



# SEN Information Report 2018

Reviewed by:	Inclusion Team
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## What is the Local Offer?

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website* - [www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx](http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx) and tells parents/carers how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

### **SEN provision for Children and Young People at Carpenters Primary School**

This is the SEN report for Carpenters school. It describes the arrangements we make that are 'additional and different' for pupils with SEN. This information has been produced together with parents/carers and our children and young people. It will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Carpenters School.

#### **Our Aims and Visions:**

At Carpenters Primary School we aim to:

- Meet the individual needs of every child within the school.
- Help each child to develop to their full potential and ensure they have equal access to the curriculum.
- Support children not only in terms of academic achievement but also in their social, moral, spiritual and physical development.
- Provide a broad, balanced and relevant curriculum which is differentiated to meet a variety of needs and learning styles.
- Promote equal opportunity regardless of race, gender, class or ability.
- Work in partnership with children, parents and carers, link schools, support services and the wider community to support personal development, resilience and life-long learning.
- Create a warm and friendly environment in which everyone feels safe, secure, valued, happy and able to achieve.
- Celebrate our children's achievements with others in a positive and supportive manner.

## Carpenters Primary School Offer

### **Universal** - All children will access:

- Quality first teaching.
- Year group teams to support gap teaching and conferencing.
- A varied curriculum.
- Reasonable adjustments to the environment and equipment for children with disabilities.
- Assessment for learning.
- Personalised target setting.
- After school clubs and educational visits.
- Access to offsite activities.

### **Additional** - Some children with additional SEN needs will access:

- Targeted interventions and support matched to children's needs.
- Individualised target setting.
- Personalised progress tracking and assessment of need.
- Access to flexible working groups.
- Access to additional adult support for specific tasks.

### **Targeted** - A few children with complex or significant needs will access:

- A personalised timetable.
- Access to evidence based specialist programmes.
- Access to specialist services and therapists.
- Access to specialist offsite provision.
- Higher levels of adult support and small group intervention or support.



**More information about Carpenters School's Offer of SEN provision:**

**How does the school know when a child has learning difficulties or special educational needs?**

At Carpenters School, children are identified as having a learning difficulty or a special educational need (SEN) through a variety of ways, including the following:

- Liaison with previous school;
- Information gathered from home visits;
- Child performing below age expected levels - liaise with assessment lead and phase leaders;
- Concerns raised by parent / carer;
- Concerns raised by teacher; for example, a child's behaviour or self-esteem is affecting performance;
- Liaison with external agencies i.e. physical;
- Health diagnosis through paediatrician and other outside agencies.

**How is the curriculum matched to children's needs?**

**What are the schools approaches to variation and how will that help my child?**

- The school focuses on quality first teaching. All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there could be different levels of work set for the class. However, on occasions this can be individually differentiated;
- The benefit of this type of varied curriculum is that all children can access a lesson, learn at their own level and be challenged in their learning.

**How does the school know whether children are making progress?**

As a school we measure children's progress in learning against national and age related expectations.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using national expectations;
- Children who are not making expected progress are identified in pupil progress meetings with the class teacher and a member of the leadership team. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression;
- If the child has not met their targets, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### How are parents/carers informed about how their child is doing?

#### **What opportunities will there be for me to discuss my child's progress?**

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher, phase leader, Inclusion Leader or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can use to help your child at home;
- We believe that your child's education should be a partnership between parents/carers and teachers. Therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs;
- Parent/Carer evenings take place once a term;
- If your child receives high needs funding (HNF) a review will be held annually;
- We operate a home / school link book for identified children which your child will bring home regularly so that comments from parents/carers and teachers can be shared and responded to when needed;
- If your child has complex needs (SEN/D) they may have an Education, Health and Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

### What arrangements does the school make to support children transferring from another school?

- We encourage all new children to visit the school prior to starting and they will be shown around the environment. For children with SEN/D we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We also carry out a visit to see the children in their home environment. For children with SEN/D we would also visit them in their current school.
- A transition plan will be put in place if required to aid a smooth transition.
- We liaise closely with staff when receiving children from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. This could involve a transition meeting in either school.
- Learning Mentor Support will be provided where required/appropriate.
- Children with medical needs will have a care plan put in place in liaison with the school nurse and other professionals.

### How will the school prepare and support children who are transferring to a new school?

- We attend all transition meetings arranged by the new school;
- We have a clear transition plan in place which will include visits, professional meetings and staff from the new school will visit us;
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood;
- We write social stories with children if transition is potentially going to be difficult;
- If your child has complex needs then a professionals meeting will be used as a transition meeting, during which, we will invite staff from both schools and other agencies to attend.

### **Transition to secondary school**

- We attend the yearly borough transition meetings to meet staff from the new school and to pass on information.
- We arrange visits in the summer term to familiarise your child with the new environment;
- We arrange professionals meetings to share information;
- We arrange meetings for you to meet the new staff.

### **How are decisions made about how much support individual children receive?**

- The class teacher, alongside the SENCo and assessment lead, will discuss your child's needs and what support would be most appropriate;
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels;
- We listen to advice given from outside agencies;
- Any support is reviewed half termly through PPMs, annual reviews, phase meetings etc.

### **How does the school know if the extra support is helping pupils to make progress?**

- If the child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels;
- If a child is making the appropriate level of progress;
- By reviewing children's termly targets and ensuring they are being met;
- Verbal feedback from the teacher, parent/carer and child;
- Children may be removed from the SEN register when they have 'caught up' or made sufficient progress.

### **How are parents/carers informed about their child's needs and what support they are receiving?**

- If the school believes that a child may require support and need to be placed on the SEN register, a meeting will be held with the parents/carers and it will be put in writing.
- Parent/Carer evenings;
- Annual review meetings;
- Professionals meetings.

### **How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

#### **What opportunities will there be for me to discuss my child's progress?**

- We offer an open door policy, where you are welcome at any time to make an appointment to meet with either the class teacher, SENCo or phase leader and discuss how your child is getting on. We can offer advice and practical ways that you can use to help your child at home.
- We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- If your child receives higher needs funding or has an educational health care plan (EHC) a review will be held annually and IEP targets will be set throughout the year.

**What expertise and training do the staff who support SEN children have?**

- Staff receive training from professionals in implementing specific programmes such as speech and language and occupational therapy;
- A number of teachers and ESS (educational support staff) are Team Teach trained to support children with behavioural difficulties;
- All of our Educational Support Staff receive ongoing training in delivering all areas of the curriculum when it is required;
- Training is ongoing throughout the year to address the needs of all our children for whole staff and/or individuals;
- Targeted CPD for individuals or groups of staff working with children with specific needs, e.g. autism or dyslexia.

**What specialist support or services does the school access for children with SEN?**

- Our SENCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
  - Language, Communication and Interaction Service (LCIS);
  - Complex Needs and Dyslexia Services (CNDS);
  - Behaviour Support Services;
  - Development Advisory Clinic;
  - Early Help Team;
  - Health including - GPs, school nurse, clinical psychologist and Paediatricians;
  - Speech & language therapists;
  - Occupational therapists and social workers;
  - Educational Psychologists;
  - Sensory Service (visually and hearing impaired);
  - Attendance Management Service;
  - Eleanor Smith Specialist School;
  - Reintegration into Education Team (RIET);
  - Child and Adolescent Mental Health Services (CAMHS);
  - Child and FAMILY Consultation Service (CFCS).

**How are classrooms and other areas of the school adapted to meet children's individual needs?**

- The school site is wheelchair accessible;
- The school is all on one level with ramps at specified fire exits;
- We have a hygiene room which consists of a disabled toilet, shower and hoist;
- We have a sensory room;
- We have access to cooking facilities and other play equipment in Cherry Blossom Room.

**What arrangements are made to support children with SEN taking part in after school activities outside the classroom, including school visits/residential?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits/residential. We will provide the necessary support to ensure that this is successful;

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

### **How does the School support children's overall well-being?**

#### **What is the pastoral, medical and social support available in the school?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children;
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support;
- The school also has an on-site Art Therapist and counsellor who works under the direction of the Deputy Head, with vulnerable children during the school day.
- Identified children have a Personal Emergency Evacuation Plans (PEEP). This ensures that they are safe in the event of an emergency.

### **How does the school prepare their children for their next stage of education and for adult life?**

This may be through:

- Transition meetings between old and new class teacher;
- Targeted work in class - P4C sessions;
- Parent/carer meetings to support parents regarding transition to secondary school;
- If your child receives higher needs funding discussions will take place during annual reviews;
- LA transition meetings.

### **Who should parents/carers contact if they have a complaint about the SEN provision in the School?**

- Class Teacher;
- Phase Leader;
- Annette Turner - SENCo;
- Assistant Headteacher/Inclusion Manager - Miss Curran;
- The Complaints procedure available on the school's website or from the school office.

For more information about the SEN provision at our school you can access the following documents on the school's website:

- Information about how the school is compliant with its duties under the Equalities Act 2010;
- Our school provision map;
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for previous years, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated;
- Details of the school's policies on behaviour, SEN and disability provision.

## Glossary:

SEN - Special Educational Needs  
SEN/D - Special Educational Needs/Disabled  
SENCo - Special Educational Needs Co-ordinator  
ESS - Educational Support Staff  
IEPs - Individual Education Plans  
SEMH - Social, emotional and Mental Health  
RIET- Reintegration into Education Team  
CAMHS - Child and Adolescent Mental Health Services  
DAC -Development Advisory Clinic  
CFCS - Child and Family Consultation Service

### **Here are some of the questions asked by our parents/carers about the SEN provision in our school:**

- How much adult support will my child have?  
Support can differ for individual children. This is discussed with school staff to ensure the right intervention and support is put in place.
- Can my child have the same adult next year?  
The support is discussed before the end of the school year. It may not always be the same adult. Either way a careful transition plan is put in place.
- How will my child be supported on school visits?  
A risk assessment will be put in place. We aim to ensure that all children have access to school trips.
- Can you give my child their medication in school?  
This is discussed on an individual basis. No medication can be given without a care plan being given and medicine being prescribed by a doctor.
- Can my child attend after school clubs?  
This is discussed on an individual basis.
- Can my child attend breakfast club?  
This is discussed on an individual basis
- Will my child get support from outside agencies?  
In discussion with yourself and the SENCo the relevant referrals will be made.

**Here are some of the questions asked by our children and young people about the SEN provision in our**

- Why am I on a behaviour plan?
- Why is Child A going swimming/soft play and I'm not allowed?
- What is wrong with Child A?

*These issues are addressed through whole school assemblies and class discussions or group discussions during P4C. We also address different issues through specific weeks, e.g. anti-bullying week and Jeans for Genes day. The theme this year is 'Differences' with a focus on children with SEN and disability.*