



Special Educational Needs &  
Disability (SEND)

Information Report  
2016-17

SENDCO & Inclusion Manager: Mrs. Parisa Angeletos

Review: Spring 2018

Governors' Committee Responsible	Full Governing Board
Policy Author: SENDCO	Review period: Annual
Statutory Provision: Governors to ensure provision	Next Review: Spring 2018

## Introduction

All Waltham Forest Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Education Needs/Disabilities and are supported by the LA to ensure all pupils, regardless of their specific needs, make the best possible progress in school.

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

Using the revised SEND code of practice 2015 there are four broad 'areas of need';

1. Communication and interaction
2. Cognitive and learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

Waltham Forest Local Authority and George Tomlinson Primary School uses the SEND code of Practice (January 2015) as the statutory guidance for provision for SEND pupils.

## The Waltham Forest Local Offer

- The Children and Families Bill was implemented in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs / Disabilities (SEND) aged 0-25 years. This is the 'Local Offer' and the Local Authority describes the provision for children with SEND in Waltham Forest Schools at: <https://www.walthamforest.gov.uk/content/local-offer> In addition George Tomlinson describes their own provision in its SEN Information Report below.
- The intent of the Waltham Forest Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.



**The school's SEND Information Report is a guide to how George Tomlinson Primary School addresses the needs of children with Special Educational Needs and Disabilities (SEND).**

George Tomlinson Primary School is a mainstream three form entry primary school with a nursery. Our school works with pupils from 3 – 11 years of age. We are an inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document gives parents information on how the school ensures support for pupils with SEN and Disabilities, so they are able to achieve their full potential.

## **Excellence through enjoyment**

### **Our purpose**

To inspire and nurture all children, through creativity and high expectations, to have limitless aspirations for their future and an enduring love of learning.

### **Main principles**

**Diverse**-*We acknowledge, promote and celebrate our community's diversity; it is at the core of who we are as a school*

**Happy**-*We care for our health, enjoy learning and celebrate our achievements in a welcoming and positive environment*

**Inspiring**-*We inspire our learners through an engaging and challenging creative curriculum*

**Ambitious**-*We don't allow anything to get in the way of our success. We dream big.*

**Creative**-*We use our imagination and express ourselves with confidence*

### **How do we know if a child has special educational needs?**

In the case of new pupils from other schools (in England) we receive information from pupils' previous schools.

Class teachers, subject leaders and the senior leadership team regularly monitor the progress of all pupils, letting the school quickly identify any pupil who isn't making expected progress and who needs additional support. Parents/carers and the pupil concerned will be informed.

### **What should a parent do if they think their child may have special educational needs?**

If parents/carers think that their child may have special educational needs they should first arrange to discuss their concerns with the class teacher. He or she will then liaise with the Inclusion Leader for their year group.

### **Inclusion Leader details**

We have an Inclusion Team at the school which meets fortnightly and is led by the Headteacher and the SENDCo.

Verity Carter - Headteacher

Parisa Angeletos – SENDCo & Inclusion Manager

The team is made up of teachers and support staff from across the school. Our Inclusion Leaders can be contacted via the school office.

### **What do we do to help children with special educational needs?**

The class teacher will have the highest possible expectations all of their pupils.

If a child is identified as having a special educational needs or disabilities (SEND), - or if a child is working at a level lower than expected for their age, the teacher will create a "Provision Support Plan", detailing the exact support the pupil will receive and who will provide this support. The idea of the Provision Support Plan (PSP) is to plan tailored teaching strategies that ensure that the pupil is fully involved in learning. The child's parents/carers will be invited in to discuss this plan. Once the plan is in place, we will monitor the progress of the pupil half- termly to ensure that it is having the impact we are expecting.

The Inclusion Leaders will organise small group support across the school for pupils with the following needs; sensory, communication and interaction and cognition and learning. The Learning Mentors will provide support for families and pupils with social, mental and emotional health needs. Children working with the Learning Mentor will have a Pupil Passport detailing their likes, dislikes and goals. Pupils working from an education health and care plan (EHCP) have personalised plans which are created by liaising with the parent and the class teacher to support the child's needs.

The Governing body is responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disability. Governors will receive anonymised progress reports from the Inclusion Manager.

### **How we adapt our teaching for children/young people with special educational needs**

Class teachers plan 'differentiated' lessons where pupils of different abilities are set different

learning goals within the lesson. Goals are adjusted to enable all pupils to access the learning as independently as possible.

Consequently, pupils with special educational needs are taught alongside other pupils and are given specially tailored goals.

In addition teachers adjust teaching methods to ensure the subject is accessible, for example, a teacher would use simplified language, pictures and real life objects when teaching a pupil with communication and interaction needs when introducing them to new vocabulary.

Planning and teaching are adapted on a daily basis if needed to meet a child's learning needs.

### **How we decide what resources we can give to a child with special educational needs**

The school budget, received from Waltham Forest Local Authority, includes money for supporting children with Special Educational Needs and Disabilities.

The Headteacher, Inclusion Manager and the Inclusion Leaders discuss all the information they have about Special Educational Needs and Disability in the school, including;

- the children receiving extra support already,
- the children requiring extra support,
- the children who have been identified as not making as much progress as would be expected

The school refers to any SEND pupil without an Education Health Care Plan (EHCP) as 'SEN Support'.

All pupils under the category of 'SEN Support', in addition to pupils with Statement or EHCP, will be supported in a graduated approach to SEND provision.

They then decide what resources, training and support are needed.

All resources and training are monitored and evaluated regularly and changes are made as required. At times the school may purchase additional support from Local Authority. These are time limited resources and may not be available each academic year. Services to which we refer have variable times and apply their own criteria and acceptance.

### **How we check that a child is making progress and how we keep parents informed**

All data are rigorously monitored at least termly. This is done through:

- Regular assessments,
- Informal chats with the class teacher and the child,
- Termly pupil progress meetings,
- Teaching and Learning Responsibility post holders renewing their subject data on individual pupils and classes.

At George Tomlinson Primary School communication is both formal and informal. So class teachers have on-going informal discussions with parents/carers but also give them a target sheet every term setting out details of their child's current attainment, how hard they are working and the targets they need to work towards.

Parents/carers are invited to Parents Evenings in the Autumn and Spring Terms and additional meetings with the class teacher or Inclusion Manager, if necessary. There are also opportunities for regular informal contact about daily activities that have happened at school.

Parents/carers receive a detailed report about their child's progress and attainment in every subject in July each academic year. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

### **The class teacher is responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCO know about the concerns.
- Setting Provision Support Plans for children who may be identified to need a EHCP using

smaller learning steps that are appropriate to a pupil expected rate of progress

- Reviewing learning targets half termly and adjusting as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialists help and specially planned work and resources.
- Ensuring that the schools SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Pastoral care for all children in class.

**The SENDCO: Mrs Parisa Angeletos is responsible for:**

- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their need in school.
- Co-ordinating all the support for children with SEND

Ensuring that you are

- i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all other people who may be coming in the school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Whitefield outreach.
  - Updating the SEND school register ( a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that informative records of your child's progress and needs are kept.
  - Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
  - Reviewing Learning targets in the annual review for pupils with EHCPs.

**The Headteacher: Mrs Verity Carter is responsible for:**

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor:**

Making sure that the necessary support is given to any child with SEND who attends the school.

**What are the different types of SEND in the school and what support is available for these pupils**

We currently support pupils with the following SEND:

- Autism (ASD)
- Physical Disability
- Dyslexia
- Mental Health difficulties
- Specific Learning Difficulties
- Speech and Language difficulties
- Learning and Cognition needs

**Support is available through the following provision:**

**a) Class teacher input, via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- Different ways of teaching are in place, so that your child is fully involved in class which may involve things like practical learning.
- Specific learning strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked the professional reports and devised a Provision Support Plan for the children with specific SEND needs.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support/intervention to help them make the best possible progress.

**Specific group work within a smaller group of children**

This group, often called 'Intervention groups' by schools may be

- Run in the classroom or a group room
- Run by a teacher or a Teaching Assistant or a Higher Level Teaching Assistant (TA/HLTA)
- Run by school Learning Mentor (where the need may be social, emotional and mental health one).

Pupils with SEN Support means they have been identified by the class teacher as either needing to participate in an intervention group to help him/her make progress or needs differentiated work/support within the classroom.

**b) Specialist groups run by TA's trained by outside agencies, e.g Speech and Language Therapy or Occupational therapy**

This means a pupil has been identified by the SENDCO, class teacher or the parent as requiring a specialist assessment of their needs, possibly leading to some additional support in school, provided by the specialist or a member of the support staff (HLTA/LSA/TA) who has been trained by a specialist.

**For your child this would mean:**

- You will be asked to give your permission for the school to refer your child to a specialist professional to help the school and you understand your child's particular needs better and support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- Referrals to external agencies are made when children have specific barriers to learning that have not been overcome through Quality First Teaching and intervention groups.

**Services that your child may be referred to include:**

- Local Authority central services such as Brent Sensory Service (for Visual/Hearing Impaired pupils), Education Psychology service\*\* (EPS), Brent Inclusion Team (individual referrals for Social, Emotional and Mental Health Difficulties), Brent SPLD Consultant (as school budget/need determines), Brent

- Consultant for pupils with Complex Needs (as budget/need determines), Whitefield Outreach Autism Team, Parent Partnership Service.
- Specialist in other schools eg teaching schools, special schools
- Health agencies such as the School Nurse, Speech and Language Therapy (SALT) Service, Physiotherapy Service, Occupational Health, Child & Adolescent Mental Health (CAMHS), Child Development Clinic (Paediatric Service), Paediatric Audiology, Cochlear Implant Team etc
- Social Services eg Early Help Services or Social Care

Following any external consultation or assessment, usually a written report is produced and sent to the school and the parents (or passed on to the parent via the SENCO). The SENCO will usually invite parents in to discuss the content of the report and any arrangements/provision that may be made in school as a result of the advice given. Where a written report is not directly produced, any agreed recommendations will be passed directly via the agency case worker or via the link person in school. If parents have concerns about any advice given by external agencies, the school will seek to clarify the information or put the parent in touch with the external agency directly. In some cases paediatric assessments reveal that a child has special needs and the consultant paediatrician will inform the parents and the school.

[\*\*the school is allocated a finite number of assessments sessions annually by LA EPS service and operate a prioritised waiting system]

### c) **Specific Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong, and it is funded by the Local Authority.

This is usually provided via a Statement of Special Education Needs (pre Sept 2014) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching which cannot be provided from the budget available to the school/through Quality First Teaching.

#### **For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs.
- This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think you child needs this, they will ask the school to continue with the current support at SEN support provision.
- After the reports have been all sent in, the panel of professionals will decide if your child's needs are severe, complex, and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). This is now used instead of a Statement of Special Educational Needs (SEN). Children who already have a statement of SEN are being transferred to EHCPs on a rolling timetable, implemented by the Local Authority. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the Local Authority (LA) and how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child. An additional

adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **Support we offer for children/parents general health and general well-being**

The well-being of all of our pupils is our primary concern at George Tomlinson Primary School. We offer support for pupils who need to explore emotional barriers to learning, or if they just need someone to talk to.

Parents and carers are supported through our own parental workshops, by signposting parents/carers to support groups and through child care through our extended day provisions. Our Behaviour Policy includes guidance on expectations. It is fully understood and used consistently by all staff.

Our Educational Welfare Officer regularly monitors attendance and punctuality and takes the necessary actions to prevent prolonged unauthorised absence.

Key staff are trained to support medical needs. In some cases pupils have medical health care plans.

### **Specialist external services we use when we think extra help is needed**

Educational outside agencies include but is not limited to:

- Speech and Language Therapy
- Speech and Language Education Project
- Early Intervention and Prevention Team
- Educational Welfare Officer
- Social Inclusion Team
- Educational Psychologist
- Child and Adult Mental Health Service (CAMHS)
- Occupational Therapy
- NHS School Nurse
- Waltham Forest Dyslexia Association
- Whitefield Academy Trust Outreach Service
- Social Services

### **Staff Training**

Identifying the needs of every staff member is a priority, with the aim of ensuring that teaching and learning continues to improve for all children including those with special educational needs and disability. Training may include whole school training on special educational needs and disability issues or courses designed to support identified groups of learners in school such as those with dyslexia, autism or speech and language difficulties.

Our Inclusion Leaders are members of the school's Middle Leaders and Senior Leadership Team. The SENDCo is currently studying for the National Award Qualification in Special Educational Needs.

- The SENDCO meets with the LSA's and TA's on a weekly basis to support their professional development and specific training needs such as Attention Autism.
- Senior Leaders work with teachers on a rolling programme of professional development through drop ins and coaching.
- The speech therapist and physio therapist provide training for support staff
- Where required, staff receive specialist training in Moving and Handling in order to support mobility impaired pupils.

### **How we include children/young people in activities and school trips**

We involve all of our pupils in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate, parents/carers are

consulted and involved in planning. Risk assessments are carried out by the Inclusion Leader and the class teacher.

### **Our school environment**

George Tomlinson School is a three storey building. It is made accessible by a lift accessing each floor and a platform lift reaching a mezzanine floor.

We make reasonable adjustments both indoors and outdoors to improve the accessibility of our environment to meet individual needs in accordance with the Equality Act 2010. Our school environment is wheelchair and mobility-aid friendly and our facilities include a shower room, wheelchair accessible toilets and a medical room.

We continually develop our classroom resources and equipment to meet individual needs.

### **How we prepare for children joining our school and leaving our school**

To support transition, meetings are held in the summer term to introduce parents and pupils to new class and staff.

We have very good relationships with local secondary schools and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with special educational needs and disability including additional visits to their secondary school/ new setting, both individually and as part of an enhanced transition programme for identified pupils.

A member of the Senior Leadership team holds an admission meeting with every new family arriving at the school to find out as much relevant information about each new child as possible.

### **How parents/carers are involved in school life**

We work in partnership with parents/carers to support every child's well-being, learning needs, progress and aspirations.

We operate an open-door policy to allow parents/carers to contact their child's class teacher with ease. Parents/carers are invited to become involved in school-life through a number of means e.g. coffee mornings, class assemblies, volunteering, as well as ongoing invitations to school events throughout the year. Our Governing Body includes Parent/Carer Governors.

### **Who to contact for more information or to discuss a concern**

Initially, parents/carers are encouraged to talk to their child's class teacher. The SENDCo and the Headteacher are also available to talk to parents.

### **Information and support for parents**

EHC flowchart-

<https://www.specialneedsjungle.com/new-send-system-flow-charts-together/>

Waltham Forest Local offer for SEND

<https://www.walthamforest.gov.uk/content/local-offer>

Speech, Language and communication

<http://www.talkingpoint.org.uk/>

<http://www.ican.org.uk/>

<http://www.afasic.org.uk/>

<http://www.stammering.org/>

Autism

<http://www.autism.org.uk/>

**Attention Autism**

<http://ginadavies.co.uk/>

**Specific learning Difficulties (dyslexia)**

<http://www.wfda.org.uk/>

**Dyspraxia Emotional Wellbeing and Mental Health**

<http://www.youngminds.org.uk/>

**Department of Education SEN website**

<https://www.gov.uk/children-with-special-educational-needs>

**Waltham Forest council SEN information**

<https://www.walthamforest.gov.uk/content/about-special-educational-needs>

**Waltham forest Parent Partnership**

<https://branding.walthamforest.gov.uk/documents/parent-partnership-policies-guidelines.pdf>