

## **Downsell Primary School Information Report**

### **Special Educational Needs and Disability (SEND) 2018/19**

Downsell Primary School has a broad area of need and has pupils with Communication and Interaction difficulties, Cognition and Learning and Social, Emotional and Mental Health difficulties. At present we don't have any child who has their main need classed as Physical/Sensory.

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 or communicated by parents/carers.

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 school information report.

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.

#### **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 Lead as and when necessary
- Team around the child meetings (TAC) convened where a pupil's/family needs are assessed as significant
- Support for parents who have concerns

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. Our Information Report sets out the range of support/interventions 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.

#### **Assessment and Reviewing**

Regular assessment of progress and achievement against national expectations and individual targets

Termly Class Provision map to show interventions

Termly Individual Provision Maps

### **Arrangements for Supporting children in transition between year groups/schools**

Home visits at nursery/reception level

Individual Provision Maps

All About Me booklet

Extra transition visits to new class/school

Views of parents/carers/children

### **The Approach to teaching children with SEND are as follows:**

#### **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 Numicon
- Use of resources suitable for each unit of maths for each group

#### **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 or other member of staff
- Reading support from volunteers
- Differentiated and multi-sensory activities
- Handwriting development throughout the school
- Special needs resource box to support children with specific needs eg visual timetables
- Resources that are identified for each unit of work provided for each group

#### **Strategies to support/modify behaviour:**

- School wide consistent implementation of the 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

- Individualised behaviour targets
- 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, social skills groups, lego therapy and counsellors for emotional difficulties
- 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, Fair Access Panel for referral to a pupil referral unit
- Educational Psychology reports will be used in order to refer all external agencies and there will be close liaison with parents throughout
- Open door policy for parents

#### **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, 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
- Folder with photographs of child detailing the child's condition and required medication, severe medical condition will be displayed in the medical room, classrooms and in the case of allergies the school kitchen
- 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
- Implementation of speech and language programme by teaching assistants
- Additional support and interventions in class and one to one/small group

#### **Support/supervision at unstructured times of the day including**

- 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

### **The expertise and training of Staff**

At Downsell we have a highly skilled team who have had training in Autism Spectrum Disorder, Downs Syndrome, Speech, Language and Communication knowledge and an awareness of how to implement strategies to help children with general learning difficulties, behavioural difficulties linked to ADHD. We have a policy that encourages continued professional development of all staff.

### **Engagement of All children in activities inside and outside of the school environment**

We are an inclusive school and will give all children the opportunity to participate in all activities. In order to do this a risk assessment will be undertaken and adaptations will be made if possible to suit the needs of the child, where the risk might be too high liaison with parents/carers will take place at every step of the way.

### **Support for improving emotional and social development**

We have two learning mentors at Downsell and we have a student social worker on site to assist with children who are experiencing difficulties with social/emotional situations. We will also have onsite counsellors in the summer term.

Regular communication with parents/carers is also the key to helping children.

Where the need is greater we will refer to CAHMS for a further assessment or the Social Inclusion Support Team. The Early Help team are another form of support too.

### **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
- Maintaining pupil profiles
- Teacher and TA observations
- Pupil interviews/structured conversation
- Analysing data
- Regular meetings with parents/carers

Planning and assessment:

- Class provision map
- Individual targets/provision map

- Differentiated learning activities
- Multi-sensory opportunities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils eg from Educational Psychology, Social Inclusion Support Team etc
- Co-ordinated planning between class teachers' and teaching assistants' for pupils with SEND and use of whole class and individual provision maps

**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, knowledge and understanding of care for pupils with diabetes
- Liaison by Assistant Head for Inclusion with all medical professionals involved in ongoing treatment.

**Arrangements for handling complaints from parents of children with SEND**

The procedure to follow is as follows:

Liaise with your child's class teacher first, if this does not resolve the situation speak to the Inclusion Lead.

If this fails then contact the Head teacher. In the event of a serious difficulty when all else has failed contact the chair of governors for Downsell School. Your last resort if all of this has not worked is to contact the education authority.

**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](http://www.walthamforest.gov.uk/Pages/Services/send/localoffer.aspx)

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

To view our SEND Information Report please click this document:

-SEND Information Report- information report.pdf-