



George
Tomlinson
Primary School

Special Educational Needs &
Disability (SEND)

Information Report
2021-22

SENDCO & Inclusion Manager: Mrs. Parisa Angeletos

Review: Autumn 2021

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| Governors' Committee Responsible | Full Governing Board |
| Policy Author: SENDCO | Review period: Annual |
| Statutory Provision: Governors to ensure provision | Next Review: Autumn 2022 |

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 wherever 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*

Special Educational Needs Information Report for George Tomlinson Primary School 2020/2021

The following report is in compliance with the duty (Section 69 of the Children & Families Act 2014) placed on schools to publish a Special Educational Needs (SEN) Information Report.

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014, DFE)

What kinds of SEN are catered for at George Tomlinson Primary School?

Children at George Tomlinson might have SEN in any of the four areas of need outlined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

How are pupils with SEND admitted to George Tomlinson Primary School?

- Admission arrangements for children in the category of SEN Support are the same as those for all other children
- Admission arrangements for children with an Education, Health and Care (EHC) Plan are managed by the LBWF Disability Enablement Service based at Wood Street Health Centre – 020 8430 7777

How does George Tomlinson School know if pupils need extra help?

- Via the class teacher in the course of their usual practice
- Through observation of the child in class by SENDCO
- Via a parent or another member of staff

- Through information known about the child or passed on by their previous school or setting
- By using assessments, eg: Early Help Assessment, screening assessments, reading assessments etc
- By using subject or skills based assessments that all children take part in eg: Year 1 phonics check, the foundation stage profile, the Georeg Tomlinson phonics check, SATs etc
- Each term there is a 'Pupil Progress Meeting' attended by the classteacher, headteacher and SENCo where we can monitor and track progress and identify whether a child needs extra help

What should I do if I think my child has SEN?

- Firstly, speak to the class teacher and discuss your concerns. Give as much information as possible and work together to decide how home, school and student can help your child with their difficulties
- Parents can also speak with the SENDCO (Inclusion) or phase lead

How will I know that the school will support my child?

- We have a duty to support all children with their learning needs, that is part of our core purpose
- A provision map of interventions is shared with parents at parents evening
- Parents are involved in reviewing the success of the SEN support provided during parents' evening
- Through conversations with the class teacher

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

- Class teachers, when planning their lessons, will consider how to differentiate the whole class learning objectives and success criteria, in order to meet a range of needs in the classroom – e.g. by providing activities that are appropriately more or less challenging versions of the main tasks

- Children requiring SEN support will be supported in a range of different ways, depending on what their needs are; e.g.: taking part in an intervention programme, extra support from an adult in class, additional learning resources, by the teacher presenting information in different ways, etc.

How will I know how my child is doing?

- Parents are invited to meet face-to-face or via zoom with the class teacher twice a year – autumn term, spring term and can request a meeting for the summer term.
- These meetings are during parents evening, with a longer appointment given to parents of children with Provision Support Plans or EHCPs. These meetings are coordinated and organised by the SENDCO outside the schools parents evening allocated days.
- The school will also send a written report annually to formally record progress and achievements
- Day-to-day conversations with teachers

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

- Parents and carers are always actively encouraged to support their child's learning through informal discussions, homework logs, parents' evenings, reading mornings, ClassDojo's etc.
- We also endeavour to hold regular parent workshops covering approaches to learning, reading, maths and early years
- Any opportunities of training and support from outside agencies is shared with parents by SENDCO

What support will there be to support my child's overall wellbeing?

- George Tomlinson is a friendly community and we think it is important that all children are recognised and valued for who they are
- We have safeguarding, behaviour, equalities, and anti-bullying policies in place
- We encourage collaborative learning and prioritise a curriculum that encourages social and emotional wellbeing through subjects such as the Jigsaw materials in RHE, Philosophy for Children, circle time and taking part in team activities

- George Tomlinson is involved in the LBWF's project to have student social workers on a final year placement in schools
- George Tomlinson secures specialist support for social, emotional and mental health needs via a 'Place 2 Be' project leader and volunteer therapists

What specialist services or expertise are available at or access by the school?

- We are able to refer to services within the London Borough of Waltham Forest, such as the Educational Psychology Service, Specialist Children's Services, Early Intervention Team (via Early Help assessment and/or student social worker on placement), Speech & Language Therapy, Child & Adolescent Mental Health Services and appropriate local charities such as Place 2 Be and the Limes

We have some trained staff whose role includes support for children with special or additional needs, such as Toe by Toe, Language group intervention, Catch-up Literacy, Precision Teaching, Social skills, comic strip conversations, Lego Therapy

What training have staff members supporting pupils with SEND had?

- Parisa Angeletos, Inclusion manager is our qualified SENDCo – she holds a Post Graduate Certificate in SEN Coordination. This is a National Special Educational Needs Award.
- We have a broad school-based programme of in-service training for teachers, teaching assistants and Learning Support Assistants
- Further training for staff is relevant to their designated role in school; it is linked to the appraisal process and to the needs/priorities of the school as set out in the school development plan
- We are able to access other training (for example for hearing or visual impairment) through external agencies; eg: school and community nursing teams, SENDSuccess Outreach teams (based at Whitefield School), Educational Psychologist, Physiotherapists, Speech & Language Therapists etc

How will my child be included in activities outside of the classroom?

- We are an inclusive school and endeavour to make reasonable adjustments to ensure that any activity on offer as part of the school curriculum can be accessed by all students

How accessible is the school environment?

- Our building is on three floors with two split levels. We have a lift accessible to all floors. We have taken reasonable steps to ensure that the site is as accessible as possible.
- All schools must comply with the Equalities Act 2010, which stipulates that schools have in place an accessibility plan

How will the school support my child in starting school and moving on?

We support children as far as is possible in making a smooth transition to school and when they move on from George Tomlinson such as:

- Home visits
- Exchange of information about the child's strengths and needs
- Discussions with parents
- Inviting Secondary School to year 6 annual review meetings (for children with EHC Plans)
- Transition visits to secondary schools

How are the schools resources allocated and matched to pupils SEND

- The Headteacher and SENDCO (Inclusion manager) ensure that resources, equipment and facilities are allocated to interventions and support for those in need of them through the use of provision and intervention management practices
- Class teachers and phase leads are also involved in these processes
- Termly pupil progress meetings and intervention team meetings are held where the efficacy and cost effectiveness of interventions and support can be examined

How are decisions made about how much support my child will receive?

- Through intervention team and pupil progress meetings which takes place termly

How will I be involved in decisions about and planning for my child's future?

- Through parents meetings, regular contact with the class teacher, person centred annual reviews (for children with EHC Plans) and through Provision Support Plan meetings (for children with more than two specialist reports)

How are children with SEN involved in decisions about their learning needs?

- For children with EHC plans an annual person-centred review takes place; children are present at their review and can take part in reflecting on their successes, their needs and their hopes for the future
- All pupils make a comment on their annual report
- All pupils are involved in daily reflection on their learning via assessment for learning procedures such as peer and self-assessment

Who can parents/carers contact for further information?

- Further information is available in the SEN policy
- In the first instance the best contact is with the class teacher, after that either the phase lead or SENDCO (Inclusion manager) would be happy to help
- The school office number is 020 8539 3577 and the school email address is school@georgetomlinson.waltham.sch.uk
- Further information within Waltham Forest:
 - Please refer to the London Borough of Waltham Forest 'Local Offer' of support which can be found on the Waltham Forest Council web site at: <https://www.walthamforest.gov.uk/service-categories/local-offer>
 - The Waltham Forest Special Educational Needs Disability Information Advice and Support Service(WFSENDIASS) can be contacted by any parent/carer for impartial information, advice and support – their number is 020 8496 5230 or Freephone 0800 587 2521
 - The LBWF SEN Team can be contacted by: senteam@walthamforest.gov.uk telephone: 0208 496 6503

Who can parents/carers contact if they are unhappy with the service provided for their child's needs?

- In the first instance the best contact is with the class teacher, after that the SENDCO would also be happy to help.
- The school office number is 020 8539 3577 and the school email address is school@gorgetomlinson.waltham.sch.uk
- If you are still unhappy, please make an appointment to see the Headteacher.
- Where you still feel that the situation is unresolved, the school Complaints Policy will advise how to take concerns further.

General information for parents

EHC flowchart-

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

Waltham Forest Local offer for SEND

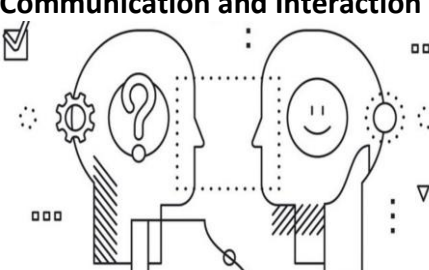
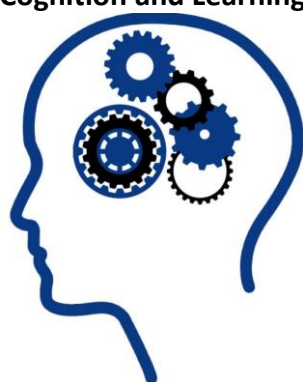
<https://www.walthamforest.gov.uk/content/local-offer>

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>

| Areas of SEND | websites |
|--|--|
| Communication and Interaction  | http://www.talkingpoint.org.uk/ http://www.ican.org.uk/ http://www.afasic.org.uk/ http://www.stammering.org/ |
| Cognition and Learning  | Specific learning Difficulties (dyslexia) http://www.wfda.org.uk/ Dyspraxia Emotional Wellbeing and Mental Health http://www.youngminds.org.uk/ |
| Social, emotional and mental | http://www.autism.org.uk/ |

health



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

Autism Education Trust <http://www.autismeducationtrust.org.uk>

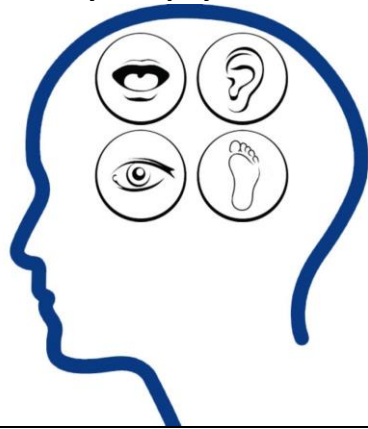
<http://www.SENDsuccess.org.uk> for ASD and SpLD

<https://mindfulmonsters.co.uk/>

<https://beaconhouse.org.uk>

<https://www.emotioncoachinguk.com/>

Sensory and physical needs



<http://www.SENDsuccess.org.uk> for visual and hearing impairment

National Deaf Children's Society www.ndcs.org.uk

