

Parsonage Farm Primary School

SEND Information Report 2025-2026

We provide for the following kinds of special educational needs (SEND):

In accordance with the SEND Code of Practice, we support the four areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

In most instances, teachers and the SENDCO identify the prime area of need and differentiate or make adaptations to the teaching and learning to ensure all children are included. Where necessary, we use outside agencies to help us identify children's needs and then make provisions to address them. We inform parents, if this is the case with their child. Progress is continuously reviewed, with parents (please note 'parent' throughout refers to those with parental responsibility of the child), as well as the child involved (where appropriate – this applies to all instances of where the child is referred to being included). Some children do not have a special educational need but need some additional support to make progress. We make provisions for these children by putting them on Class Action. This is reviewed termly, with parents and the child.

Parental permission is gained, before external support is sought.

We identify and assess students with SEND using the following methods:

Concerns are raised by parents/carers/staff/previous settings/outside agencies – we then discuss these together, with the children, to help identify the best next-steps. Sometimes children are initially put on a Class Action to monitor their progress and determine whether they will be required to be put on the SEND register at a later date

Pupil progress meetings may highlight concerns with progression – these are discussed and then the children and parent/carer are spoken to and provisions are put in place.

We listen to the pupil's voice, when they express a concern or difficulty, and then find how to help them progress in a way which is adapted to suit them.

Once a need has been established, we follow the cycle of 'action, plan, do, review' (as stated in the SEND Code of Practice) to ensure provisions are put in place and adjusted as required.

Reviews take place with parents/carers and the children and outside agencies (if required).

Outside agencies may be required to observe and offer advice to the SENDCO, teacher and parents/carer.

We evaluate the effectiveness of our SEND provision in the following ways:

The impact of SEND provision is monitored and discussed with relevant staff, on a regular basis, enabling adaptations to be made.

Staff will report to the SENDCO about the impact of intervention on the children and discuss developments to help the children make further progress. The SENDCO will work closely with the child, class teacher and parents/carer to ensure that progress is monitored. If there are any changes to be made to the child's provision, the SENDCO or teacher will inform the parent/carer.

Discussions about progress, which can take place during or outside of pupil progress meetings, happen on a regular basis.

The review process of targets is on-going and targets are changed once they are met or broken down into smaller steps if they need to be to help them be achieved. Children and all adults, who work with the children, are informed of the targets and how they can be achieved. Data about targets is collected and reviewed termly (this includes targets for SLT, SEND and individual targets)

Parents are given the opportunity to go through all SEND Pupil Passports or Class Actions and offer feedback and input, in order to support their child too.

Children are included in this process too.

Our arrangements for assessing and reviewing the progress of students with SEND and evaluating the effectiveness of the provision are as follows:

Feedback from interventions is reviewed on a regular basis by the class teachers and the SENDCO, where required

For children on the SEND register and those with a Class Action, we follow the aforementioned cycle of 'assess, plan, do and review'. Within this cycle teachers, pupil, parents are involved to review and set targets. When necessary, outside agencies can participate in this cycle by offering guidance.

Our approach to teaching students with SEND includes:

We have several approaches to how we teach students with SEND and they vary according to the pupils needs; they may have intervention on a 1:1 basis or in small groups but all children are included in the quality first teaching we provide to ensure they make the maximum amount of progress. When children work in intervention groups we also ensure the person carrying out the intervention is informed of the processes and outcomes and information is communicated with the class teacher. We use provisions recommended by outside agencies and schemes, which have shown a proven impact on learning; to support the children's development. The SENDCO keeps up-to-date with training and developments are shared and implemented, as required.

All interventions are monitored and reviewed.

The aim of interventions is to support children develop their skills to help them become more independent.

We adapt the curriculum for students with SEND in the following ways:

High-quality teaching ensures that the curriculum is differentiated and adaptations to teaching and learning are made, so all children can be included. Objectives, expectations, communication and resources are adapted to meet the children's needs to ensure they achieve their potential. The overall objective for all children is to give the support and guidance they need to become more independent and help overcome the barriers to learning.

We enable students with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

Risk assessments are carried out and provisions are made, whether this means more staff deployed or trained or different resources purchased, to make adaptations to enable children to be included in activities and trips, this also includes extra-curricular activities. We provide additional support in school and make reasonable adjustments to support inclusion throughout the school day.

**The following emotional, mental and social support is available for students with SEND:
(What support systems do you have in place both internally and externally?)**

We have a Worry Box for children to discretely share their concerns, which our Inclusion officer responds to. There is also an open door policy for children to talk to Senior Management/Inclusion Officer/SENDSCO and we employ a member of the Behaviour Support Service to talk with children. In addition to this, we work with CAHMS, family support workers and have access to other professionals employed by Havering. We also employ a full-time Inclusion Officer, who is able to provide pastoral support as required. We provide social groups for children, whereby emotions and appropriate responses are looked at too. We have an ELSA; range of cognitive behaviour books; access to the Boxall Profile and Lego Based Therapy for children to attend; emotion coaching support, Peace of Mind, social groups and fiddle toys.

Listed below are the names of staff members with responsibility for SEND:

Name: Miss Hurst/Miss Mahy
Job role: SENDSCO

The expertise and training of staff includes:

SENDSCO is NASEN accredited/working towards accreditation
Specific LSAs and the SENDSCO have received positive handling training
Qualified teacher to over-see the running of speech and language, including caseload meetings
INSETs and training
Support from outside agencies
Social Groups
Lego Based Therapy
Comic Strip Conversations
Social Stories
ELSA
First Aid Mental Health
Precision Teaching
Numicon
Place2Be – Mental Health Training
CBA books
RWI
5Ps
Boxall Profile
Emotion Coaching
Attention and Listening intervention
Intensive Interaction intervention
Speech and Language Link
SLT interventions e.g. Colourful Semantics
Team Teach

Talk Boost
Voice 21

In addition, we use the services of the following specialists:

Speech and Language
Social Communication and Language Needs
Educational Psychology
Behaviour support service
CAMHS
Educational Welfare Officer
Behaviour Support
Social Services
MASH
Occupational therapist
Physiotherapist
School Nurse
Liaise with our local SEND schools
Liaise with NHS services e.g. paediatricians
As well as guidance from the 'SEND Code of Practice', 'Equality Act 2010' 'National Curriculum', and 'The Children and Family Act 2014'

We currently possess the following equipment and facilities to assist our students with SEND:

We have ground floor access. In addition to this we have equipment, such as writing slants and pen grips, as necessary to assist children to make progress. We have also have ipads, which includes apps to assist children with their learning. We have a range of resources e.g. fiddle toys, wobble cushions, squeeze scissors... to help children children access the learning and support their day.

Further planned developments can be seen in our accessibility plan, which is on our website.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

Parents are contacted should any concerns about their child's progress be raised. In addition to this, we have curriculum meetings, parent meetings and review meetings for all children on Class Action or on our SEND register. Parents are able to speak with the class teacher, the SENDCO or a member of SLT, if they wish, about the provisions in place. We also have a SEND section on our website to support parents and children. Parents are always invited to speak with outside agencies and to come in to explore ways to help their children at home. Copies of Class Actions and Passports are provided for parents. We have a dedicate SEN mailbox sen@pfps.havering.sch.uk for direct access to the SENDCO.

Our arrangements regarding complaints from parents of students with SEND are as follows:

Our complaints procedure can be seen on our website – however the SENDCO is available to speak with all parents about any concerns they may have and meet with parents and class teachers, if necessary. The Local Authority can also be contacted to offer further advice.

We work with the following bodies to ensure the best possible provision for our students with SEND:

In addition to the London Borough of Havering and the aforementioned list of multi-agencies, we work with SENDIASS – whom all advise and guide us to have the best possible provision.

We work alongside our governing body to ensure we meet the needs of our pupils with SEND.

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

SENDIASS – Havering (01708 433885)

Acorn Centre (03003001888)

Banardos <https://www.barnardos.org.uk/>

Childline <https://www.childline.org.uk/>

NSPCC <https://www.nspcc.org.uk/>

Our transitional arrangements for students with SEND include:

Our transition arrangements vary according to the children's needs – for all children with and EHCP or who require one we will arrange a Pupil Centred Review meeting to decide the next steps for transition between settings – this could include Social stories, pre-visits by staff or children or a graduated transition process. The child's parents/carer are also involved in any transition meetings that take place where a PCR is required.

For all the children on the SEND register we meet with the new school to discuss future provisions and will attend additional meetings with parents and children, if required.

Transition also includes in-school transition, whereby children meet with their new teacher and environment before the summer holidays.

The Havering Local Offer:

The Havering Local Offer is where you can find information online about the services and support available locally for children, young people and adults with special educational needs and disabilities.

The Local Offer allows those with special educational needs or disabilities, and their families, to see what help and services are available across the London Borough of Havering. You can also contact the service with the contact details provided.

For more information, please see the website:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>