

North Primary SEND Information Report 2017-18

Introduction

All Ealing Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Please visit the link below to access Ealing LEA offer for children with special educational needs:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties**, and **Sensory and Physical Needs**.

What is the School SEND Report?

This provides information to parents about the ways in which our school will support children with Special Educational Needs and Disabilities. Please refer to the school SEND policy for supplementary information.

North Primary's SEND Information Report

Aims:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and disability (SEND) Code of Practice: 0-25 years

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and cater for the individual needs of each child.
- To ensure that there is commitment towards raising basic English and maths skills within the school.
- To raise staff awareness of the need to differentiate effectively in order to cater for children with SEN&D and to provide staff training regularly, and where appropriate.
- To involve parents and children at SEND support and Education, Health and Care Plan (EHC plan).
- To monitor and review individual needs regularly and to maintain clear records of any action taken.
- To assess, plan, provide support and review provision termly in order to involve parents and to inform budgeting and resourcing for SEND.
- To maintain close links with support services, other schools and agencies.
- To meet with parents and children on the SEND register on a termly basis to review the support that has been provided during the previous term and discuss future outcomes.

These aims include all the children in our school with SEND.

Objectives:

- To identify as early as possible those children with SEND and the nature of their needs.

- To maintain regular contact with parents at all stages of support
- For all parties involved to agree an appropriate response to enable children to access the National Curriculum.
- To determine any resource implications and establish whether they will be provided within the school, or through external means.
- To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if formal steps need to be taken; e.g. recommendations for involving Local Authority specialists or formal assessments.
- To assist the Governors in fulfilling their duties regarding the provision of pupils who have additional needs.
- To ensure that any withdrawal support is temporary, and determined by the Class Teacher, Assistant Head teacher, SENDCo and Deputy Head teacher for Personalised Learning and Inclusion, in accordance with the SEND Code of Practice: 0-25 years.

1. What kinds of needs can be supported at North?

Children with many types of need are supported at our school and we make our best efforts to ensure that every child makes good progress from their individual starting point and is well prepared for adulthood. Some examples of the type of need we can cater for; hearing impairment, speech and language, children on the autistic spectrum, visually impaired, specific learning disabilities such as dyslexia and global developmental delay and moderate learning difficulties.

2. Who can I talk to about my child's needs?

We have an open door policy and if you wish to speak to someone about your child's needs you can speak directly to your child's...

- Class teacher
- Teaching partner

If there is something specifically related to SEND, you may wish to make an appointment to see the SENDCo or the Deputy Head teacher: David Hickman. This can be done via the school office.

3. How are a child's needs identified?

How are a child's needs identified before they start at North?

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. We also use:

- Parent information meetings.
- Questionnaires to parents and children.
- Contact with previous schools or educational settings.
- Home visits

How are children's needs identified at our school?

By pupils telling us...

- Informal chats with children about their learning.

- Circle time.
- Worry boxes – boxes where children can place notes to the teacher with their concerns.
- Pupil and Family Welfare Officer

By parents telling us...

- By informally talking to the teacher - Open door policy.
- Parent's consultation evenings.

Teacher assessments...

All pupil progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil in order to ensure that all pupils are making good progress and will achieve their targets. Teachers will raise their concerns with SENDCO or AHTs during weekly pupil progress meetings. Staff will then complete a Raise of Concern (ROC) form before the SENDCO decides on which action to take next.

4. How do we work in partnership with parents of children with SEND?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. For parents of children with SEND we do the following things:

- Teaching partners communicate regularly and informally through phone calls and quick informal chats at the beginning and/or end of the school days as and when needed.
- Have an open door policy so that parents can make appointments to see the class teachers and SENDCO when they are concerned and would like a longer discussion.
- Termly parent meetings to discuss the support that has been put into place and to identify new targets and desired outcomes.
- Learning plans shared with parents and pupils and reviewed on a termly basis.
- Include the progress a child with SEND has made towards their desired outcomes in their annual report.
- For any child with SEND, the school will work with parents and children to draw up a Pupil Passport and Learning Plan that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Parents are encouraged to contribute their views to their child's Learning Plans. Letters are sent to parents requesting views and input and this is attached to the child's profile and considered when planning provision and support. These are updated termly. Parents are encouraged to support the school when setting new targets and deciding provision for their child.
- Pupils will hold conferencing sessions with staff prior to new plans being set so their views are also captured in the learning plan.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.
 - An annual parent survey will be sent to parents of pupils with SEN requesting their views towards their child's provision.

5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Teacher and pupil feedback
- Asking questions in lessons
- Self-reflection
- Self-assessment
- Children being part of the discussion about the support they receive
- Pupil voice questionnaires
- Pupil passports that feed into Learning Plans.
- Children identifying the next steps in their learning with their teachers which inform new provision.

Children with SEND support:

In addition, children with SEND support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become prepared for adulthood. These outcomes are decided with pupils and parents three times per year. The outcomes and the additional support needed to help the children achieve them are recorded termly on our school provision map.

Class teachers will give parents and children a copy of the plan as soon as it has been decided.

Parents are welcome to book a meeting with staff and SENDCo and any point in the year, but a formal, annual meeting will be scheduled during one of the 3 parents meetings in the year, where classteacher, SENDCo and teaching partners will meet to discuss the provision.

Children with an EHC plan or statement

In addition to termly reviews, we also hold an Annual Review meeting for all children with an EHC plan. We work with the parents and pupil to invite all the people involved with the child in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting where appropriate. Pupils' views are taken before the meeting. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

6. How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. Where we have initial concerns, we will consult parents and open up an EHAP which helps us track any existing agency support that may be in place.

Once we know that a child has SEND, we will meet with parents to decide on the desired outcomes and work together to form a plan to support each child to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Children are supported during the

transition to our school and assigned a buddy to support the settling in process. Staff and parents are consulted during this period to draw up any necessary action plans.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans, or EHC plans and any 'one-page profiles' drawn up.
- Liaise with the SENDCo of the new school to clarify any necessary information.
- If needed, we can include ways to support a child with the move in their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. drawing maps of the new school and/or working on a new one-page profile for the new school.

8. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All plans and paperwork/information will be shared with the new teacher and other adults who will be supporting the child.
- Transition meetings with parents are held when children move to a new phase.
- There is a 'visit your new class session' on 'move up day.'
- Social stories will be provided to children who may require further support.

9. How are adaptations made to the school to help children with SEND?

A graduated approach:

The SEND Code of Practice recommends that early years settings or schools and LAs should provide a graduated response to children with SEND. This means if the child fails to make progress by normal means there will be a gradual increase of interventions and support in order to access the curriculum. A child is only regarded as having special educational needs when he or she needs provision or intervention which is additional to or different from the range of differentiated learning approaches normally used by the school. This graduated response is explained below.

Quality First Teaching

- Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Teachers will fill out a Raise of Concern (ROC) form in conjunction with parents.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If there are further concerns, then the class teacher and Assistant Head/SENDCo will decide upon the appropriate intervention to further target a specific area of need. After one term of wave 2 intervention, the child's progress will be closely monitored and reviewed. If the Assistant Head and SENDCo are in agreement that all usual strategies have been implemented and the child needs additional or extra support beyond wave 2 then the child's name is then entered upon the class SEND record. The class teacher will organise a meeting with parents to discuss any action that the school proposes to take.

Children needs are addressed in one or more of the four following categories:

- Cognitive and Learning Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs
- Social, emotional and mental health difficulties

Support for Children on the SEND Register:

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by...

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practising teaching methods that suit the needs of individual pupils.
 - Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.
- Class Teachers planning lessons according to the specific needs of all groups of children in their class, and ensuring that children's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups (see interventions at North Primary list under section 13).
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Some children with SEND may have a personalised curriculum to best support them.

Quality Assurance for SEND

At North Primary, we ensure that regular learning walks are implemented, in order for us to provide stimulating and enriched learning environments. These are updated on a regular basis as part of the school's monitoring cycle. Interventions are regularly reviewed to measure impact and success.

Judgments are made on a child's progress by a range of staff members and quality assured by senior leaders.

10. What skills and training do our staff have?

Staff members	Training completed	
All staff	<p>Are trained in the statutory requirements of...</p> <ul style="list-style-type: none"> • The SEND Code of Practice • The Equality Act • All school policies relating to learning and teaching • Safeguarding & Prevent 	
Teaching Assistants	<p>Our Teaching Assistants have been trained in the following areas:</p> <ul style="list-style-type: none"> • ASD • Speech and language programmes • Occupational Therapy programmes • Makaton • Phonics interventions • Shared writing • Maths Mastery interventions • Symphony maths interventions • Lexia reading interventions • Bucket Time • Social skills • Box Clever • Social stories • Lego Therapy • First Class @ Number • Mindfulness – Mindup • Colourful Semantics • Shared writing • Expressive writing • Catchup literacy 	
SEND Leadership	<ul style="list-style-type: none"> • NPQSL • NASENCo – currently on-going • Mindfulness in Schools • Autism Education training tier 2&3. 	<p>Deputy Headteacher and SENDCo</p> <p>David Hickman</p>
Pupil and Family support worker	<ul style="list-style-type: none"> • Helping fussy eaters eat well • Child protection training • Understanding and supporting children who have experienced developmental trauma. • First Aid • Recognising and responding to emotional wellbeing of pupils. • How to run healthy eating workshops 	<p>Shahla Maqbool</p>

	<ul style="list-style-type: none"> • Anti-Bullying • Domestic Violence • Actively listening-talking and listening effectively to children. • Understanding the child's safeguarding journey in Ealing 	
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11. Can the school work with other agencies/services?

The school works with lots of different agencies and professionals to support children's needs.

These are a few we have worked with this year:

- Speech and language therapy service
- Occupational therapy service
- Audiology Team
- School nursing service
- Educational psychology service
- CAMHS
- Social services
- SENS team

12. How do we support the emotional and social development of all of our children?

At North, our values based curriculum underpins all learning and encourages pupils to think about how to be a positive member of our school community. Values are the principles which guide our behaviour and we adopt a whole school behaviour for learning approach.

We also teach children strategies to help children socially and emotionally in the following lessons:

- MindUP, social skills and SEMH interventions
- PSHE lessons
- Circle time
- Celebration assemblies
- Values assemblies
- Small group Interventions such as Bucket Time or Social Stories
- Philosophy for children lessons
- Growth Mindset sessions

13. What can I do if I am concerned about the quality of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to Governors. If you are concerned at any time, please contact the school in this order:

1. Class teacher
2. SENDCo/Deputy Head – David Hickman
3. Headteacher- Nicola Forster
4. Chair of Governors – Jaspal Gill

Please also refer to the school's complaints policy for more information.

Link Governor for inclusion: J. Gill