



S.E.N.D School Offer (Information Report)



Downsell Primary School
School Offer
Special Educational Needs and Disability
(SEND)

Downsell Primary School is an inclusive school. We ensure that pupils are included in all aspects of the curriculum and other activities that take place.

There are some children who at some point in their school life require additional support to help meet their needs or enhance their learning. The decision to put additional support in place will be made by the school and will be based on many different factors including academic progress and/or assessments undertaken by school staff or external agencies. Parents/carers will be involved at every step and will be asked for their opinion to ensure an outcome that is best for the child is reached. Additional support can also be used to implement a smooth transition between schools or when there may be a problem at home or at school.

Some children will require support for a short time, while others' may need support for a longer time.

Support will be carefully planned and put in place by either school staff or external agencies.

Children who require support in regards of their language acquisition are not considered SEND pupils but they will still require help to access the curriculum so therefore this is reflected in our local offer.

Our School Offer sets out the range of provision and support available to support specifically identified children as and when appropriate.

This Offer is subject to change in light of budgetary constraints and policy review internally and externally.

Strategies to support/develop Numeracy:

- Targeted small group work in class
- Withdrawal of small groups or individual pupils for additional numeracy support
- Use of support resources such as ‘My Maths’
- Use of resources suitable for each unit of maths for each table
- Special needs resource box to support children with specific needs

Strategies to support/develop literacy:

- Small group/individual reading support in class and out of class
- Differentiated phonics groups every day eg Read,Write,Inc
- Additional literacy support within a small group from a teaching assistant
- Reading support from volunteers
- Differentiated and multi-sensory activities
- Handwriting development throughout the school
- Special needs resource box to support children with specific needs
- Resources that are identified for each unit of work provided for each table

Strategies to support/modify behaviour:

- School wide consistent implementation of the school's behaviour policy
- Identification of pupils whose behaviour difficulties are persistent and a barrier to their own learning and that of others'. Provision will include close liaison with parents/carers, home/school diary to ensure daily communication between home and school, plus daily behaviour review by school staff
- Use of rewards charts
- Lunchtime reflection to ensure children are able to reflect on their behaviour
- Access to a learning mentor when referred by class teacher or other adult within the school
- If a pupil's behaviour fails to improve with an in school intervention then referrals can be made to one of the following external agencies: Educational Psychology, General Practitioners, Social Inclusion Support Team, Children and Family Mental Health Service, Early Help Team, Fair Access Panel for referral to a pupil referral unit
- Educational Psychologist will be used in order to refer to Child and Family Mental Health Service and there will be close liaison with parents throughout
- Open door policy for parents

Support/supervision at unstructured times of the day including personal care:

- Trained midday supervisors for KS1 and KS2 in lunch hall/playgrounds

- Midday assistants initiating and supporting activities at lunchtime
- Responsible pupils from KS2 to help in playgrounds
- Lunchtime reflection led by senior leaders, teachers and teaching assistants on a daily basis eg have been referred for inappropriate behaviour or for a medical reason

Strategies/programmes to support Physical needs:

- Assessment by and intervention from an occupational therapist upon referral
- Support from school based staff to help implement programmes from occupational therapist
- Provision of support resources eg writing wedges, pencil grips, weighted pen, keyboards that are accessible for the child eg larger keys etc
- Use of a computer within the remit of the schools budget
- Access to a lift, disabled access and toilets

Access to medical interventions:

- Meetings as necessary between inclusion manager and school nurse
- Appropriate adults trained in First Aid
- Staff training in the administration of support and/or medication for anaphylaxis and EpiPen use
- Liaison by inclusion manager with all medical professionals involved in ongoing treatment
- Folder with photographs of child detailing the child's condition and required medication, severe

medical condition will be displayed in the medical room, exits to playgrounds and classrooms, PE hall, dinner hall

- Individual protocols for children with significant medical needs

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist upon referral
- Additional support and interventions in class and one to one/small group
- Implementation of speech and language programme by teaching assistants

Planning and assessment:

- Class provision map
- Individual targets
- Differentiated learning activities
- Multi-sensory opportunities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils
- Referrals to external agencies as required
- Co-ordinated planning between class teacher and teaching assistant for pupils with SEND
- Regular assessment of progress and achievement against national expectations and individual targets

Engagement with parents/carers- Liaison/Communication with parents

- Opportunities to meet with the teacher at arranged times
- Open door policy to meet class teacher (when not teaching) or senior management
- Regular progress meetings with parents/carers by class teacher and Inclusion Manager
- Team around the child meetings (TAC) convened where a pupil's/family needs are assessed as significant
- Support for parents who have concerns

Arrangement for specialist expertise in and outside school

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professionals reports with parents

Monitoring and evaluating the impact of 'additional and different' arrangements-on progress and outcomes for pupils with SEND:

- Regular pupil progress meetings
- Monitoring of individual targets
- Teacher and TA observations

- Pupil interviews/structured conversation
- Analysing data through in school tracking system
- Regular meetings with parents/carers

Please note

At times the school may be in a position to purchase additional services from the NHS and Local Authority however these are time limited resources and may not be available at every point of the year. They are also subject to change due to budgetary constraints.

Each of the external agencies we use is subject to a waiting time and they have their own criteria for acceptance.

Please also see the link for the Waltham Forest Local Offer

www.walthamforest.gov.uk/Pages/Services/send/localoffer.aspx

To make an appointment to view our school please ring: 0208556 0103