Poplar Primary School

MERTON EDUCATION PARTNERSHIP

SEN Report

January 2019
Poplar Primary School

Frequently asked Questions (quick search)

- Glossary of acronyms
- Who is in the Inclusion team?
- How does Poplar School know if my child needs extra help?
- What should I do if I think my child may have SEN?
- Flow chart of concern process
- How will I know how Poplar School supports my child?
- How will the curriculum be matched to my child’s needs?
- How will the school know how well my child is doing?
- How will I know how well my child is doing?
- How will you help me support my child’s learning?
- What support will there be for my child’s overall wellbeing?
- How will my child’s personal or medical needs be met?
- How will my child be able to contribute their views on how things are going?
- How is the decision made about what type and how much support my child will receive? How will I be involved?
- What specialist services and expertise are available at or accessed by the school?
- What training have the staff supporting child with SEN had or are having?
- How will my child be included in activities outside the classroom including school trips?
- How accessible is the school environment?
- How will the school prepare and support my child when joining Poplar School, transferring to a new school or planning for the next stage of their education?
- How are the school’s resources allocated and matched to child’s special educational needs?
- How can I be involved in the school more generally?
- Who can I contact for further information?
- What should I do if I am considering whether this is the right school for my child?
To make reading this document easier, below you will find a glossary which includes some of the many SEN terms which are often abbreviated and can lead to confusion.

**Glossary**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit &amp; Hyperactivity Disorder</td>
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<tr>
<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
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<tr>
<td>BESD</td>
<td>Behavioural, Emotional &amp; Social Difficulties</td>
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<td>LBL</td>
<td>Language, Behaviour and Learning Team</td>
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<tr>
<td>CASA</td>
<td>Common and Shared Assessment for Families</td>
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<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Service</td>
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<tr>
<td>COP</td>
<td>Code Of Practice</td>
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<tr>
<td>CP</td>
<td>Child Protection</td>
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<tr>
<td>DCD</td>
<td>Developmental Co-ordination Disorder</td>
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<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>EHCP</td>
<td>Education Health &amp; Care Plan</td>
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<td>EP</td>
<td>Educational Psychologist</td>
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<tr>
<td>EWO</td>
<td>Education Welfare Officer</td>
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<tr>
<td>EYFS</td>
<td>Early Years Foundation Stage (nursery and reception)</td>
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<td>FSM</td>
<td>Free School Meals</td>
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<td>HI</td>
<td>Hearing Impairment</td>
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<td>KS</td>
<td>Key Stage</td>
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<tr>
<td>LAC</td>
<td>Looked After Child</td>
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<tr>
<td>LEA</td>
<td>Local Education Authority</td>
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<tr>
<td>LSA</td>
<td>Learning Support Assistant</td>
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<td>MAP</td>
<td>Multi Agency Panel</td>
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<tr>
<td>MDA</td>
<td>Multi Disciplinary Assessment</td>
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<tr>
<td>MLD</td>
<td>Moderate Learning Difficulties</td>
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<tr>
<td>NC</td>
<td>National Curriculum</td>
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<tr>
<td>OT</td>
<td>Occupational Therapy</td>
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<tr>
<td>PB</td>
<td>Personal Budget</td>
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<tr>
<td>PD</td>
<td>Physical Disability</td>
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<tr>
<td>SaLT</td>
<td>Speech and Language Therapist</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
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<td>SEND</td>
<td>Special Educational Needs &amp; Disabilities</td>
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<tr>
<td>SENCO</td>
<td>Special Educational Needs Co-ordinator</td>
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<tr>
<td>SpLD</td>
<td>Specific Learning Difficulty</td>
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<tr>
<td>TAC</td>
<td>Team Around the Child</td>
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<td>VI</td>
<td>Visual Impairment</td>
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Poplar Primary School

Meet the Inclusion Team

Mrs Ellis
Assistant head for Inclusion
Senco

Mrs Fleming
EYFS Senco
EAL coordinator

Mrs Baxter
Assistant head KS1/EYFS
Inclusion Data

Mrs Rushworth
Specialist Elklan TA

Mrs Hodgson
SEN TA

Mrs Newby
SEN Specialist Teacher

Mr Edwards
Behaviour support TA

Mrs Beale
Social & Emotional support lead

Mrs Patel
EAL TA

Ms Maung
CAMHS in school support

SEN Governor:
Elspeth Clarke

Chair of Governors:
Helen Stinson & Eleanor Hruzik

Back to the top
### 1. How does Poplar School know if my child needs extra help?

We will know if your child needs extra help if:

- Significant concerns are raised by your child’s class teacher at Parents’ Evening or at any other appointment after prior discussion with Mrs Ellis (Senco).
- Limited progress is being made.
- There is a change in your child’s behaviour or self-esteem either at school or at home.

### 2. What should I do if I think my child/young person may have SEN?

- You can discuss your concerns with the class teacher first. It’s important to see if the concerns are shared across home and school. Your teacher will advise you of any preliminary steps you can make in supporting your child. Your class teacher will closely monitor your child and may ask for advice from the Senco at this point. If concerns continue then your teacher will arrange another appointment with you to discuss what action needs to be taken next such as giving your child some extra support within the classroom or some small group targeted support.
- If your child is still not making progress the SENCO might carry out a specific standardised assessment test. This information will then be shared with you. At this point there will be your child has a significant barrier to their learning and whether they need to be added to the SEN register.
- You may phone or email the school office them to request an appointment to see the class teacher/Senco at anytime.
This flow chart explains what might happen if you have concerns

1. **Concerns raised by Parent**

2. • Speak with class teacher to see if concerns are shared
   • If concerns are shared the monitor

3. • Continued concerns-class teacher speaks to Parents

4. • Screening tools used to provide accurate assessment

5. • class teacher and Senco meet with parents
   • plan of action put in place (continued monitoring),
   • in class TA support, small group support, Senco assessment

6. • date set to meet with Parents to discuss progress/continued concerns
   • pupil is put onto the SEN COP and possible referral to outside agency to assess primary need
   • Reports/Progress shared with Parents and interventions put into place

7. • Monitoring continues, regular meetings with Parents continue
If concerns continue

1. Discussions will take place between the Parents, the class teacher and the Senco on whether to proceed with Education Health and Care Plan
2. Educational Psychologist assessment carried out if not done already
   • Provision already put in place as agreed in the EHC plan
4. Senco to monitor
5. Termly meetings with class teacher and Senco to discuss progress.
6. Yearly reviews with all agencies involved invited to discuss targets and reviews.
3. How will I know how Poplar School supports my child?

- The class teacher will plan your child’s learning activities to suit their individual needs. Teachers use differentiation to ensure the needs of all the children in their class are met. This could involve modifying the language they use, adapting the level of questioning and the use of appropriate resources to meet the needs of the child.

- If necessary, the class teacher will ensure that additional support is given in class, either by themselves or by the Teaching Assistant.

- Sometimes a Teaching Assistant will support your child or a small group of children in class for a specific activity.

- Where appropriate, your child may join a small focus group outside the class for a short period – these short sessions (typically 30 minutes) will take place at a time that has been chosen carefully so he/she will not miss out on other important classroom activities and are run by a trained Teaching Assistant.

- Occasionally the school may be able offer your child some 1:1 support for literacy or maths for a limited period.

- All additional support offered to your child will be recorded on an SEN support plan which will show you the support your child is getting. It will also be a record of your child’s targets in specific areas and the progress he/she is making. These are updated twice per year. We welcome any input from both you and your child.

- You may be asked to follow up the group work by doing activities at home with your child.

- Governors are kept informed of general SEN issues by regular updates at Governors meetings either by the Head Teacher or the Senco. The Senco shares an SEN report with the C and C Committee twice a year.
4. How will the curriculum be matched to my child’s needs?

- We ensure that we provide a high quality of teaching within each classroom, differentiated for individual pupils where necessary. We monitor the quality of provision through lesson observations, book scrutiny, joint moderating meetings, pupil progress meetings etc. The Senco oversees that all teachers understand their responsibilities to children with SEN and the correct approach to identifying pupils with SEN. All teachers understand that they are responsible and accountable for the progress and development of all pupils in their class including pupils working with teaching assistants and/or specialist staff.

- The intervention programmes are run by trained teaching assistants who will follow the programme faithfully. Children following intervention programmes are assessed before and after to check for progress.

- The curriculum is planned and organised in collaboration between teachers in their different year groups. The teachers work in their year group teams to ensure that their curriculum is organised according to the needs of their children.

- Specialist equipment will be used as necessary. The curriculum will be adapted in collaboration with the SLT, the Senco, the parents and any relevant specialist support.

- The support is reliant on the Class teacher managing the TA and having the overall control of what the support will be in order to meet the needs of the child.

- We have a range of interventions that can be used for children who might have difficulties with social and emotional issues: - Personal, Social, Health and Emotional (PSHE) programme of work followed in each year group, Rights Respecting School incorporated within assemblies and class P.S.H.E. sessions; Nurture ‘Sunshine’ group, SEAL groups and Learning Mentors.
<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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| 5. How will the school know how well my child is doing?                  | • We hold Pupil progress meetings termly where we discuss the progress of each child and what is being done to support their needs.  
• Class teachers will be regularly assessing your child informally on a daily basis to check their understanding and to monitor those children who might need extra support with their learning and with their emotional well-being.  
• If your child is receiving additional support then this support will be assessed and the targets/progress will be monitored. |
| 6. How will I know how well my child is doing?                           | • You can discuss your child’s progress at the Parents’ Evening in October and February. (If your child has SEND, extended Parents’ Evening appointments will be offered to you.)  
• You will receive a yearly report including comments on your child’s attainment and progress in line with age related expectations.  
• You can make an appointment to see your child’s teacher (by contacting the school office) if you have any concerns about their learning or well-being.  
• You can make an appointment to talk to one of our Sencos - Mrs Ellis (Yr 2-6) or Mrs Fleming (EYFS) by contacting the school office. They will always be in school for Parents’ evenings.  
• You can discuss any additional concerns by making appointments or in telephone conversations with either of the Sencos, Assistant Head, SEN teacher, and the Head.  
• We employ a TAHMS worker who is available to meet with parents to discuss concerns; she will also work with individual pupils where relevant. |
7. How will you help me support my child’s learning?

- In the Nursery, Reception, Year 1 and 2 we encourage Parents to keep in contact with the teacher at home time or whenever is more convenient. A home/school book is set up when needed to monitor a specific issue or for when there are a number of staff involved in the teaching of your child (e.g. if your child has Salt/OT/Physio). Certificates, stickers etc are given out by individual teachers to take home and be shared with parents. If there has been an incident that needs medical treatment, you will be notified by phone if it happens during the day or you will be told at home time.

- We run a number of parent workshops including phonics, number/counting, reading, English as a second language, computing skills. We encourage our Parents to attend these.

- We pass on information through the Friday Flyer (weekly school newsletter), the school website or on posters displayed on school notice boards of courses that may be of use to our parents.

- The school invites parents in to provide extra support with reading etc. We provide training for Parents who want to commit a regular time slot to supporting reading in KS1.

- We encourage Parents to support their child in completing homework.

- If your child is receiving an intervention programme they will be encouraged to complete activities at home to support what they have learnt in school. Parents are encouraged to get involved in supporting their child with their learning at home.
<table>
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<tr>
<th>Support Options</th>
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<tr>
<td>We employ a TAHMS worker who is a clinical nurse specialist and is available to meet with parents to discuss concerns; she will also work with individual pupils where relevant.</td>
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<tr>
<td>We have a Behaviour Specialist Support Worker in place to support children with social emotional difficulties. In class support is given with individual reward charts, feelings diaries, peer support etc.</td>
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<tr>
<td>We have a member of the office staff who monitors all attendance.</td>
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<tr>
<td>We have an ‘Educational Welfare Officer (EWO) who visits the school regularly to monitor the attendance of all pupils at our school and to offer support/advice where there are any difficulties.</td>
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<tr>
<td>We have a Parent Liaison Officer who is a fluent Urdu speaker who is available to support families and help with translation when necessary.</td>
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<tr>
<td>We have trained ‘learning mentors’. These are specific teaching assistants who help support children who are finding home or school life challenging and need guidance and support.</td>
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<tr>
<td>We run a small group social skills programme called SEAL (Social Emotional Aspects of Learning). We also have a Nurture group called ‘The Sunshine Group’ to support children with emotional and behavioural needs.</td>
</tr>
<tr>
<td>We have two trained ELSA’s (Emotional Literacy Support Assistants) who work with individual children.</td>
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<tr>
<td>We are an ‘anti bullying’ school – please see our anti bullying policy for further details.</td>
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9. How will my child’s personal or medical needs be met?

- We have staff who have completed First Aid and Epipen training who are able to administer basic first aid to your child. They are also responsible for the administration of medicine.

- If your child has a medical condition the school will put together a Care Plan with you, with support from the School Nurse and/or a specialist from the child’s medical team.

10. How will my child be able to contribute their views on how things are going?

- At the end of a unit of learning the children and their teacher discuss what they have learned and what they will do next time so that they have a clear idea of what is expected of them.

- The success of children attending intervention programmes is celebrated with stickers and reports of good progress to the class teacher.

- The children in years 4, 5 and 6 are more able to communicate their views and are asked to comment on the teachers’ marking.

- Where possible children are encouraged to contribute to their learning. For example in the older children with EHC plans are invited (where appropriate) to Annual Review meetings and are encouraged to share their work and express their opinions on what they enjoy and what they need help with.

- In focused group sessions children are often asked to look at their own work and that of their peers and, using clear guidelines to help them, identify what they can and can’t do.

- Children are given the opportunity to share their ‘voice’ throughout School Council, Eco Council and class ‘circle time’ session.
Children needing extra support within the classroom will be discussed at parents evening in the first instance. The class teacher will then meet with The SLT/Senco at the Pupil Progress meetings to discuss who needs extra support and what they need.

Termly meetings take place between the class teacher, Senco, Sen teacher and SLT to discuss the progress of each child. Children making slow progress, no progress and who are below age expected levels will be highlighted in the meeting. It will be during one of these meetings that a professional discussion will take place about whether your child will need additional support and which intervention programme would be suitable to meet their needs.

The intervention team in consultation with the rest of the SLT will decide on the relevant intervention programmes that the school will offer each year.

The aims and progress of your child will be shared with you at Parents evening so you can see how your child is responding to the support put in place.

The impact of that support is monitored by the class teacher in the first instance. The inclusion team measure the overall impact of each programme to ensure the quality of provision of intervention programmes.
12. What specialist services and expertise are available at or accessed by the school?

**In our school we employ** -
- A TAMHS Worker – for one day a week.
- Parent Liaison Officer
- Elklan trained Language TA
- Behaviour Specialist TA
- ELSA’s/Learning Mentors/Trainer
- Seals trained TA’s
- Nurture Group Trained TA’s
- Teacher of children with Specific Learning Difficulties.
- Read Write Inc trained Teachers and TA’s Advisory Art Teacher

**Outside Agency Support is offered by** -
- The Speech and Language service from Merton’s Language and Learning Team.
- Sutton and Merton Community Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- The London Borough of Merton Educational Psychology Service.
- The Occupational Therapy Service
- The Physio Therapy Service
- Bond Road Supporting Families Services
- Early Years Inclusion Team
- Vulnerable Children’s Team Virtual Behaviour Team
- Merton Parent Partnership Officer Young Carers
- School Nurse
- Merton Autistic Outreach Service (MAOS)
- Merton Hearing Impaired Service
- Merton Visual Impairment Service
### 13. What training have the staff supporting child with SEN had or are having?

*At Poplar staff development will cover a wide range of areas, including:*

- Whole staff disability inset training
- Adults supporting children with specific learning needs will receive relevant training.
- Whole staff inset training on range of SEN need such as ADHD, Asperger’s and Autism, Hearing Impairment
- Both of our Sencos have achieved the ‘National Senco Training Award’. Mrs Ellis also has a diploma in Specific Dyslexia Training.
- A programme of inservice training for teachers and Teaching assistants is monitored and adapted to meet the needs of the children.

*Different members of staff have received training relating to specific areas of SEN. These have included:*

- How to support pupils on the autistic spectrum
- How to support children with a hearing impairment
- How to deliver social skillsgroups
- How to support children with speech and language difficulties
- How to support children with dyslexia
- How to support children with emotional and social needs.
- Our Sencos attends regular training sessions to keep them up to date with new ideas and developments in the world of SEND.
### 14. How will my child be included in activities outside the classroom including school trips?

- School trips are planned to support the topics and the education of the children and are available to all children in the school.
- Parents are invited to help on school trips. Parents are informed and the teacher should be notified of any special arrangements.
- Class teachers will complete a trip planner/risk assessment for each place visited ensuring that all children have access and are able to participate in the trip.
- If your child has a Statement of SEND or an Education, Health and Care Plan and needs additional support to take part in an activity, the school will provide this support if you are not able to do so yourself.

### 15. How accessible is the school environment?

For more information please see [School Accessibility Plan](#).

- There are currently 2 lifts for access to the upperfloor.
- The building is fully wheelchair compliant.
- There are 3 disabled toilets and wash facilities.
- There is an EAL Family support worker who speaks Urdu. She works with families who do not speak English. An interpreter will be offered to attend meetings where relevant.
- Children with auditory and or visual needs will be supported by the Hearing and Visually Impaired Team. They will provide advice on how to adapt the environment to suit the needs of the child.
- Specialist equipment will be acquired following advice from the relevant specialist service.
- The school is more than willing to make reasonable adjustments where appropriate.
16. How will the school prepare and support my child when joining Poplar School, transferring to a new school or planning for the next stage of their education.

- A New Parents Meeting is held for all parents new to our reception class and parents and children are given the opportunity to meet their child’s new teachers.

- Prior to starting in Nursery or Reception the teachers and Teaching Assistants will come and visit your family at home and you will have the chance to tell them all about your child and any needs he/she may have.

- Talks are held by each year group at the beginning of each school year which explained offer information relevant to each phase and stage.

- Teachers meet at the end of July to ‘handover’ their records and details on each pupil to the new class teacher.

- At the end of the Primary school an Induction programme is in place with visits arranged to secondary schools and liaison held with secondary school teachers.

- For all our children with ‘special needs’ an individual transition programme is planned with the SENCO and relevant staff.
17. How are the school’s resources allocated and matched to child’s special educational needs?

We spend our money in the most effective way we can to meet the needs of individual children

- The SEN budget, Pupil premium funding and all finances are initially overseen by the Head teacher and the Bursar. The budget is set annually and is shared with Governors, SLT and staff.

- Each Pupil with an Education, Health and Care Plan will have a centrally designated amount of money allocated within the budget to them. This ‘budget’ is overseen and monitored by the Head teacher, Bursar and Senco.

- Pupils who are pupil premium pupils will be monitored by the Inclusion Team and an SLT representative.

- The needs of the pupils are put first alongside an overview of practically efficient strategies for using current resources to meet those needs.
## 18. How can I be involved in the school more generally?

*Parents can be involved in the school in a number of ways*

- Volunteer to be a parent reader
- Help out on school trips
- Get involved with supporting your child and their homework
- Join the PTA
- Become a Governor
- Attend workshops etc

## 19. Who can I contact for further information?

- You can phone or email the school and ask to speak to Debbie Webb (the Admissions Secretary) [office@poplar.merton.sch.uk](mailto:office@poplar.merton.sch.uk)
  She can arrange for you to join one of our regular parent tours.

- You can also phone or email and ask for an appointment with either of our Sencos: Wendy Ellis/Nicola Fleming 020 8542 6989

## 20. What should I do if I am considering whether this is the right school for my child?

Guided tours of the school are given by the Headteacher every Tuesday at 9.30 and there is an opportunity for you to talk in private with the Headteacher or SENCO about your child’s needs.

Arrangements for the admission of disabled pupils can be found via London Borough of Merton website: [School admissions page](https://www.merton.gov.uk/admissions)

Detail of our Complaints Policy and how to contact the Local Authority are available on our school website - [www.poplar.merton.sch.uk](http://www.poplar.merton.sch.uk)

You can also contact the Merton Parent Partnership Service who give advice and support to Parents/carers of children with SEN and Disabilities

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<th><a href="mailto:Fran.Turko@merton.gov.uk">Fran.Turko@merton.gov.uk</a></th>
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<td>Telephone : - 020 8543 8854</td>
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