

DREW PRIMARY SCHOOL

SEND Information



‘Learning today for tomorrow's world.’

Agreed at Governing Body Meeting on

Signed Headteacher:

Signed Chair of Governors:.....

Name of Policy: SEND information

Date: 1st October 2015

Agreed at Policy Committee Meeting on:	14th October 2015
Signed Head teacher:	14th October 2015
Signed Chair of Governors	14th November 2015

History of Policy

Date	Notes
July 2014	Policy written by Inclusion Manager/AHT
27 June 2014	Parents consulted and contributed questions for Local Offer
11 th November 2014	Policy reviewed by Policy Committee
September 2015	Policy Updated by Inclusion Manager/AHT
October 2015	Policy Reviewed by Policy Committee

SEN provision for Children and Young People at Drew Primary School

Introduction

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available <http://www.newham.gov.uk/special-education-needs> and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Drew Primary School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually

The following information outlines the support and provision pupils with SEN can expect at Drew Primary school.

At Drew Primary School our motto is:

"Learning today for tomorrow's world."

Our core values are: Show Respect

Take responsibility

Always make the right choice

Learning with others

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

The Drew Primary School Offer For SEN Pupils

ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Formative and summative assessments*
- *All pupil premium children will access 1-1 mentoring by a teacher*
- *Kagan co-operative learning skills*
- *Personalised progress tracking and assessment of needs*

Some pupils with additional needs will

Access:

- *targeted interventions and support matched to need*
- *Individualised target setting*
- *Personalised target setting*
- *1-1 teacher mentoring*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*
- *After school clubs*

A **few** pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*
- *Support to develop their independence and social skills*



More information about Drew Primary School's Offer of SEN provision:

Introduction

We at Drew Primary School are committed to meeting the SEN needs of pupils and ensuring that these pupils make rapid & sustained progress and learn exceptionally well due to targeted and specialist support.

In line with our core values we aim to

- Show Respect
- Take Responsibility
- Always make the right choice
- Learn with others.

Drew Primary School is a two form entry school that caters for pupils with and without Special Educational Needs and disability. Presently, the SEN needs in the school include pupils with language and communication needs, dyslexia, autism, Downs, ADHD, sickle cell, pupils with social, emotional, behavioural and physical needs.

This information is provided so that parents and other interested people have access to useful facts when discussing a referral for EHC needs assessment (Education and Health Care Plan) or before considering mainstream education options. This is our initial SEN Information report and it will be reviewed annually in accordance with the New SEN code advice.

The new code of practice 0-25 years (September 2014) requires that all schools publish a Special Educational Needs (SEN) Information Report which provides information and arrangements for identifying, assessing and making provision for pupils with SEN and for the admission of disabled pupils. The expectation is that the needs of pupils with Special Educational Needs and Disabilities are catered for in a mainstream setting wherever possible.

Drew's SEN Information Report shares the arrangements the school makes for pupils with SEN needs and/or disability. In doing this, it has addressed fully the key points in the checklist of the New SEN code of practice 2014. This information also makes reference to our SEN policy and Local Offer which can be found on our website. The SEN Policy is the most crucial document that a school develops when determining how they will meet the special educational needs of pupils. It shares the statutory requirements and practice of the school. You can read Drew's SEN policy on our website.

This information also links with other key documents e.g. Curriculum Policies, Anti-Bullying and Behaviour Policy and our Equality Act 2010 statement. It needs to be read in conjunction with these documents.

Staffing Support

We believe that pupils learn to develop their social skills and speech by having a variety of adult models working with them. Consequently, three SEN TAs may work with pupil on a daily basis.

Support for pupils with SEN at Drew

July 2015	October 2015
Inclusion Manager /SENCO 1	Inclusion Manager /SENCO 1
Learning Mentor 1	Speech & Language TA 1
Learning Support Teachers 2	Learning Mentor 1
1-1 SEN Support 7	Learning Support Teachers 3
Place 2B co-ordinator 1	Place2B co-ordinator 1
Place2B councillors 4	Place2B councillors 2
	1-1 SEN Support 9

- The evidence for these details is found within:
- SEND Provision Map
- SEN Policy
- Behaviour Policy
- Early Help, Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- The SEND Local Offer
- The Accessibility Policy

How does the school know when a child has learning difficulties or special educational needs?

At Drew, children are identified as having a learning difficulty or a special educational need (SEN) through a variety of ways:

- Information collected from home visits
- Referral/concerns raised by a teacher/member of staff
- Child performing below age expected levels
- Concerns raised by parent / carer
- Liaison with external agencies
- Information from previous school
- Health diagnosis through paediatrician and other outside agencies.

How do we match the curriculum to children's needs?

What are our approaches to differentiation and how will that help your child?

- All work within class is differentiated at an appropriate level so that all children are able to access the curriculum depending on their needs. This might mean that in a lesson there would be three different levels of work set for the class. However, this can be differentiated to cater for individual needs. Teachers plan for SEN children.
- Differentiation benefits all children; they can access a lesson and learn at their individual level.

How does the school know whether a child is making progress?

At Drew we measure children's progress in learning against national and age related expectations.

- Teachers assess each child and note areas where they are improving as well as areas they need to improve. We track children's progress from entry at Nursery to Year 6, using a variety of different methods.
- Those children who are not making expected progress are identified in Pupil Progress meetings with the class teacher and members of the leadership team including the Inclusion Manager/SENCO. In this

meeting, discussions takes place concerning the reason individual children are experiencing difficulty and what further support can be given to aid their progression.

- If your child is discussed at one of these meetings parents/carers will be informed.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How are parents/carers informed about how their child is doing?

What opportunities will parents have to discuss their child's progress?

- Parent/Carers evenings take place once a term.
- We have an open door policy; parents are welcomed at any time to make an appointment with the Office staff to meet the class teacher or SENCo to discuss their child's progress. We can support you by offering advice and practical ways that you can use to help your child at home.
- We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate with parents regularly, especially if your child has complex needs.
- If your child receives higher needs funding a review is held annually.
- We operate a home / school link book for identified children which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets each term. This is discussed termly and parents are sent a copy of the IEP. SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets are set, with the expectation that the child will achieve the target before the next review.
- If your child has complex needs (SEND) they may have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

What arrangement does the school have for pupils with a disability?

Currently we have no pupils with very severe physical needs in the school. However, if we admit a disabled pupil, we will do the following:

- when children are first admitted to the school the Pupil Admission Form is completed
- we will visit the pupil at home/nursery/school and discuss their needs with staff
- where the pupil is a mid-phase admission, we will meet with the SENCO of the last school and discuss strategies, needs and level of support required
- if special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed
- information is then sought from relevant professionals, agencies and medical / educational establishments
- all staff are informed of the impending admission
- if appropriate, we may need to arrange for a gradual integration over a week or two, depending on the identified needs of the pupil
- ensure that we provide appropriate equipment/staff prior to admission
- carry out a risk assessment of the environment to ensure safety of all
- liaise with the school nurse to write an appropriate care plan
- liaise with appropriate outside agencies for advice
- write a PEEP for the pupil, which parents need to sign.

Steps taken to prevent disabled children being treated less favourably than others
Drew Primary School is an inclusive school that believes in the potential of every pupil irrespective of their needs and/or disability. Pupils are taught in mainstream classes as well as small intervention groups to narrow the gaps in the attainment of pupils with learning difficulties and disabilities. We also have:

- a differentiated curriculum to meet the ability of all pupils
- 1-1 support for pupils with exceptional needs
- Small group support for some pupils with mild learning difficulties or who need to catch up
- risk assessment for all educational visits; additional adults for pupils with exceptional needs
- care plans for pupils with physical, or medical needs; these are displayed in the classroom, staffroom and medical room
- visual timetables to help pupils organise their day
- small work stations for pupils that require an individualised curriculum
- a sensory room for SEN pupils
- a disabled toilet available on the first and ground floor.

What support would be given to my child if he has learning difficulties?

- Each child that is identified as having a learning difficulty will have an Individual Education Plan (IEP). This will be drawn up by the class teacher in conjunction with the SENCO. It will be differentiated according to the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education or social skills, such as Maths and English skills etc. then the pupil may be placed in a small booster group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on a provision map for each year group. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets an Assistant Head teacher (responsible for that phase) with the Head and /or Deputy Head Teacher and Inclusion Manager to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues in order for further support to be planned.
Occasionally a pupil may need more expert support from an outside agency such as the LCIS- Language Communication and Interaction Services. (see below for other agencies)
- Referral forms are subsequently completed with parents/carers permission and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

My child has learning difficulties. We have confidence that the school is doing all it can to support him.

What advice, support and homework are available for us to support him/her at home?

The school supplies homework for your child on a weekly basis. Please contact the class teacher for advice on how to help your child at home. Our website also provides a list of websites you can use to support your child. There is a full time Inclusion Manager who can talk about support in and out of school. Appointments can be made by contacting the school office.

What arrangements does the school make to support children transferring from another school?

- We encourage all new children to visit the school prior to starting and they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We carry out a home visit to see the children in their home environment if necessary. For children with SEND we would also visit them in their current school.

- We liaise closely with staff when receiving children from different schools. We ensure that all relevant paperwork is passed on and all needs are discussed and understood. This could involve a transition meeting in either school.
- The Learning Mentor Supports where required/appropriate.
- Children with medical needs will have a care plan put in place.

How will the school prepare and support children who are transferring to a new school?

- We attend all transition meetings arranged by the new school.
- We have a clear transition plan in place which will include visits, professional meetings and staff from the new school will visit us.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We write social stories with children if transition is potentially going to be difficult.
- If your child has complex needs then a professionals meeting will be used as a transition meeting during which we will invite staff from both schools and other agencies to attend.

How does the school prepare pupils for their next stage of education and for adult life?

Drew Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. The school liaises with Secondary Schools so that transition for pupils in year 6 is as stress free as possible. We fully support parents in applying for the Secondary School they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.

The Inclusion Manager attends a yearly transition conference to ensure secondary schools know about the needs of pupils who will be attending their school.

Transition to Year 1

Although not officially leaving the school children moving from EYFS to Year 1 do move upstairs and this can be unsettling for some children. We therefore prepare children for this change by providing

- opportunities for Reception children to visit Year 1 in the summer term.
- attending assemblies and playtime on the KS1 playground
- Tour of the KS1 classrooms
- Transition project delivered by Reception teachers.
- Visit to new class.
- Information sharing sessions between Reception and Year 1 teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

How does Drew Primary School know if children need extra support?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- A pupil finds it difficult to work independently
- there is lack of progress in the lesson
- a lack of progress in assessments
- there is a change in the pupil's behaviour
- a pupil asks for help

Who can I talk to if I want to know about my child's progress?

- If you have concerns then contact your child's class teacher, the SENCo, the Head teacher or Deputy head teacher.

How would you support a child with emotional difficulties most of the time?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCo, Learning Mentor and Family Support Worker who are readily available for pupils who wish to discuss issues and concerns.
- The Learning Mentor runs reflection groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- The school will regularly access support from the Place2B team. This team provides support for pupils through 1-1 sessions where problems are discussed and solutions planned. The pupils who have received this intervention have found it very beneficial.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Evenings where you will be presented with your child's report.

Class teachers go to the playground at the end of the day, if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

IEPs (Individual Education Plans) are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.

What other people/agencies supports my child in school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- BSS- Behaviour Support Services
- LCIS- Language Communication and Interaction Services
- OT- Occupational Therapy
- Physiotherapy
- SLT- Speech and Language Therapy
- CFCS-Child and Family Consultation Services
- CNDS -Complex needs and Dyslexia Service
- Eleanor Smith School
- RIET- Reintegration into Education
- Sensory Services
- DAC- Development Advisory Service
- PPS- Parent Partnership Service
- School Nurse & Community Nursing Team
- School Health Visitor
- Place2B

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Who supports SEND pupils at Drew in addition to class teachers and Teaching Assistants?
(Pupils with Behavioural and learning Needs)

July 2015		October 2015	
Inclusion Manager /SENCO	1	Inclusion Manager	1
Learning Mentor	1	Speech & Language TA	1
Learning Support Teachers	2	Learning Mentor	1
1-1 SEN Support	7	Learning Support Teachers	3
Place 2B co-ordinator	1	Place2B co-ordinator	1
Place2B councillors	4	Place2B councillors	2
		1-1 SEN Support	9

- The evidence for these details is found within:
- SEND Provision Map
- SEN Policy

Will parents be invited to all annual review meetings? Will all the problems that have arisen within the school be discussed here?

Parents are always invited to annual reviews. This is an opportunity for parents to share information, but also for the SENCO and outside agencies to share information about the child as well. The annual review provides an opportunity for parents to ask questions of the SENCO and outside agencies.

My child needs help with Reading, English and Maths. Should he/she have one to one support as he is well behind his peers?

- Teachers plan their lessons taking note of children's attainment. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. concentration cushions, feely items, pen/pencils grips ,visual timetables or easy to use scissors.

My child who has a learning difficulty gets support in the classroom. Would this support be available during the assessment tests in Year 6?

If your child is supported in the classroom, they will be provided with the same support during assessment week.

How would you expect such a child to cope with this situation?

Pupils cope very well. Pupils at Drew are very tolerant of children with special needs and are very helpful and supportive around the school. When parents are supportive and things are put in place to support pupils, they achieve to the best of their full potential.

How will you help me to support my child's learning?

Teachers suggest ways of supporting all children's learning through sending homework home. The class teacher may suggest additional ways of supporting your child's learning at parents' evenings. Alternatively, you can arrange a meeting with the Inclusion manager.

The SENCO may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.

Ideas can be exchanged with other parents at parent groups and other school events.

Outside agencies or the Educational Psychologist may suggest strategies or programmes that can be used at home.

Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

How do we support pupils with medical needs?

If a pupil has medical needs then a detailed Care Plan is compiled by the SENCO in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines can be administered in school. Asthma pumps are kept in the school office.

What training are the staff supporting children and young people with SEND had or are having?

The SENCO is a trained teacher and has completed the qualification for SENCOs. All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum (Drew is a SCERTS school . SCERTS is a specialist programme used to support pupils with autism and staff will receive training)
- How to support pupils with behavioural difficulties
- How to support children with downs syndrome
- The Behaviour Support Service and other outside agencies offer advice, support and programmes. Staff are trained to use these programmes. Outside agencies visits the school regularly to give advice and support to teachers and parents.
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.
- All staff have had Kagan, Maths and RW1 (Read Write Inc.) training.

Who can parents/carers contact to talk to about their child's special educational needs?

- We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents and hope that they are able to be the same with us;
- Your first point of contact would be your child's class teacher to share your concerns;
- Ivy Scott - SENCo & Inclusion Manager & AHT;
- Look at the SEN policy on the Drew website.

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

- Class Teacher;
- Ivy Scott - SENCo;
- The Headteacher -Mrs Peltier
- Complaints procedure available on the school's website or from the school office.

For more information about the SEN provision at our school please follow these links:

- <http://www.drew.newham.sch.uk/>
- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour, SEN and anti-bullying.

Here are some questions asked by our parents?

- What support would be given to my child if he/she has learning difficulties?
- My child has learning difficulties. We have confidence that the school is doing all it can to support him/her. What advice, support and homework are available for us to support him/her at home?
- How does the school prepare pupils for their next stage of education and for adult life?
- How does Drew Primary School know if children need extra support?
- Who can I talk to if I want to know about my child's progress?
- How would you support a child with emotional difficulties most of the time?
- How will I know how my child is doing?

- My child who has a learning difficulty gets support in the classroom. Would this support be available during the assessment tests in Year 6?

- How would you expect such a child to cope with this situation?
- How will you help me to support my child's learning?
- What training are the staff supporting children and young people with SEND had or are having?

Here are some questions asked by children at Drew Primary School

- Will I get help with my work if I need it?
- How can we help children who are special?
- Why does A have a TA all to himself?
- Why does A get time to play and go on special trips?

These issues are addressed through whole school assemblies, class discussions and group discussions. We also address different issues through specific weeks, e.g. anti-bullying week and Jeans for Genes day.

Here are some of the programmes we offer in our school.

ASD	BESD
<ul style="list-style-type: none"> • Social Communication Groups • Music Interaction • Sensory-Motor • Sensory sessions • Soft Play • Swimming • Sensory Maths • SCERTS • Visual Timetable • Communication Books/Social Stories • Colourful Semantics • 1:1 support • Occupational Therapy 	Learning Mentor Support Mentoring Social Skills group Anger Management Behaviour Chart Thinking chair Behaviour for Learning Chart: Rewards & sanctions Break & Help cards Fiddling pencil / stress ball Timed work / rest periods In-class support Place2B -Counselling, Place2talk

Speech & Language	Sensory
Speech Therapy Colourful Semantics In-class support	Large print Hearing aids

Moderate Learning Difficulties	Dyscalculia
Listening Programme Turnabout Differentiated curriculum Colourful Semantics Social communication session See and Learn	Dynamo Maths Maths Teacher Support Targeted Small Maths groups Specialist assessments

Complex Needs	SpLD (Dyslexia)
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<p>See and Learn Social Communication Groups Music Interaction Sensory Room sessions Soft Play sessions Sensory Maths Dynamo Maths Occupational Therapy</p>	<p>Dyslexia sessions In-class support Specialist resources & reading material Word Shark Spelling Made Easy Lifeboat</p>
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Visual Dyslexia	
<p>Coloured exercise books Tinted overlays Tinted spectacles</p>	