



SEND Information Report for Laurel Park School

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Key Information:

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 a place where boys and girls aged 11 to 18 come to learn. We are in Enfield and we welcome everyone. Some students need extra help with their learning. About 11.5% of our students have special plans called Education, Health, and Care Plans to help them learn better.

At our school, most students join regular classes. Sometimes, they leave the class for special help or programs.

We support students with different needs, like:

Learning and Understanding: Some students need extra help to understand their lessons.

Physical Help: Some students need help moving around or using their bodies.

Emotional Help: Some students need help with their feelings and behaviour.

Health Needs: Some students need help because of health issues.

We are here to make sure every student gets the help they need to do their best.

The school currently supports pupils across all 'board 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

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- Physical Disability
- Other Disability/Difficulty
- Social, Emotional and Mental Health

How do we identify Pupils with additional needs?

When new students come to our school, we get information about them from their previous schools. This tells us if they need extra help.

- Once on roll we find out if a student needs extra help:
- Tracking Progress: We keep an eye on how well students are doing in their subjects.
- Teacher Concerns: If a teacher thinks a student needs help, they inform our SENDCO
- Parent Concerns: If parents are worried, they talk to their child's subject teachers. We then check if the student needs extra help.
- Other Information: Sometimes, other professionals like doctors give us information about a student.

We meet with students who get extra help to make sure they are doing well. If there are any problems, we talk to teachers and parents to find the best way to help. For Access Arrangements, we also make sure students who need extra help get the support they need by ensuring the appropriate screening tests are undertaken for public examinations and the correct Access Arrangements are in place during public examinations.

What is the SEND Initial Concern process?

Teachers at our school work hard to help all students learn. They make changes to their lessons to help students who need extra help.

If a teacher is worried that a student is still having trouble learning, they fill out a special form called the Initial SEND Concerns Form (ISCF).

Here's what happens next:

- Meet with the Head of Department (HOD): The teacher talks with the HOD to see how they can change their lessons to help the student.
- Get More Help: They watch the student closely and try new ways to help them in their subject.
- Talk to the SENCO: If the student is still having trouble, the teacher tells the SENCO, who is a special teacher for students who need extra help.

This way, we make sure every student gets the help they need to do their best at school.

The Team and Partnership working

The SEND Department is led by the SENDCO Michael Dunnage

The team includes:

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

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

- Counselling
- Speech and Language Therapists
- Occupational Therapy
- 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 know it's important to work closely with parents to help students do their best. Here's how we do it:

- **Regular Meetings:** We have meetings to plan and check how students are doing. We make sure parents know about the help their child is getting.
- **Good Communication:** We talk a lot with everyone who helps the student, including parents.
- **Special Plans:** For students with an EHCP (Education, Health, and Care Plan), we make special plans to help them learn.
- **Yearly Check:** We check every year to see how students with an EHCP are doing.
- **Parents' Evenings:** Parents can talk to teachers about their child's progress.
- **Progress Reports:** We send reports to parents about how well their child is doing.
- **Meetings with Helpers:** We have meetings with other people who help the student.
- **Transition Talks:** We talk to primary schools and colleges when students move to a new school.
- **Students with SEND help set their own goals and check their progress with their Learning Support teacher.**

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They also help create and update their One Page Profile, which tells us how to best help them.

What support is 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 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

What support is available in core subjects?

In Year 7 to 9, some students get extra help from a special teacher called a nurture teacher.

Here’s what they do:

- Small Classes: The nurture teacher works with small groups of about 10-12 students who need more help.
 - Extra Support: They make learning more accessible for these students.
- All students aim to get their GCSEs, but a few students also do special programs

like:

- PSD (Personal and Social Development): This helps students learn important life skills.
- Functional Skills: This helps students with practical skills like reading, writing, and math.

These programs are more accessible than GCSEs and help students learn functional

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skills for life.

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.

What support is available between educational 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

- 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.

At Laurel Park School, we have a specific teacher who helps students from Year 9 and up with careers and education.

Here's how we help:

- Careers and Transition Teacher: This teacher helps students think about what jobs they might like and what they want to do when they grow up.
- SEND Department: Our special help team works with the careers service to give good advice to students and families.
- Annual Reviews: The careers service comes to important meetings to help plan for the future.
- Extra Help: We find students who need more help with growing up and give them extra support.
- We work together to make sure all students have the help they need to do well in life.

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

How do Laurel Park School measure 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.

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