

Exceed to Succeed



HAVELOCK PRIMARY SCHOOL

Special Educational Needs and Disability Information Report 2016-17

As a UNICEF Rights Respecting School, these rights underpin all our work with children:

Article 3: The best interests of the child must be a top priority in all actions concerning children.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Introduction

The Staff, Governors, pupils and parents work together to make Havelock Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals.

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on our website, detailing our approach to SEND.

We are committed to narrowing any attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other support developed to personalise learning to meet pupils' needs.

All children and young people are entitled to an education that enables them to make progress so that they

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

1. What kinds of special educational needs does the school provide for?

Special Educational Provision is that which is **additional to or different from** that which is made generally for children in school.

We aim to identify and support pupils with special educational needs to make the best possible progress.

We refer to the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- Has significantly greater difficulty in accessing learning due to attention, physical, emotional or social difficulties.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in other schools in the LA.

Additional and/or different provision is made in school for children with a range of needs, including:

- **Cognition and Learning** – Moderate learning difficulties; Specific learning difficulties such as dyslexia, memory difficulties

- **Sensory, Medical and Physical** – global delay, difficulties with fine motor skills, sensory processing difficulties, epilepsy, diabetes
- **Communication and Interaction** – pupils on the Autistic Spectrum, selective mutism, speech and language delay or pronunciation difficulties.
- **Social, Emotional and Mental Health** – pupils who need support to develop emotional awareness and social skills, ADHD (Attention Deficit Hyperactivity Disorder).

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

As soon as we know a child will be attending our school, we speak to parents so we can plan for their child's needs and ensure they settle well at school, have the support they need and make good progress. Early Years staff arrange home visits so that school and home work together to ensure Nursery children make a successful start to their education. We contact previous schools to ensure the handover of relevant information.

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school to monitor pupils' progress and attainment. Pupil Progress Meetings highlight children who are making less than expected progress – progress which

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

Progress in areas other than attainment is also considered e.g. where a child needs to develop social skills or concentration in order to make the most of their learning opportunities.

Pupils are encouraged to talk about any concerns with staff and have frequent opportunities through “check-ins” and Circle times.

If parents think their child is having difficulties and may have Special Educational Needs, they are encouraged to discuss any concerns with their child's teacher and the SEN Coordinator who is responsible for identifying, assessing and providing for SEN pupils.

We will always meet with parents if school staff have any concerns about their child, to discuss the child's strengths and difficulties and agree whether your child has an additional need. Parents, and children as appropriate depending upon age and capability, are involved in the planning to assess and meet this need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of

learning issues.

At Havelock Primary a range of specific assessments are used to help identify an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of the support we put in place. Observations would also be conducted in the classroom and on the playground to gain evidence about the child and how they learn.

In addition, always with parents involvement and consent, the school uses the services of specialist professionals such as an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, School Nurse or Health Visitors to assess, provide advice, support and training for staff and parents.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document.

3. How will both you and I know how my child/young person is doing?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school

- tracking of pupil progress in terms of National Curriculum levels – 6 times yearly
- progress of children with speech and language needs is assessed and reviewed regularly throughout the year by SALT therapy services and the therapists who support our school. Targets are always reviewed in a meeting with parents.
- a cycle of consultation meetings, based on the assess-plan-do-review model, takes place throughout the year for children identified with Special Needs,
- termly evaluation of Individual Education Plans for pupils identified as needing a high level of support for their Special Needs.

Parent consultation meetings take place termly, when parents and class teachers can discuss children's progress and their next steps. Teachers are happy to discuss how parents can support their child's learning at home, and often lead Family Learning workshops to model and share ways to support you child in reading, phonics or Maths, for example.

A more formal Annual Review meeting is held for children holding Statements of Special Educational Needs/ Education Health and Care Plans with feedback from parents, the child and all the professionals involved. Interim reviews can also be arranged throughout the year if deemed necessary.

When children are assessed by the SENCo or by external agencies, they will meet with their parents/carers for their viewpoint and background information. The professional will write a report and meet parents and the class teacher to

discuss the findings. We will agree how best to address the identified need, the outcomes we are aiming for and the timescale to achieve them.

When assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests, so that the child can access the task or test and demonstrate their learning.

4. How will the curriculum be matched to my child/young person's needs?

Our teachers create an inclusive environment in the classroom, ensuring all pupils have access to a broad curriculum. The curriculum is scaffolded and differentiated to meet the needs of all our children. Tasks may be adapted so they are at the right pitch for the child.

Differentiation may occur by :

- grouping (e.g. small group, 1:1, ability grouping, peer partners);
- content of the lesson;
- teaching style (taking into account that children may be visual, auditory or kinaesthetic learners);
- lesson format (e.g. debates, role-play, investigations)
- pace of the lesson;
- provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc);
- outcomes expected from individual children;
- materials or equipment used;
- level of adult support provided;

School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays, use of movement breaks, sensory cushions, visual timetables).

We endeavour to ensure that all classrooms create an environment where learning is accessible to all.

- dyslexia friendly, including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.
- ASD friendly including use of visual timetables, prompt/sequence cards as necessary, quiet work stations, areas of retreat, class room and resources labelled with pictures/photos

- Speech and language friendly including use of visual feedback, 'chunking' of instructions into clear steps, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary.

Our Speech and Language therapists work directly with children in our school and provide training, support and advice to staff. With the SENCO, they carry out classroom environment checklists to ensure the learning environment supports all pupils with their learning.

Small group rooms are available in both Key Stages to provide quiet work areas for 1:1 or small group work. These intervention groups focus on specific targets addressing pupils' identified needs.

Children whose needs require a higher level of support will have their learning personalised, perhaps with 1:1 support.

5. How will school staff support my child/young person?

Your child will be supported in the most effective way for their needs and strengths.

Their class teacher provides effective daily teaching: Quality First Teaching. This means

- That the teacher has high expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- That different styles of teaching and learning are in place so that your child is fully involved in learning in class. This may involve using more practical approaches to learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

The SENCO and class teachers create a Provision Map outlining the support and provision for SEND pupils which is reviewed termly and adjusted if required.

LSAs are deployed in classes in the morning to support children on a 1:1 or small group basis in Maths and English lessons, or to provide 1:1 or small group interventions in the afternoons in a separate, quiet room.

Our team of 14 Learning Support Assistants have extensive experience and training in planning, delivering and assessing intervention programmes. We use the expertise model where LSAs teach specific interventions according to their experience and training. Children are taught in small groups, providing a higher staff to pupil ratio which maximises learning potential.

SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of our children. Through needs audits we identify priorities for training, so that staff can

lead interventions effectively.

The school works with other local schools and the LA, sharing training opportunities, including those with outside experts.

A large number of intervention programmes are in place for children who require additional support e.g.

- BRP Reading, Project X Code, Writing and vocabulary groups, 5 Minute box, Phonics "Catch Up", RWI Fresh Start , Box Clever Language Development, Toe by Toe, Social skills groups, Lego Therapy.
- 1to1 Speech and Language programmes created by the SALT therapists
- individual laptops are used for children to support them to record their idea across the curriculum, or dictaphones .

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the appropriate support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists)

- In addition to working closely with our SALT therapy colleagues within the NHS, we commission the services of a speech and language therapist who works directly with children in school and provides training, advice and support to staff with regard to individual children and general or specific speech and language issues
 - Specific resources or strategies are used, recommended by external agencies e.g. coloured overlays /exercise books, sloping boards, sensory cushions, use of 'movement breaks', access to a quiet time out area, visual timetables
- We will respond to the needs of your child to create the most appropriate provision for them.

6. How is the decision made about what type and how much support my child/young person will receive?

Depending on a child's needs, we will discuss and agree with parents and any other professionals involved as to the best provision for each SEN child and how the impact of that provision will be measured.

SEN pupils requiring a higher level of support will have their targets, support and outcomes recorded on an Individual Education Plan. Their support may be provided by their teacher, an LSA or an external specialist.

Where an SEN pupil has an Education Health and Care Plan additional funding is allocated to enable the school to provide the specific support stated in the Plan.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We provide a wide range of extra-curricular activities, which are available to all our children. Teachers will be

aware of an SEN child's needs and adapt activities if required.

Educational trips, lunchtime and after school clubs and our annual residential trip for Year 6 pupils are available to all children. We will make any adjustments required to ensure all pupils are included.

We have a specialist PE teacher who will adapt lessons and teaching to meet children's specific needs.

Staff are experienced at implementing individual Occupational Therapy programmes.

8. What support will there be for my child/young person's overall wellbeing?

At Havelock we focus on "Wellbeing for learning", knowing that children need to feel safe and relaxed in order to make the most of their learning opportunities.

Our Rights Respecting approach ensures children's concerns are listened and responded to. Children are taught to listen to each other and resolve any upsets by talking. This approach underpins our Behaviour and Anti-Bullying Policies.

We work closely with parents to support children to meet the behaviour expectations of the school, with clear sanctions and rewards. If they should need Reflection time or have a "Red" parent letter, they will be supported to improve and "get back to Green ". Some pupils may have a support plan to help school and home work together so they can meet their targets.

Staff follow specialist advice from the LA's specialists eg: ASD outreach programme, Educational Psychologist, professionals at CAMHS, and the Primary Behaviour Team.

The school encourages regular attendance and punctuality.

We work closely with our school nurse and specialists for diabetes, allergies and asthma to ensure staff are aware and trained to deal with specific medical needs outlined in Care Plans.

There are areas designated for quiet 'time out' in class rooms.

Where a child is having difficulty developing friendships, the staff lead lunchtime "Circle of Friends" clubs to develop social communication skills with a group of supportive friends.

9. What specialist services and expertise are available at or accessed by the school?

- specialist assessment and advice from Speech and Language Therapists, including therapists allocated to our school for assessment, monitoring and staff training.
- regular visits and specialist assessment and advice from our Educational Psychologist
- specialist advice from colleagues at other agencies such as Occupational Therapy, Child Development Team, CAMHS, Primary Behaviour Service.

- school nurse and specialist nurses for diabetes and asthma. The School Health team provide training for our staff in using an Epi-pen.
- Multidisciplinary support for families, such as SAFE.

10. What training have the staff supporting children/young people with SEND had?

Our SENCo has 8 years' experience in the field of SEND, having worked as SENCo and completed the LA's accredited training.

The school employs a team of LSAs who are skilfully trained to deliver a range of interventions on a small group and 1:1 basis.

All LSAs and SMSAs are trained First Aiders, with some having a higher level of training.

Staff are trained by the School Health Team to meet the needs of children with Medical Care Plans, for example: asthma, epilepsy, diabetes and anaphylaxis.

Expertise and specialist training in speech and language needs is provided by our Speech and Language Therapists provided by the LA or commissioned to work directly in our school.

The SENCO provides support and advice - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Education Plans, tracking of children with SEN, effective strategies to meet children's needs.

Particular induction and support is given to NQTs and other new members of staff to ensure they use an inclusive approach and understand the school SEND policies and procedures.

The Special Educational Needs Co-ordinator arranges relevant training for teachers and support staff, either in school, or through local agencies. We use the outreach service through the LA eg: Springhallow school for ASD pupils and staff training.

Our SENCO attends Special Educational Needs Co-ordinator Network Meetings organised termly to support Special Educational Needs Co-ordinators in their work in school, providing an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding new initiatives and current practice to colleagues.

At the end of the school year teachers hold meetings with the class's next teacher to discuss SEN information, to ensure a smooth transition and prepare for the following year.
The SENCo audits, reviews and plans the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.

11. How accessible is the school environment?

Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.
We review and monitor accessibility requirements through discussion with specialist agencies involved, with parents, children and staff.
Equipment and facilities to support children with SEND will be provided and reasonable adjustments made, recognising that all pupils and staff are entitled to full access within and outside the school building.

12. How are parents and young people themselves involved in the school?

There are termly Parents' Evenings and an end of year annual report to parents.
Parents are invited to Individual Education Plan meetings on a termly basis where IEPs are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting.

The Head, the SENCO and your child's teacher are easily contactable via the school office or by telephone.
Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND.

Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist, Speech and Language Therapist or other agency. Parents are given a report and discussion takes place regarding the outcomes of any assessments or observations.

The progress of children with an EHCP (Education Health and Care Plan) is discussed at their annual review (interim reviews may also be called as necessary).

- At Y5 annual reviews transition to high school is considered with discussion involving parents and the Local Authority.
- At Y6 annual reviews the SENCo of the receiving High School is invited to attend.

Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, and the effectiveness of the support in place. There are annual Parent questionnaires.

Children with SEND are represented in the school on our School Council and as Rights Respecting or Green ambassadors.

There are annual Pupil questionnaires to listen to our pupils' voice.

Children's self evaluation is actively encouraged throughout the school and children are supported where necessary to talk about their learning, think of areas for development and how best to achieve these in school and at home.

Children are aware of their NC levels and the challenging targets agreed to support their development.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

We commission the services of a Speech and Language Therapist to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school. The LA provides further specialist SALTs for pupils with an EHCP, EYFS, Autism and selective mutism.

Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from SENS for children with sensory impairment, physical/medical difficulties or social communication difficulties.

The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Our School Health Practitioner is available for advice and follows up referrals to the service made by school and parents.

14. Who can I contact for further information?

Please contact the SENco at the school to discuss any questions you have about our SEN provision, or any concerns. We will be happy to discuss these with you.

We are able to put you in touch with local services to support you, your child or your family. For example: the Family Information Service, SAFE, Early Bird support for ASD pupils and parents.

We hope that complaints about SEND provision will be rare, however, if there should be a concern, the process outlined in the school's Complaints policy should be followed.

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN

complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved:
- the complaint is dealt with by the SENCo or by a senior manager.
- If there is still no resolution the Head teacher should become actively involved.
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.
- the Governing Body will deal with the matter through their agreed complaint resolution procedures.
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Pupils and parents arriving at Havelock will be made welcome and have the opportunity to meet the SENCo before starting. Any support they need to access their learning will have been put in place to ensure they make a successful start at our school. *Please also refer to the school's Admissions and Induction Policy.*

We maintain links with our local High Schools, and provide transition programmes for SEND pupils to prepare them for the changes they might expect.

In the summer term parents of pupils with Education Health and Care Plans are invited to a meeting with High School SEND staff to ensure a smooth transition and to give parents the opportunity to ask any questions or raise any concerns.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Ealing Families Directory website: <https://www.ealingfamiliesdirectory.org.uk> or by contacting the Family Information Service.

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