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Dear Parents/Carers

RE: SEND Questionnaire

Thank you to all the parents and carers who responded to the SEND questionnaire that was sent to all parents/carers of children with additional needs on the 12th May 2021. The SEND questionnaire was part of the SEND audit to gain your views and use the results to improve our SEND provision. Thank you to all the parents/carers who also took time to share their positive experiences and those that provided ways in which provision could be improved. We had a good response from parents/carers across all year groups.

Some of the lovely comments we received

- 👍 *Well organized EHCP review meetings*
- 👍 *Speech and Language Therapist has been amazing*
- 👍 *Great job, SEND is the best for children with learning difficulties and has had a great impact*
- 👍 *Lots of extra support such as art therapy, reading support, IT support*
- 👍 *Friendly, great communication and working in partnership with parents*

Some of the areas to improve things for you and your child

- 💡 *Communication about changes (priority for the coming year)*
- 💡 *Further understanding of attachment (priority for the coming year)*
- 💡 *Where to find SEND information (addressed below)*

Response to feedback from the questionnaire

My child and their needs are supported in school; I know how my child is supported in school; I understand how well my child is progressing; I have sufficient information and communication about my child's progress

The majority of parents felt that their child's needs were supported in school, that they know how their child is supported and how they are progressing.

The first response to supporting children with additional needs is through 'High Quality Teaching'. Our teachers are trained to provide 'high quality universal strategies' to support all children. These strategies are excellent for ALL pupils, especially those children with additional needs. By providing universal strategies, children with SEND are supported in class, where they feel most comfortable, safe and happy, without making them feel 'different' to their peers. Some of the strategies that we



provide as part of high quality teaching include: Zones of Regulation to support children to self-regulate their emotions; MindUP to support children to understand how to become more resilient; Visible Learning, including the learning pit, to become more academically resilient; Colourful Semantics to support children with structuring sentences and developing ideas in writing; calm down areas and movement breaks to name a few.

The second response to supporting children with additional needs is through 'targeted in-class support'. This could include extra scaffolding of information; a task board for the child who has difficulty with processing information; breaking down learning into smaller chunks; vocabulary boards, sentence starters and writing frames; same day catch up sessions to support a child that did not quite achieve the learning intended; Now and Then boards as a motivator for the reluctant worker etc. These are provided 'as and when' a child needs this support.

If a child is not making progress, and/or the gap is widening and the child is significantly behind their peers, it may be necessary to provide additional support through targeted interventions. These may be 1-1 or small group interventions. Occasionally, it might be necessary to seek advice from external agencies e.g. from the Speech and Language Therapist, the Educational Psychologist, Occupational Therapy.

Where a child continues to remain significantly below (two to three years behind) their peers and/or not making progress despite additional support, a request for statutory assessment can be made. This is known as applying for an Education Health Care Plan (EHCP). Before making a request to the Local Authority for the assessment, the school has to provide evidence to show that support has been provided that is 'additional to and different from peers' over and above that which is usually provided and strategies that external agencies have recommended have been consistently implemented and reviewed. Children who have significant social, emotional or mental health needs may qualify for a statutory assessment. The Local Authority will consider this request if there is sufficient evidence provided and that the school has first sought and implemented strategies from an external agency or Outreach support.

All children with additional needs receive an extended termly review with the class teacher. If you are unsure what support your child is receiving or how they are progressing, please do ask the class teacher; they know your child the best and know what strategies work for them at school. Many children with additional needs will receive support under our Universal offer. However, it is important that you know how they are being supported in school and how you can support your child at home.

My child is happy and feels safe at school; My child feels they have someone to talk to if they need to

It was very reassuring to know that nearly every child with additional needs feels happy and safe at school. If you are one of the very few parents of a child who does not, please make an appointment to discuss this with me so we can work together to support your child.

All children are able to talk to their class teacher about their worries. There is a worry box in all classrooms from Year 1 to Year 6 where children can place their worries so that the class teacher can address them if they prefer this method of communicating. If any child needs to talk to someone other than their class teacher, they can speak to any member of the staff or Senior Leadership Team. Children in Years 1-6 are able to self-refer to our school mentor, Miss Ashby, for a 'Let's Talk' session either by completing a self-referral form or asking the class teacher for an appointment. Children will be seen quickly and an assessment of their needs will be made. Sometimes children will need more than one 'Let's Talk' session. If they need an intervention, we will notify you for your consent.



I work in partnership with the class teacher and school

Nearly 90% of parents agreed with this statement. If you are not in agreement, please do provide the school ways in which reasonable adjustments can be made to develop this partnership. Working together is always the best way forward.

I know which stage of the SEN Code of Practice my child is on i.e. SEN support or EHCP

According to the SEND Code of Practice, a child who has been identified as having additional needs is placed on the SEND register and listed as having 'SEN support'. If a child goes through the statutory assessment process and receives an Education Health Care Plan from the Local Authority, that child is listed as having an EHCP and will have a plan that lists the outcomes and suggested strategies for the child that is reviewed at least annually. Most children on the SEND register are at the SEN support stage.

I have been offered extended termly reviews to share my child's targets with the class teacher; The staff at Little Ealing have given me suggestions of ways to support my child at home; I am able to approach the school about any concerns I have regarding my child; My views are listened to and dealt with in a timely manner

Nearly 90% of parents agree with this statement. All parents who have children on our SEND register are invited to book an extended termly review. If your child is on the SEND register, and you feel you have not been offered this, please do contact me. Whilst the majority of parents feel that they have been given strategies or suggestions of ways to support their child at home, we endeavour to ensure that all parents know how to support their child with their learning. Please ask the class teacher to share with you what is working well in school, strategies you can use at home or ideas of how you can support your child. This discussion should form part of the extended termly review. It is also great to know that nearly every parent feels able to approach the school about concerns they may have about their child. Our staff are caring and nurturing and will, within reason, support when they can. If the concerns are out of their remit, they will share them with myself to see if it is something the school can support with. If it is out of our remit, we will endeavour to signpost you as to where to get support. Nearly all parents are happy with the response time to their concerns. Please note that we appreciate that your concerns can be very worrying and that we will make all reasonable endeavours to support you with your child's additional needs as quickly as we can. However, this support can take some time and we thank you for your patience.

I know where to find the school SEND policy and Information Report

Only a third of parents approximately were able to say that they knew where to locate this information. In response, the SEND section of the website has been reorganised. Information on SEND can now be found under the 'Our Schools' tab, Inclusion, SEND and local offer. Here you will find 'Who's Who?' in the SEND department, be able to find the school's SEND Statement of Intent, read the SEND information Report, find information in the SEND Leaflet for Parents, find out what the Local Offer is and what services you can access, dip in and out of the SEND Code of Practice that underpins our SEND provision and find useful resources and websites (these will be updated shortly). The SEND Policy can be found under the Information Parents tab, School Policies.



I have confidence in the leadership of the SEND provision and interventions within school

Whilst only six parents stated that they disagree, our aim is always to be inwardly reflective to see how the provision can be improved. Prior to Lockdown, the school had a SEND Peer Review commissioned in Ealing. The outcome of the report stated that the SEND provision at Little Ealing was highly effective and the school was 'highly nurturing and inclusive'. There are always different ways other schools decide how to provide for children with additional needs and Little Ealing is always open to hear of innovative, and evidence/research-based improvements we can trial. Please do share these with me. A few parents have asked that there is more communication with parents regarding transition/changes. This is certainly an area, which is constantly under review and a focus for the coming year. A few parents wanted to know the procedures for getting their child assessed for dyslexia, dyspraxia, speech and language or assessed for an Education Health Care Plan (EHCP). Regarding assessment for an EHCP, please read the SEND Information Report which states the strict criteria and thresholds to which the school must adhere to. Regarding other external agency assessment, the school, unfortunately, has very limited access to an Educational Psychologist; 3 days each term. An EP assessment for one child is equivalent to 2 days of the EP's time. With almost 700 children in the school, strict thresholds and priorities unfortunately need to be followed. To this end, at Little Ealing we work tirelessly to ensure that our 'High Quality Teaching' and 'Universal Offer' to support SEND is highly effective. We are, therefore, a needs-based school; once the needs of the child have been identified, provision is put in place to support the child. Removal of a child from the classroom for an intervention should only be used when the universal offer and high quality teaching are not having the impact intended. Children with additional needs are monitored very closely and should there be a need to put in place extra support for these children that is '*additional to and different from their peers*' as stated in the SEND Code of Practice, then we will ask your consent and share strategies with you so you can support them at home.

I hope that you have a better understanding regarding the SEND provision at Little Ealing and you are clear about our priorities moving forward. I am in the process of reviewing the SEND register. Many children no longer need to be on the register. I will be contacting those parents shortly to have a chat about next steps. If you feel that your child is making progress and no longer qualifies as a child with SEND under the criteria below, please do contact me to discuss this further:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty in learning** than the majority of others of the same age, or
- has a disability which **prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age** in mainstream schools or mainstream post-16 institutions.

I thank you once again for taking the time to complete the questionnaire and share your lovely comments and your 'even better if' suggestions.

Yours faithfully

Halina Rooney
Deputy Head and Inclusion Lead/DSL/DSL-MH

