report ensures that curriculum planning, assessment and pastoral support for children with special educational needs takes account of the type and extent of the difficulty experienced by the child and decisions around a child's support at Shoreditch Park Primary School is made in partnership with parents and carers.

School Building

Shoreditch Park Primary School is a large Victorian building with classrooms and teaching spaces over three floors. The ground floor including Reception classrooms, lower hall and office, are accessible by ramp from main entrance. A disabled toilet and children's toilets are located on the ground floor. There is no lift to first or second floors.

Staff and governors at Shoreditch Park Primary School are committed to ensuring that all children can access the school and will always consider reasonable adjustments to the environment in order to accommodate a broad range of Special Educational Needs.

Facilities for personal care

There is a disabled toilet on the ground floor and children with any intimate care needs will be granted access to this facility. Children in Reception who require changing regularly will use the Nursery toilets.

17. How will my child be included in activities at school, after school clubs, and on school trips?

All children at Shoreditch Park Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.

Please speak to the office directly about securing a place at breakfast club or after school club.

18. How will you encourage my child to mix with children who do not have SEND?

Shoreditch Park Primary is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity and children and adults with SEN are included within this (please reference our ASPIRE Curriculum). Consequently, all children who attend Shoreditch Park Primary are exposed to a wide range of images and resources that reflect adults and children with SEN

or a disability in a positive light.

In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

- ASPIRE character curriculum taught daily
- Zones of Emotional Regulation/ mental health check-ins
- Circle of friends
- Structured Play

19. How will the school prepare my child when joining the school?

At Shoreditch Park Primary School there are systems and structures in place to ensure smooth transitions for all children starting at our school. To support the transition process, Shoreditch Park shares information with key professionals at the educational setting which the young person is arriving from.

Shoreditch Park Primary School staff will meet with family and key professionals to agree the transition plan for each child. Examples of this might include:

- A transition meeting with the parents and all the professionals working with the child to information share.
- Observations of the child in their current setting by a professional from the new educational setting.
- A formal review of the statement of SEN or EHCP can be called early in order to facilitate the effective transition of a child with SEN.

20. What support will be available to my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Facilitate a handover meeting when key information about pupils' SEND needs is shared with their new teacher
- Schedule opportunities for pupils to meet with the incoming teacher towards the end of the summer term

Between schools (pre-year 6)

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will co-create a transition plan with you and the new school to ensure the best possible transition for your child.

Secondary transition

The SENCo of the secondary school will be invited into our school for a meeting with our SENCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Hackney SEND Travel Assistance Service are responsible for transporting children with Special Educational Needs (SEN) to and from schools with Hackney. The children are mainly collected from their

home addresses or a suitable pick-up point and taken to schools in the mornings and returned home in the afternoon. Applications for transport are only considered in exceptional circumstances.

The SENCo can support you with an application for transport support. For more information and contact details please visit the link below:
https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As1_ZGo

22. What support and training is available for parents and carers?

At Shoreditch Park we believe parents should lead the way when it comes to planning training and we have based our new workshop schedule on parent feedback. Please see the school website here for information about parent workshops: https://www.shoreditchpark.hackney.sch.uk/our-school/send-support-for-parents

We are happy to set up a video link so that parents can join in school workshops virtually. If there is any workshop that you would like to attend and cannot due to work and other commitments please let the Inclusion Team know.

Place2Be

We will be supported by Place2Be during this academic year and they will run a range of workshops with parents and families. More information will be available on the school website as events are planned.

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

All staff and governors believe that Shoreditch Park Primary School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

Behaviour tracking on SIMS is collated to provide the Senior Leadership Team with an overview of pupil progress. If a pattern of worrying behaviour begins to emerge, staff will begin a series of interventions.

Parents will receive a phone call from the year group lead if we have concerns about their child's behaviour or if there have been a high number of behaviour incident forms recorded. The Year Group Lead or a member of the Senior Leadership Team will discuss with parents any strategies that can be used to further support their child's behaviour.

Commonly suggested interventions and strategies include:

- Zones of Emotional Regulation (please see intervention information document)
- ASPIRE curriculum – Self-aware Samuel linking to positive mental health strategies.
- Structured Play
- Pastoral Support Programmes
- Positive Management Plan
- Individual Risk Assessments
- Referral to the School Counselor
- Parental signposting to services through discussion with our WAMHS worker.
- Referral to Place2Be
- Referral to an external service, such as First Steps or CAMHS

Please see the Behaviour Policy, Anti-Bullying, Child Protection and Safeguarding and Positive Handling policies for more information.

24. How do you link with health, social workers, other family services in supporting my child and us as a family?

Shoreditch Park Primary School engages with a wide range of services to support children and families. Referrals to these agencies can be made with parental consent by staff at Shoreditch Park Primary School as soon as it is felt that additional support for the child is required. Parents/carers can also request that referrals to outside agencies can be made to further support their child.

25. What should I do if I have a complaint?

Please see the school website for our complaint procedure.

If you would like to make a complaint regarding your child's provision then please make an appointment to see one of the following members of staff:

Heads of Year
EYFS: Flora Lait
Years 1 and 2: Natalie Ketchell
Year 3: Joanne Byrne
Year 4 and 5: Zeynep Karatay
Year 6: Kathryn Green
Pastoral Manager
Claire Keady
Deputy Head for Inclusion
Claire Deegan
SENCos
Claire Deegan (EYFS)
Joanne Byrne (KS1 and KS2)

All the above-mentioned staff will endeavor to ensure that appropriate actions are put in place so that your complaint is resolved effectively. If you feel that a further meeting needs to take place you can request to meet with the Deputy Head of School, Kathryn Green.

If, after meeting with the above-mentioned staff, you still feel that your complaint has not been dealt with effectively, you can write a letter to the Head Teacher and the Chair of Governors. Contact details are below:

Head Teacher: Penny Smith
psmith@shoreditchpark.hackney.sch.uk

Chair of Governors: Caroline Doherty
cdoherty@shoreditchpark.hackney.sch.uk

If you are not satisfied with the school's response you can escalate the complaint. To see a full explanation of suitable avenues for complaint see pages 246 and 247 of the SEND code of practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination case to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- admission
- exclusion
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal you can go through processes called disagreement resolution or mediation where you can try to resolve your disagreement before it reaches tribunal.

26. Further information for parents/carers, pupils and practitioners

All of the policies referred to in this document are located on the Shoreditch Park Primary School website.

Information about other services for children and young people with SEN can be found on the Hackney Education website: https://education.hackney.gov.uk/

Hackney SENDIAGS provides impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and Disabilities: https://hackneysendiags.co.uk/

Hackney Ark is a local centre which provides an integrated, multi-disciplinary response to the needs of children with SEND. Hackney Ark offers the following services:

- Physiotherapy
- Occupation Therapy
- Speech and Language Therapy
- Children's Community Nursing Team
- Pediatrician
- Psychology/ behavior support from CAMHS disability

We may refer your child to services offered by Hackney Ark by making a MARs referral (Multi-Agency Referral). https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=kIpiZ-wPe4Y

Shoreditch Park Primary School has a WAMHS worker who supports us to identify mental health needs and signpost children and families to the appropriate service. For more information about the CAMHS offer in Hackney please see: http://www.cityandhackneycamhs.org.uk/parents/

The National Autistic Society has a range of resources for parents of pupils with autism: http://www.autism.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support

- NSPCC
- Family Action
- Special Needs Jungle

Glossary

Annual review – an annual meeting to review the provision in a pupil's EHC plan
Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
CAMHS – child and adolescent mental health services
Differentiation – when teachers adapt how they teach in response to a pupil's needs
EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SENCO – the special educational needs co-ordinator
SEN – special educational needs
SEND – special educational needs and disabilities
SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN
SEN support – special educational provision which meets the needs of pupils with SEN
Transition – when a pupil moves between years, phases, schools or institutions or life stages