

Selwyn – SEN Information Report

**Academic year 2018/2019 - updated
September 2018**



**Leading
Learning Trust**

Selwyn Primary School is part of the Leading Learning Trust

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1. Selwyn Primary School - our SEN Information Report

1.1. Introduction

Newham's Local Offer (i.e. the Borough's provision for children with special educational needs) is available on the Newham Website. The Local Offer tells parents how to access services in their area and what to expect from these services.

This is the SEN Information Report for Selwyn 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 Selwyn Primary school.

1.2. Our vision for our school

We strive to be a learning community that:

- Cares for every child, so well being and safety come first;
- Sets high expectations in the classroom, making learning enjoyable and exciting;
- Teaches right from wrong;
- Celebrates good behaviour and achievement;
- Prepares children to be good citizens;
- Understands and meets the individual learning needs of our children and their families;
- Equips children for their future through activity and experience;
- Reflects and celebrates local diversity and encourages everyone to aim above and beyond.

Our vision for deaf children at Selwyn:

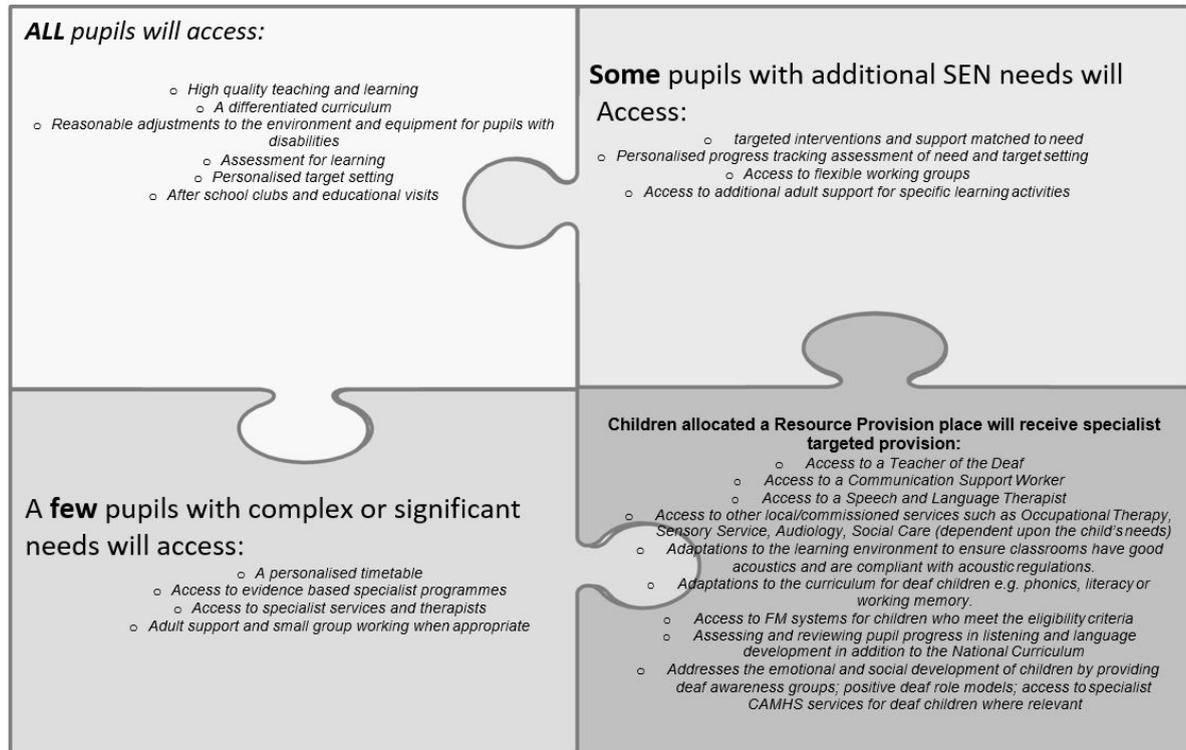
- To provide all children with a safe, healthy and inclusive environment;
- To deliver enjoyable and challenging personalised learning opportunities;
- To provide high-level, personalised specialist support to empower all children to fully develop their language and communication skills;
- To enable children to contribute positively to the school and wider community

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.**

Date: September 2018

Date of Review: September 2019

1.3. Selwyn – Our Local Offer – for all children



1.4. Further information regarding Selwyn Primary School's Offer of SEN provision

At Selwyn Primary School we constantly look at the provision we have for children and how we can improve. The information we provide in this local offer, which has been discussed with parents from our school, will be regularly reviewed by the Head Teacher, Inclusion Team and Governors, and updated when necessary.

1.5. How does Selwyn Primary School know when a pupil has learning difficulties or special educational needs?

We know when pupils need have a learning difficulty or special educational need if:

- Concerns are raised by parents/carers, teachers, professionals or the pupil's previous school
- There is limited progress
- There is a change in the pupil's behaviour for learning
- A pupil asks for help
- Deaf children will be offered a place within the deaf provision if they meet the admissions criteria.

1.6. What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher, Miss Monaghan the Inclusion leader or Mrs Elliott the SENCo.

1.7. How is the curriculum at Selwyn matched to pupils' needs?

- Where appropriate a Support Plan will be drawn up with parents by the class teacher and SENCo for a child who has more severe complex needs. It will be differentiated accordingly to suit the needs of the individual pupil, setting individual targets. A copy of the targets will be shared and given to parents during the initial meeting where any questions can be asked. The Support Plan will include additional general support by the teacher, TA or 1:1 support assistant, and include a list of success criteria that will clearly state how the child can be helped to meet their targets. The Support Plan will be reviewed annually at the Annual Review meeting or sooner if the child's needs change. If the pupil has needs related to more specific areas of their education or social skills, such as spelling, English and Maths skills, then the pupil will be placed in a small focus group. This will be taught by a member of staff with relevant additional training. The length of time of the intervention will vary according to the needs of the child. The intervention will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision to inform future planning.
- These interventions will be recorded on a whole school provision map. If you have any queries related to the intervention then please do not hesitate to contact the class teacher, Inclusion Leader or SENCo.
- The curriculum will be adapted to suit the language needs of deaf learners. This will be achieved through support from a teacher of the deaf, speech and language therapist and a communication support worker/teaching support assistant.

1.8. How will the curriculum be matched to my child's needs?

- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. 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.
- The teacher or a teaching assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- Appropriate specialist equipment may be given to the pupils.

1.10. How will I know my child is doing well?

- Parents will be able to discuss their child's progress at termly learner conferences.
- Class teachers are regularly available at the beginning and end of the school day, if you wish to raise a concern, an appointment can be made to speak in more detail to

the class teacher, Inclusion Leader or SENCo by visiting the school office, emailing or phoning the school.

- Support Plans are set and reviewed at Annual Review meetings.
- Parents/carers and pupils are fully involved in the annual review process which is an opportunity to review each child's progress against their individual targets over a year.
- Report cards and annual report cards are shared and discussed at Learner Conference meetings with the class teacher, pupils and parents.
- Each deaf child will have an annual formal language assessment. The assessment report will be shared with parents.

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

- The school suggests ways of supporting all children's learning through the Home/School agreement, termly curriculum newsletters and through the website. The class teacher may suggest additional ways of supporting your child's learning through learner conferences.
- Miss Monaghan (Inclusion Leader/Deputy Head Teacher) or Mrs Elliott (SENCo) may meet with you discuss how to support your child. This would normally follow on from when a child has been assessed or discussed as part of an in school review.
- Ideas can be exchanged with other parents at our parent coffee mornings.
- Outside agencies or the educational psychologist may suggest advice or programmes of study that can be used at home.
- Parents of deaf children are invited to attend weekly speech and language therapy sessions in order to enable parents to facilitate listening and spoken language into all aspects of their child's daily life.

1.12. What support will there be for my child's overall well-being?

The school offers a variety of pastoral support for pupils who are encountering social, moral and emotional issues. These include:

- Pastoral Team (Inclusion Leader, SENCo and Phase Leaders).
- Ms Liburd or Ms Gokhale (Learning Mentors) may meet with you to discuss strategies to use if there are concerns with a child's well-being and emotional needs.
- School Counsellor (Place2Be)
- Sarah Leahy (Family Support Worker for SEND children)
- Pupils with medical needs: If a pupil has a medical need then a detailed care plan is compiled by the school nurse and parents/carers. The key information is shared with all staff. Medication is not administered in school unless it would be detrimental to a child's health or attendance not to do so. Parental consent must be obtained in order for children to be given prescription or non-prescription medication at school.

1.13. What specialist services are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. The agencies used by the school include:

- Learning, Communication and Interaction Services (LCIS)
- Child and Family Consultation Service (CFCS)
- Complex Needs and Dyslexia Service (CNDS)
- Developmental Advisory Clinic (DAC)
- Child Development Centre (CDC)
- Behaviour Support Services (BSS)
- Speech and Language Therapy services (SALT)
- Educational Psychologist (EP)
- Occupational Therapy (OT)
- School Nurse
- Attendance Management Service
- Specialist support for children in deaf provision (teacher of the deaf, speech and language therapists, communication support worker)

We access all of these agencies for children who we believe need the extra support. However, parents will be advised of this and will only be carried out with parental consent.

1.14. What training are the staff supporting the children and young people with SEND having?

Current staff working with SEND children have the following qualifications:

- Inclusion Leader (Post Graduate Diploma in Deaf Education)
- SENCo and Qualified teacher of the deaf (Post Graduate Diploma in Deaf Education and National Accreditation for Special Educational Needs)
- SEN Teacher (National Accreditation for Special Educational Needs)
- Specialist Speech and Language Therapist (BSc in Speech and Language; in training to be LSLs Certified AVT)
- Communication Support Worker (CSW Level 3 qualification or higher education qualifications)
- Deputy Head Teacher - Inclusion Team member (MA Special Educational Needs and Inclusion)
- Family Support Worker

1.15. How will my child be included in activities outside the classroom including after school clubs and school visits?

After school clubs, school based activities and school visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If a child has 1:1 support, this includes school visits

1.17. How accessible are the classrooms and other areas of the school?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the site accessible to all
- Toilets adapted for disabled users
- Double doors in most parts of the building
- A school Accessibility Plan (available to download on the Inclusion page of our website)

1.18. How will Selwyn prepare and support my child when transferring to a new school?

There are many strategies in place to enable the pupils' transition to be as smooth as possible.

1.18.1. On entry:

- Parents are encouraged to 'play and stay' for part of each session, while their child settles, in the first week that their child has started in Nursery.
- Reception classes may have a staggered intake, depending on the needs of the cohort. This could involve small groups of children (10 per day in each class) starting their education.
- Parents/carers are invited to a meeting at the school so they know what to expect and are encouraged to share any concerns with us.
- Parents/ carers are welcome to visit the school and nursery with their children when applying for a place.

1.18.2. Transition to Secondary School:

- Secondary school staff visit pupils and speak to current Year 6 teachers before they join their school.
- The SENCo attends the secondary school transitions day to discuss with prospective schools the children who are on the SEN register and handover the relevant information.
- Secondary schools arrange meetings with the SENCo to discuss the children with SEN further.
- Children attend transition days/weeks at the particular schools they are going to.
- Opportunities to work with local secondary schools are encouraged so that children become familiar with them (e.g. science, D&T workshops delivered by the secondary school teachers).
- Learning Mentor support available.

1.18.3. Mid-year transition:

- Registration with SENCo and Office Manager.

- Agree a start date.
- Contact the previous school for the child's records. Where there are concerns the SENCo will be contacted by phone or email.
- Children who have been given a place at our school given a tour of the school with their parent/carer.
- On the first day, the child and parent/carer will be met by the Phase Leader to welcome them and to sign the Home/School Agreement. The child is then introduced to their new teacher and shown their new classroom (where to put bags, coats etc.)
- Children beginning school and are given a two week settling in period before they are baseline assessed.

1.19. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them during the year.
- Further support or resources may be allocated to your child following assessments made by school staff or outside agencies.
- Pupil premium funding supports children in receipt of free school meals with their learning.
- Pupils with the deaf provision receive a 'top up' allocation dependent upon their level of need. This is determined by the score on their individual 'profile of need'.

1.21. How is the decision made about how much support my child will receive?

- The Inclusion leader is responsible, in consultation with the Head, Deputy Head teachers and SENCo, for how much support is given. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.
- Parents/carers will be notified if their child is receiving 1:1 or small groups support outside of the class.
- Deaf children are allocated support dependent on their language needs which are measured through regular standardised assessments.

1.23. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.
This may be through:

- Discussions with the class teacher
- During learner conference meetings
- If your child receives extra funding, through annual review meetings.

1.25. Who can I contact for further information?

If a parent wishes to discuss their child's educational needs or has a concern regarding their child's schooling, please contact one of the following:

- Class teachers
- Phase Leaders
- Inclusion Lead/Deaf Provision Manager
- SENCo
- Head teacher

Appointments can be made by contacting the school office: 020 8471 6173

Further information is available on the school website.