



SEND Information Report for Laurel Park School

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Key Information:

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SENDCO: Michael Dunnage

SEN Governor: Tracy Webber

As part of the Children and Families Act 2014, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

The following information outlines the support and provision that pupils with SEND can expect at As with Laurel Park School. This is in addition to our SEN policy.

The contents of this document are designed to reflect the expectations of the most recent SEN Code of Practice (2015). This document will be updated according to any subsequent changes made to legislation regarding SEND Provision.

The SEND Code of Practice 2015 recognises that children's needs and requirements fall into four broad areas:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health difficulties,
- sensory and/or physical needs.

Overview of SEND at Laurel Park School

Laurel Park School is an inclusive all-ability secondary school offering places for boys and girls aged between 11 and 16 years in Enfield. The school has a large number of pupils with Education, Health and Care Plans, comprising approximately 7.5% of our pupil population in each of the year groups. Laurel Park School is a mainstream school, and it is expected that all pupils will attend mainstream lessons for the majority of their school day, being withdrawn only for specific or specialist interventions or programmes. The school currently supports pupils across all 'broad areas of need' as detailed in the SEND Code of Practice, 2015.

At Laurel Park School we support pupils with areas of SEND including:

- Specific, Moderate and Severe Learning Difficulties
- Speech Language or Communication Needs
- Autism Spectrum Condition
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability
- Other Disability/Difficulty
- Social, Emotional and Mental Health

Identifying Pupils' Additional Needs

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On admission, the school receives hard copy and electronic information from children's previous settings in relation to their additional needs and support provided.

Once on roll, the following procedures are in place for the identification of additional needs:

- Tracking of pupils' attainment and rate of progress, monitored by the Pastoral team, teachers and subject areas, Behaviour and complex needs teams.
- Teachers expressing a concern to the SENDCO, via the schools SEND Initial Concern process.
- Concerns raised by the parent/carer which are followed up using the school's SEND Initial SEND Concern process. Parents are advised to speak to their child's subject teachers, in the first instance, should they have concerns about their child's progress.
- Information provided to the school by other professionals.

The school meets regularly with all pupils who are receiving SEND support to ensure they are making good progress towards personalised targets. Should concerns arise, reports are sought from professionals and/or teachers, in consultation with pupils and parents.

The school ensures that screening tests for Access Arrangements for public examinations are undertaken, as necessary, and that Access Arrangements are in place for pupils requiring this provision in public examinations.

SEND Initial Concern process

Staff are expected to provide quality first inclusive teaching to all children while making adaptations for those with additional needs. When staff are concerned about accessibility of their teaching and concerns around the needs of children in their class despite their efforts to improve engagement and progress they should complete an Initial SEND concerns form (ISCF). This outlines the need to meet with HOD to review QFT strategies and subject related interventions. This will include a period of monitoring and subject specific advice and support from within the department. Following this if there is no improvement the concern should be raised with the SENCO as outlined within the ISCF.

The Team and Partnership working

The SEND Department is led by the SENDCO Michael Dunnage

The team includes:

- Deputy SENDCO
- Nurture Teacher
- Higher Level Teaching Assistants
- Teaching Assistants
- Learning Mentors

The SEND Department also has links with many external agencies who provide additional support including:

- Counselling
- Speech and Language Therapists
- Occupational Therapy

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- Educational Psychology service
- Enfield Autism Advisory Service
- Enfield Advisory Service for Autism (EASA)
- Enfield communication advisory support service
- Sensory impairment support services
- SBSS (Secondary Behaviour Support Service).
- Educational Welfare Service
- Enfield Business Partnership (Work placements).
- Enfield Careers Advice.
- Speech and Language Service.
- Physiotherapy.
- Youth Offending Team.
- CAMHS (Children and Mental Health Services).
- Enfield Parent Partnership.
- Home and Hospital Teaching Service.
- Pupil Referral Units.
- Special School Outreach Service.
- Enfield Virtual School for Looked After Children.
- Absence Support Unit.

Involving Children and Parents/Carers in Planning Support and Reviewing Outcomes

We recognise the importance of making and maintaining strong home-school links and, at all times, endeavour to work closely with parents and pupils to ensure that their wishes and concerns are fully considered through:

- Regular planning and review meetings, organised to ensure that appropriate interventions and support are provided to meet individual pupil needs and that these are communicated to parents / carers
- Promoting and maintaining effective communication between all professionals involved with the pupil.
- SEND Support Plans for pupils with an EHCP.
- Annual Review for pupils with an EHCP.
- Parents' Evenings.
- Termly progress reports.
- Meetings with other professionals.
- Effective communication between primary schools and colleges at the point of transition.

Pupils on the SEND register are actively involved in setting and monitoring their targets through meetings with their allocated Learning Support member of staff/Key Worker and creating /updating their *One Page Profile*.

Range of Support Available to Pupils with SEND

At Laurel Park School, our aim is to ensure that all of our pupils achieve their full potential, both academically and socially. We are committed to meeting the needs of pupils with special educational needs and aim to ensure that all pupils have access to as broad, balanced and relevant a curriculum as possible, including activities outside of the classroom such as educational visits. In accordance with the Revised Code of Practice, 2015, and the schools

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Special Educational Needs Policy, we recognise that children have special educational needs if they have “a learning difficulty which calls for special educational provision to be made for them”.

All teachers at Laurel Park School are responsible for children with special educational needs and are accountable for their progress. For pupils who require additional input this may include support from:

- The Nurture teacher
- A Learning Mentor
- A Teaching Assistant in class
- A Key Learning Support Assistant who has an overview of the student’s SEND needs
- An external specialist e.g. Educational Psychologist, Occupational Therapist, Counsellor, Mental Health Nurse Specialist, CFCS, Physiotherapy, Speech and Language therapist
- A range of literacy and numeracy interventions run across the school and 1:1 blocked intervention with a member of staff. Entry to such interventions is determined by rigorous and regular literacy and/or numeracy assessment.
- A range of interventions and strategies are in place for improving pupils’ emotional and social development.
- Transition support into Year 7
- Transition to Post-16

Core Subject Support

Year 7 and 8 will also have access to a nurture teacher. This will be providing a reduced size, enhanced and supportive teaching environment for the 10-12 pupils in these year groups who are working at levels well below expected norms. Although all pupils work towards GCSE qualifications, a very small number of pupils in each year group embark upon one option that includes a PSD (Personal and Social Development) programme and Functional Skills options. This provides greater support, facilitates the development of key life skills and has less content demand than GCSE qualifications.

School Resources

School resources are allocated according to the individual child’s needs. During Annual Reviews decisions are reached, in liaison with Parents, Learning Support Staffs, and, if appropriate, external professionals regarding the level of support required and how the support will be delivered. Provision for pupils is detailed on the Provision Map and is shared both with parents, professionals and the Local Authority, as applicable. Parents have an equal say in the decision-making process.

Transitions Between Phases

The SENDCO works with SENDCOs from primary schools to ensure a transition plan is in place for pupils with EHCPs. Transition work includes SENDCO visits to the primary schools, and a Year 6 Transition Day. All parents are expected to attend the dedicated Year 6 Transition Evening.

Transition into Year 7 from another school

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- Visits will take place to primary schools regarding needs, guidance, welfare and specific information about pupils.
- Attendance at pre-entry review meetings at Primary Schools.
- Year 6 Induction Day in summer term and Year 6 Parent/Carers' Enrolment Evening.
- SEN and Single Entrants additional Transition Day with specific activities designed to support SEN entrants, e.g. with navigation or the school / awareness of key staff, etc.
- Inclusion staff to facilitate additional visits for specific/vulnerable pupils as needed.
- Individual parental visits with pupils.
- Liaison with other professionals such as Primary Behaviour Support Service and Social Care.
- Planning meetings with external agencies, for example, Educational Psychology Service in the summer term.
- Year 7 Parent/carers' evening in early October.
- Time spent with Year 7 pupils from previous year.

Laurel Park School has a member of staff with responsibility Careers and Transition who works with Year 9 onwards. The SEND Department also works closely with the careers service, who attend relevant Annual Reviews and who can offer expert advice to pupils and families during the transition process. Pupils requiring further support during transition into adulthood are identified, in liaison with Heads of Year and parents, and are provided with additional transition support.

Transition to Post 16 Education

- Early Careers Interview.
- SEN Specific Careers Advisor.
- Additional guidance and support as to Post 16 options
- Support with Sixth Form/College/Apprenticeship application

Measuring Pupil Progress

Every teacher is a 'teacher of SEND' and is, therefore, responsible for the progress of every child in their class. Pupil progress is monitored, tracked and challenged by the Leadership Team and the SENDCO.

Parents and pupils receive feedback on progress at annual Parents' Evenings, scheduled throughout the year. Parents can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns.

In addition, parents of pupils on the SEND register are invited to attend SEND Support and Planning meetings, with a member of the SEND Department. The meeting allows for a review of outcomes and the effectiveness of the current provision in addition to the setting/revision of targets; please note that meetings may be scheduled during the annual Parents' Evening.

Support and Training for school Staff

All new staff receive SEND and ASD training as part of their Induction. Further training is undertaken, as required, throughout the year, both on general SEND and at a pupil-specific level.

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Complaints

Complaints regarding children with SEND, about their provision or about any other matter should be made following the school's 'Complaints Procedure', which can be found on the school website: www.laurelparkschool.co.uk

All Laurel Park School Inclusion and SEN Provision is underpinned and supported by London Borough of Enfield's Local Offer which can be found at the following link: www.enfield.gov.uk/SEND

