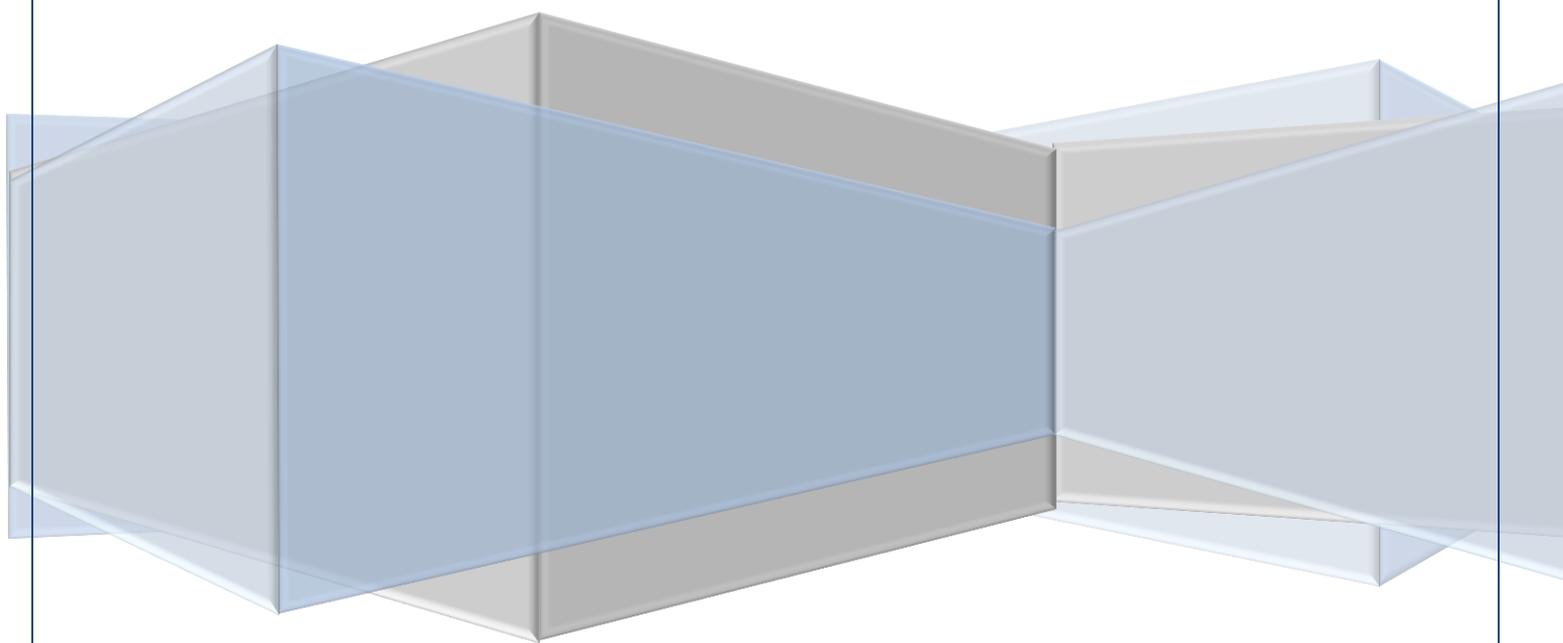
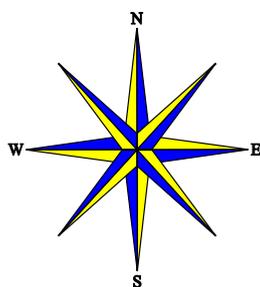
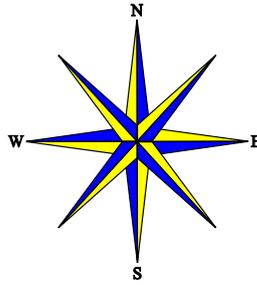


Southern Road Primary School SEND Information Report



Updated December
2017



Introduction

The new Special Educational Needs and Disability Code of Practice came into effect in September, 2014. This report provides information about how the Special Educational Needs policy is implemented at our school. This document should be read in conjunction with our 'SEND Local Offer' which provides information about the SEND provision at our school.

How are pupils with Special Educational Needs defined?

A pupil has a Special Educational Need if they have a learning difficulty or disability which requires provision different from and additional to other pupils the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

How do we identify pupils with SEND?

Any concerns about a pupil may be raised by any member of staff, parent/carer, or professional who is directly involved with the pupil. The pupil themselves may also raise a concern.

The Special Educational Needs Co-ordinator (SENCo) is informed, who then investigates the concern through:

- Talking to the pupil to find out what they find difficult at school
- Discussion with the parent/carer to gather background information and establish their level of concern
- Discussion with the current and previous teachers of the pupil
- Observation of the pupil in various settings in school
- Carrying out specific assessments with the pupil to identify areas of strength and need

For pupils new to the school, the Admissions Officer will alert the SENCo if there are any concerns regarding SEND. The SENCo may attend the admissions meeting or set up a further meeting with the parents and liaise with the pupil's previous school.

How do we provide SEND support in school?

Southern Road Primary School provides the following approach to providing SEND support:-

Universal	All pupils receive support in the classroom through the class teacher and/or teaching assistant.
Targeted	Some pupils receive extra intervention to help them achieve their expected level. This is likely to be addressed in small group work led by appropriately trained staff.
Specialist	Some pupils receive input from an outside agency. This ranges from a specialist coming into school to carry out observations and assessments or the pupil having to attend appointments off-site. Reports with advice & recommendations are provided. The SENCo will oversee the implementation of specialist programmes. This could be 1:1 or small group work. These pupils will have SEN targets.
Specialist with High Needs Funding or EHC	A small number of pupils who are recognised by the local authority as having a high level of need. These pupils have an individual support plan and receive additional funding and receive a high level of support from external agencies. If pupils aren't making progress with a support plan in place, the school or the parent may ask the local authority to assess the pupil for an Education, Health and Care plan (EHC).

How do we assess pupils with SEND?

All pupils at Southern Road Primary School are on a "Tracker" system which monitors long-term progress made by individuals.

All pupils are assessed half-termly. The results of these assessments are discussed at Pupil Progress Reviews to decide if adequate progress has been made.

Where insufficient progress has been made (this varies according to individual pupils and their circumstances), despite quality first teaching, the SENCo will investigate further and implement additional support, (either targeted or specialist). The SENCo will agree a course of action with the class teacher, including the use of additional resources from within the school.

Depending on the need of the pupil with SEND, a number of assessment procedures may take place, such as:-

- Observations of learning behaviour
- Standardised assessments
- Non-standardised assessments
- Checklists

For pupils in Foundation Stage who are working below the expected attainment levels for their age, we extend the use of Development Matters, an Early Years profile, until Year 1. From Year 1 onwards, we use a programme which allows progress to be measured in small steps (P-levels).

How do we know if the extra support is helping pupils with SEND make progress?

- Tracking of pupils' attainment through half-termly Pupil Progress meetings with the Head teacher and class teacher
 - Feedback from staff who lead interventions
 - Specialists from outside agencies review and report on the progress of pupils.
 - Regular Inclusion & Pastoral Team meetings (Head Teacher, SENCOs, Admissions & Attendance officer, Ethnic Minority Achievement [EMA] leader, Family Support Worker & Assistant Head Teachers for each Key Stage)
 - Termly review of additional support with relevant staff
 - The SENCOs have termly meetings with class teachers to review SEND needs and provision within the school.
 - Review of the Self Evaluation Form (SEF) and School Development Plan every year
 - Governors' Review of the SEND practice at the school
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- **How do we inform parents/carers about how their child is doing?**
 - We consider the role of parents/carers to be in **partnership** with school and we encourage them to make an active contribution to their child's education. We have an 'open door' policy which means that we encourage parents/carers to come into school if they have a concern and time will be made for them.
 - We involve parents through:
 - Parents' evenings
 - Annual reports to parents (March)
 - SEND review meetings for pupils who have specialist SEND support
 - Mid-year and annual Pupil Centred review meetings for parents of pupils with High Needs funding
 - Sharing copies of reports from specialist teachers
 - Informal meetings
 - Phone calls
 - Parent workshops

We encourage parents/carers to attend training opportunities, for example, courses provided by The Tunmarsh Centre. We run coffee mornings for parents whose children have a high level of SEND need to encourage information sharing and to build a support network amongst the parents.

Newham Parent Partnership Service supports parents of children and young people with SEND and disabilities. The contact details are below.

[Newham - National Parent Partnership Network](#)

Newham Parent Partnership Service

The Web Building

Ground Floor

49–51 The Broadway

Stratford

London

E15 4BQ

Tel: 020 3373 2871 or 020 3373 2869

Parents can find out more about Newham SEND services available to them and their children by going to [Newham's Local offer service directory](#).

Transition arrangements

The SENCo meets with to discuss new admissions. On entry to Nursery, some pupils with SEND will already have support from external agencies; the SENCo will liaise with these services to ensure a smooth transition.

Pupils with SEND in Year 5 who either have an Education, Health & Care Plan or are in receipt of High Needs Funding will have a Transition review meeting early in the summer term in order to plan for an appropriate secondary placement. The Monitoring & reviewing Officer from the local authority will always be invited to Year 5 transition reviews.

The SENCo liaises with the school's Admission officer and EMA leader regarding mid-phase admissions.

For Year 6 pupils, the SENCo liaises with Inclusion staff in secondary schools. Where appropriate, particular pupils have individualised transition programmes to facilitate their transfer. These involve additional visits, familiarisation with staff and individual booklets for the pupils.

Approach to teaching pupils with SEND including adaptations and additional equipment

Teaching staff use a wide variety of teaching and learning styles to cater for individual needs.

There are cases when pupils with SEND need, above and beyond what is considered the differentiated National Curriculum, group or individual targets are put in place to meet those pupils' needs and will make use of one of the following:-

- Additional adult support – 1:1 or small group
- Specific intervention groups, such as Wave 3 Literacy or Pre-teaching vocabulary group
- Multi-sensory resources, e.g. visual timetables, Numicon, Colourful Semantics
- Personalised curriculum for pupils with a high level of SEND
- Specialist support in PE lessons has been provided for pupils with a high level of need by Stephen Peaty, Cumberland School.

In school, we have the following specialist resources, designed primarily for pupils with SEND.

Sensory Room

This room is primarily used by children who have identified specific sensory difficulties. The equipment allows the children to explore and experience aspects of communication and relaxation.

Hygiene Room

This room is equipped with a changing table and a disabled toilet. It is used to support children with additional self-care needs.

Rainbow Class

Rainbow Class is a new provision we are developing at Southern Road Primary School to support our higher needs funded pupils. The classroom is organised for children with identified Special Educational Needs who cannot access a full time age appropriate curriculum.

The learning environment is designed to be a calm, distraction free environment that reduces over-stimulation and enables the children to focus on their independent learning as well as accessing specialist group interventions. The SENCos and our SEN specialist support staff support these children with their learning and adapt their timetables when required. Regular specialist advice and guidance from outside agencies is key to the success of how Rainbow Class is developing.

As part of their timetable, pupils who attend Rainbow Class spend regular time in their mainstream classroom accessing Art, Music, DT and PE alongside their peers. Class teachers ensure they plan for the children during these lessons which include time for the teachers to work with them individually. All children in Rainbow Class share playtimes, lunchtimes and singing assemblies alongside their peers.

Staff training

The school endeavours to promote good inclusive practice by providing in-service training, delivered either by the SENCo, school staff or by outside agencies. Wherever possible, staff receive specialist training appropriate to the needs of the pupils with whom they work.

Recent training to support inclusive practices provided:

- Behaviour strategies
- Safeguarding
- Circle Time
- Anti-Bullying
- Academic Resilience (Headstart)
- Epi-pen training
- SCERTS
- Colourful Semantics
- Turnabout programme

The SENCos attend termly SENCo meetings to keep abreast of National and local authority initiatives. They attend courses to extend their own knowledge and expertise within the field of SEND.

What arrangements are made for extra-curricular activities and school trips for pupils with SEND?

All pupils are welcome at breakfast, lunchtime and after-school clubs. Please speak to your child's teacher for more information. Additional adults are available to assist pupils with SEND during clubs where needed.

Southern Road Primary pupils regularly participate in SEND sporting events hosted by Cumberland School.

For all trips, a risk assessment is carried out by the lead staff member. Additional support may be taken to support individual pupils through:

- Visual support e.g. photographs to help prepare a pupil prior to the visit
- In some cases a taxi is booked to transport pupils with mobility issues
- Differentiated tasks during the trip
- Additional adult support
- A parent may accompany their child if there are health and safety considerations

What provision is in place for pupils with social & emotional needs?

- Circle Time
- Positive Behaviour System
- Positive Behaviour Rewards
- Buddy systems in class for new pupils and pupils experiencing difficulties
- Worry folders
- Chill & Chat club
- School counsellor
- Participation in the Headstart Resilience Project

Pupils and parents are consulted when we update our Behaviour and Anti-bullying policies, through Circle Time and assemblies (pupils), questionnaires and meetings (parents).

See also Behaviour Policy and Anti-Bullying Policy

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

- Class teacher
- Emma Jokhan (Special Educational Needs coordinator Tuesday - Friday)
- Naima Ahmed (Special Educational Needs coordinator Monday – Wednesday)
- Surinder Mahil (Admissions & Attendance Officer)
- Gavin MacGregor (Head teacher)
- Jim Demetriou (school counsellor – Tuesday afternoons)
- Madeleine Swan (privately employed Speech & Language therapist – Wednesdays)
- Bronwyn Stuckey (Chair of governors)

Support services

Pupils with specialist support will have SEND support from one or more of the following services based in Newham. The SENCos work closely with professionals from these services to ensure appropriate additional provision for these pupils.

Educational Inclusion Service	Contact Details
Complex Needs and Dyslexia Service	Raj Mistry tel: 020 8475 2311 raj.mistry@newham.gov.uk
Language Communication and Interaction service	Judy Roux tel: 020 8325 4527 judy.roux@newham.gov.uk
Sensory Service	David Canning tel: 020 3373 8372 david.canning@newham.gov.uk
Education Psychology Services	Dewi Hughes tel: 020 3373 2711 dewi.hughes@newham.gov.uk
Behaviour Support Services	Louise Bolton tel: 020 3373 2100 louise.bolton@newham.gov.uk

Health Service	Contact details
Child & Family Consultation Service (CAMHS) York House, Barking Road	0207 055 8400
Speech & Language Therapy Service, West Ham Lane Health Centre	020 82219300
Occupational Therapy Service West Ham Lane Health Centre	0208 586 6480
Physiotherapy Service West Ham Lane Health Centre	0208 586 6380
Child Development Centre West Ham Lane Health Centre	0208 250 7314
Community Health School Nurse Service Newham Dockside	Nursing manager sarah.matin@newham.gov.uk Email schoolhealth@newham.gov.uk for all general enquires.

Children Looked After & SEND

Pupils with SEND who are in the care of the local authority receive the same additional support as other pupils. Children Looked After have a Personal Education Plan created in partnership with the child's social worker.

Complaints

If a parent/carer wishes to make a complaint regarding Special Educational Needs provision or practices, the following procedure should be followed:

<i>Step 1:</i>	A concern or complaint should initially be discussed with the child's class teacher and SENCo.
<i>Step 2</i>	The SENCo will investigate the concern/complaint and gather relevant information. This will then be reported back to the parent/carer. Provision for that child will be reviewed.
<i>Step 3</i>	If the complaint remains, the matter is directed to either the Deputy Head Teacher or Head Teacher. A meeting will take place with the parent/carer, Head Teacher, SENCo to agree strategies
<i>Step 4:</i>	If further action is necessary, the complaint should approach the governing body via the Chair of governors.
<i>Step 5</i>	If the complaints are not satisfied, they are advised to approach the LEA via the school's Monitoring & reviewing Officer.

In the event of a complaint, the school will inform the parent about seeking support from Newham Parent Partnership Service.

Admission of pupils with disabilities, equality and facilities, accessibility

In accordance with Newham's Inclusive policy, Southern Road Primary School believes that all children have an equal entitlement to enter the school. Admission arrangements are therefore the same for children with Special Educational Needs.

In the case of the admission of a known pupil with Special Educational Needs, the following arrangements would take place:

- Additional visits by pupil, parents/carers and support staff if appropriate.
- A staggered admission where appropriate.
- Close liaison and meeting with the previous school and agencies involved.
- Referral to records and any parental concerns.

Please also refer to our Equality Policy and Accessibility Plan.

This policy will be reviewed in November 2018.