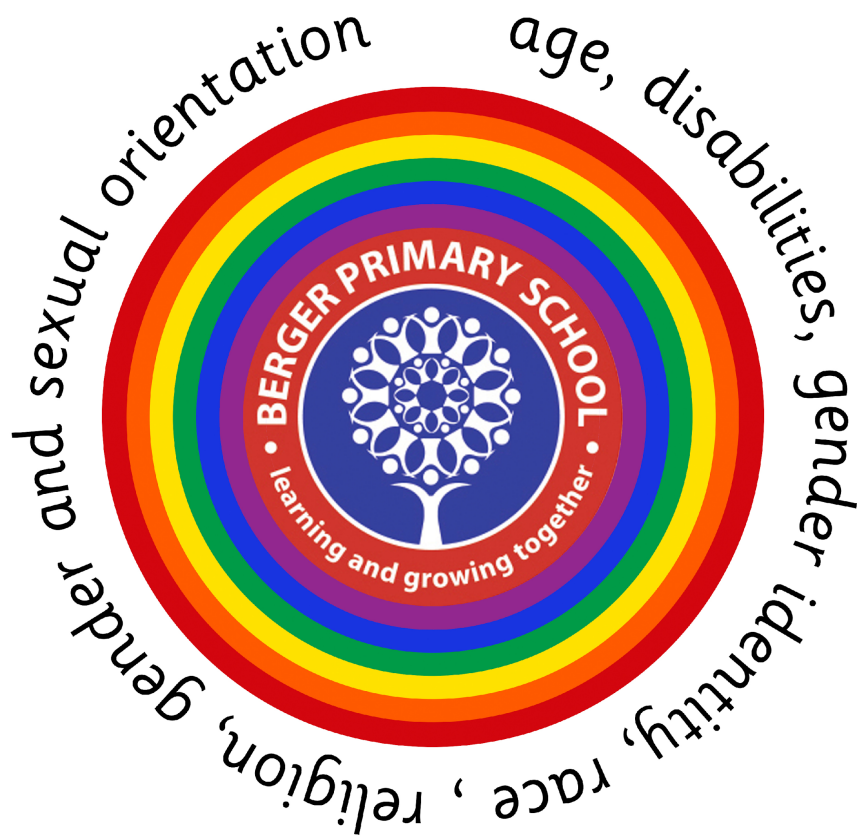


We respect each other's



Berger Primary School

SEN Information Report

Date of issue:

Spring 2023

Review date:

Spring 2024

<input type="checkbox"/> The types of SEN provided for at your school
<input type="checkbox"/> (Mainstream schools only) How you identify pupils with SEN and assess their needs
<input type="checkbox"/> (Mainstream schools only) Name and contact details for your school's SENCO
<input type="checkbox"/> Admission arrangements for disabled pupils
<input type="checkbox"/> Details of how you consult pupils and their parents, and involve them in the education of the pupil
<input type="checkbox"/> How you assess and review pupil progress toward outcomes. This should include the opportunities available to work with parents and pupils as part of this process
<input type="checkbox"/> How you support pupils to transition between phases of education and/or in preparation for adulthood and independent living. (Outcomes should reflect the pupil's ambitions, when they prepare for adulthood.)
<input type="checkbox"/> Your approach to teaching pupils with SEN, and the additional support that is available to them
<input type="checkbox"/> How you evaluate the effectiveness of your provision for pupils with SEN
<input type="checkbox"/> How you adapt the curriculum and learning environment for pupils with SEN

What facilities you provide to help pupils with a disability access the school

The steps you have taken to prevent pupils with a disability from being treated less favourably than other pupils

A link to your school's accessibility plan

What training and expertise your staff have to support pupils with SEN, and how you'll secure specialist expertise

How you involve other bodies to meet the needs of the pupil with SEN and to support their family, with contact details of support services including those for pursuing mediation

How you enable pupils with SEN to engage in activities (including physical activities) with pupils who don't have SEN

How you will secure equipment and facilities to support pupils with SEN

What support you offer pupils with SEN for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN

What anti-bullying measures you have in place

How parents can complain about the school's SEN provision and how complaints will be handled

- Link to your local authorities' local offer or information on where it is published**

STATUTORY INFORMATION THAT YOU SHOULD INCLUDE:

- Information about your school's SEND policy (e.g. explaining where parents can access it)**

- Clear and straightforward language**

- What arrangements you have in place to support children that are looked after by the local authority who also have SEN**

- Who in the school parents or pupils should contact if they have concerns**

- How the broad and balanced curriculum you provide for each year group is adapted and made accessible for pupils with SEN**

- What your school contributes to the local offer**

Berger Primary School

SEN information Report

2022-23

Introduction

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

All Hackney maintained schools have a similar approach to meeting the needs of pupils with Special -Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

What is the LA local offer?

The Children and Families Bill 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' and will be available on the school website.

The Local Offer

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about Hackney's local Offer can be found at <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer>

At Berger Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and Inclusion is the responsibility of everyone within our school. We respect the unique contribution which every individual can make to our school community.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the *SEND Code of Practice (2014)*. This states: Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater

difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England 3 Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

What do we do at Berger Primary School to make sure that all children feel welcome, feel included and achieve their potential?

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEN Policy.

The Head Teachers and the SENCO have overall responsibility for SEND and Inclusion.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book trawls, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds termly provision meetings, with all who work with the children, to review and set new Individual Learning targets for additionally funded pupils,

We fully involve our Governors when the SEND policy is reviewed and revised.

What kinds of SEN do we provide for?

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

Area of need	Provision	Interventions
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Communication and Interaction	We utilise a total communication environment – visual timetables, now and next boards etc. Many of our staff are trained in the use of MAKATON, PECs and Communication Books We work closely with Speech and language therapists and have two trained speech and language teaching assistants.	We offer the following interventions: <ul style="list-style-type: none"> ● Speech sounds work ● Blacksheep press ● Easylearn resources ● Green zone conversations ● Language for thinking ● Looking and Thinking ● Attention bucket ● Colourful semantics
Cognition and Learning	We work closely with Educational Psychologists to better understand how to support students at school.	We offer the following interventions: <ul style="list-style-type: none"> ● Nessy ● Precision teaching ● Memory magic ● Toe by Toe
Social, Emotional and Mental Health	We work closely with R.U.N who provide play therapy and mentoring sessions. We are part of the Hackney WAMHS project and have a CAMHS worker in school with us every fortnight. We follow a whole school Zones of Regulation programme and encourage children to use tools to regulate their emotions.	We offer the following interventions: <ul style="list-style-type: none"> ● Lego therapy ● Play therapy ● Drawing and Talking ● Talkabout friendships ● Playground games intervention ● Zones of regulation ● Key adults
Sensory and Physical	We have our own Sensory room and soft play room on site	<ul style="list-style-type: none"> ● Food explorers group

Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?

	Special Educational needs Co-ordinator (SENCo)	Nominated SEND governor
Name	Emily McCann	Jane Teague

<i>Phone number</i>	02089856280
<i>Address</i>	Berger Primary School, Anderson Road, E96HB

The **SENCO** manages the day to day provision for our children with SEND.

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

- o involved in supporting your child's learning
 - o kept informed about the support your child is getting
 - o involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
 - Ensuring adequate records are kept detailing the support that each child is receiving.
 - Writing Individual Learning Plans (ILP), in order for class teachers to share and review these with parents at least once each term and planning for the next term.
 - Attending Local Authority Briefings to keep up to date with any legislative changes in SEN

Class/subject teacher

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Monitoring the effectiveness of the provision in place for pupils identified with

How does the school identify children with Special Educational Needs and Disabilities?

On starting school we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge

is essential. On home visits and initial meetings we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the student’s needs.

What are the different types of support available for children with SEND in Berger Primary School (including those in Looked After Care)?

Type of Support	Support available
<p>Quality first teaching</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <p>For children at Berger this means:</p> <ul style="list-style-type: none"> ● That the teacher has the highest possible expectations for your child and all pupils in their class. ● That all teaching is based on building on what your child already knows, can do and can understand. ● Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. ● Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support children's learning. ● Children may attend intervention groups or catch up groups.

<p>Cause for concern</p>	<p>A teacher or parent has raised concerns that a child may need additional support. Further assessments will then be carried out either in school or by outside agencies to determine what support is required.</p> <p>Assess: The class teacher, working with the SENCo is responsible for carrying out a clear analysis of the pupil's needs, drawing on teacher assessments, assessment and experience of the pupil.</p>
<p>SEN Support</p>	<p>A student is identified as needing extra support in school and will be receiving regular interventions and support.</p> <p>Plan: Where it is decided to provide a pupil with SEN support, parents must be modified. All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.</p>
<p>Education, Health and Care plan</p>	<p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> ● Severe, complex and lifelong ● Need a high level of individual or small group teaching <p>For your child this would mean:</p> <ul style="list-style-type: none"> ● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. ● After the school has sent in the request to the Local Authority (with various information about your child, including some from you and from your child), 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 support at SEN Support. ● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support. ● The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. ● Your child will receive the support as outlined in the EHC plan.
<p>Looked after children</p>	<p>Children who are in care or who are looked after will have a Personalised Education Plan (PEP). The designated teacher: Yusuf E. Gleason will coordinate the provision required in collaboration with the local authority and virtual school.</p>

- **Do:** The planned interventions should then be put into place. The class or subject teacher should work closely with any teaching assistants or specialist staff involved and the SENCO should support the class or subject teacher.
- **Review:** Reviews should take place and inform feedback into the analysis of the child's needs. The Code is not prescriptive about how often reviews should take place, but given the Code suggests schools should meet with parents three times a year, good practice would indicate that such reviews will be at least termly. The decision to involve specialists can be taken at any time and should always involve parents

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Emily Moss –SENCO. You can contact the school office: by phone on 02089856280 or email admin@berger.hackney.sch.uk and an appointment can be made to discuss your child's needs.

If you are still not happy you can speak to the Head teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Annual reports and termly parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties
- Pupils views are obtained when appropriate

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Hackney LA, includes money for supporting children with SEND.

The Head Teachers decide on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the children will receive.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school
<ul style="list-style-type: none">● Qualified and experienced Teachers● Experienced and skilled Teaching Assistants● Higher level Teaching Assistants● Staff trained in MAKATON, PECS, ALDs, Communication Books● R.U.N - play therapy and mentors● Learning mentor● Safeguarding officer● Attendance officer● Speech and language therapist● Educational Psychologist

Paid for by the Local authority/ NHS

- Sensory Service for children with visual or hearing needs
- CAMHS worker in school
- EHMP worker in school

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.

How will the teaching be adapted for my child with 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 teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress

- Individual Learning Plans (ILPs) and Intervention recommendation overviews will be used alongside planning to ensure children with SEND needs are met, where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Children will access the National Curriculum at an appropriate developmental level or they may access learning through pre key stage standards.

- SEND pupils will have access to the same curricular opportunities as all other children

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing, maths. Science is assessed against the National Curriculum and key skills for each Year Group.
- EYFS children are assessed against the Progress Matters developmental levels and against the Early Learning Goals
- If your child is in Year 1 and above, but is not yet at a National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use pre key stage standards.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- SEN children receiving additional interventions or support are identified on individual learning plans which will be reviewed every term.
- Children with an EHC Plan will have an ILP which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.

What support is there for my child's overall well-being?

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum and is also taught explicitly e.g through Action for Happiness assemblies
- We have a learning mentor that supports the social and emotional needs of our children which have been identified through wellbeing assessments.
- Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs.
- Our behaviour policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff.

- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary
- The school has an allocated CAMHS worker in school as part of the WAMHS project.
- The school has trained members of staff to deliver drawing and talking intervention.
- The school follows a whole school zones of regulation programme to support children's understanding and management of emotions.

What support do we have for you as a parent of child with an SEND?

- 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 SENCO 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.

How is Berger Primary School accessible to children with SEND?

The Local Authority is responsible for the control of admissions to BPS this includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following Hackney's admissions criteria. Please find further info at <https://education.hackney.gov.uk/section/admissions-and-transfers>

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability via ramps. The school has a lift to reach the first floor and evacuation chairs if necessary. The child would need to be able to transfer to the evacuation chairs. There are specially equipped disabled toilets on each floor of the school building.
- Staff ratios and appropriately trained staff available as required.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

- Fire evacuation procedures include children with SEND

How will we support your child when they are leaving this school? OR moving on to another class?

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 SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- If necessary we can arrange pre-visits with the child and support staff
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All ILP's will be shared with the new teacher.
- If necessary your child will be helped by a transition booklet to support them in understanding moving on.

In Year 6:

- The Year 6 transition leader will attend the SENCo forum to discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
- Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as ILPs and outside agency reports. 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.

How can I be involved in supporting my child?

- Attending parent's evenings
- Regular communication with school via Class Dojo
- Ensuring your child has regular eyesight and hearing checks
- Helping them to complete their homework
- Ensuring your child gets to school on time and will all the appropriate equipment
- Talking to the class teacher when you have any concerns
- Providing lots of opportunities to have conversations with your child
- Read with your child regularly at home
- Practice number skills

Teachers are more than happy to share any ideas of how you can support your child's learning at home.

How can I access support for myself and my family?

By looking at the Local Authority's website and their Local Offer

<https://www.hackneylocaloffer.co.uk/>

Support is also provided by SENDIAGS 020 7275 6036 (Advice Line)

Who can I contact for further information or if I have a complaint about the SEN provision in this school?

Emily McCann – SENCO; by appointment

Yusuf E. Gleason – Head teacher; by appointment

Mrs Teague – SEND Governor; by appointment

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your authority's Information, advice and support service for help and look at your authority's Local Offer (see section in this guide, The Local Offer).

