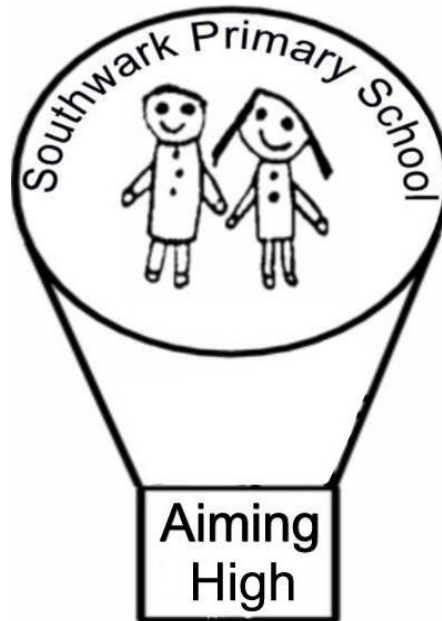


# Southwark Primary School



## SEND Information Report 2016-17

### **Special Educational Needs and Disabilities (SEND) at Southwark**

Southwark Primary School is a mainstream school which welcomes children with special educational needs and disabilities and we will make every effort to provide equal opportunities for all pupils, irrespective of gender, ethnic origin, religion, age, physical ability or academic ability. We believe that every child has an entitlement to a high quality education and full access to the curriculum. The needs of individual children are recognised and met using a variety of approaches and differentiated teaching in partnership with parents and other professionals. Additional information can be found in our SEND policy which is on our school website.

Currently 14.7% of children on role have SEN support which is marginally higher than the national average of 14.4%. In comparison to the local picture, 13.7% of children attending schools in Nottingham benefit from SEN support which is lower than here at Southwark. The percentage of children who have either an EHCP or statement is less than 1% which is significantly below the national average of 2.8%.

The Local offer is that provides information about services and support available from a wide range of agencies in Nottingham. The Local Offer can be found at this address:

<http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page>

### **Who should parents/carers talk to if they have a concern about their child's learning?**

Any concerns should first be raised with your child's class teacher and then a meeting with Miss Donovan, our SEND Inclusion Leader can be arranged.

### **How does our school know if children need extra support?**

There are many ways children are identified as having SEND here at Southwark. These include:

- Discussions with parents who raise a concern about their child’s academic, social or physical progress.
- Discussions with a professional either within or outside of school who may feel a child’s development or progress is cause for concern.
- Daily assessment of learning and behaviours in school
- Half termly reviews of attainment and process which indicates if children are performing below where they are expected to be at their age.
- A report from a doctor indicating a health related issue or diagnosis.

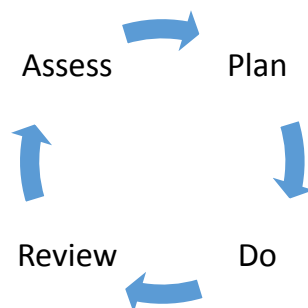
### **What are the areas of SEN needs?**

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

### **What will school do to support my child?**

Your child’s targets will be set and their progress monitored by their class teacher, however they may receive support from teaching assistants, other teachers or agency support workers. The process of providing support is through an Assess, Plan, Do Review cycle:



#### **Assess**

The class teacher, parents and SEND Inclusion leader will discuss the child needs and ensure support is in place to match those needs. Where there is limited improvement with a child’s progress a specialist assessment may be requested (with parental consent) from outside agencies.

#### **Plan**

The interventions and support to be put in place, as well as the expected outcomes and progress will be agreed jointly between parents, class teacher and SEND Inclusion Leader.

#### **Do**

The class teacher, with support from the SEND Inclusion Leader will undertake the implementation of support and interventions which could include: In class support, small group support, 1:1 support, outside agency support.

**Review**

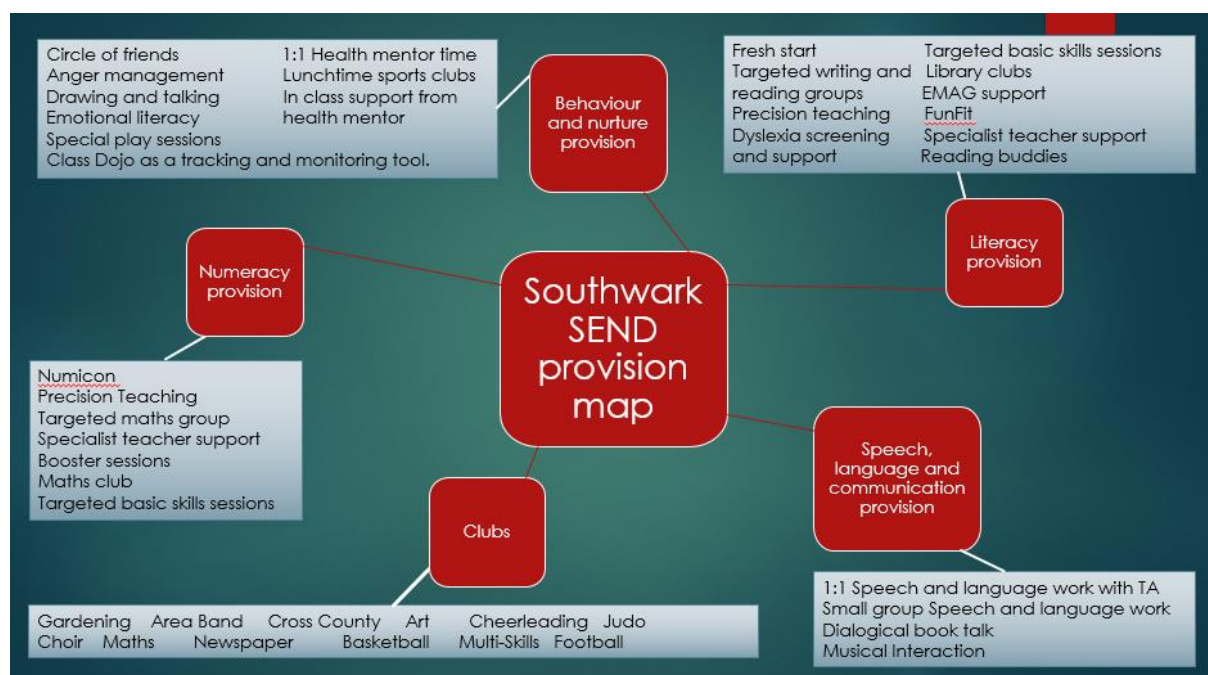
At an agreed point, the class teacher, parents and SEND Inclusion Leader will meet to discuss and review the effectiveness of the support and impact on the child’s progress. Where there is a Statement or Education Health Care Plan in place this will be reviewed as a minimum every 12 months.

**Who will support my child?**

Your child’s class teacher will plan and assess your child’s learning. In conjunction with this, the Inclusion Leader oversees all support and achievement of any child requiring additional support across the whole school. Additional the Inclusion leader supports individual teachers with provision and assessment. Your child will have support from teachers, and may have either small group or individual support from Teaching Assistants, Learning Mentors, Dyslexia Specialist Teachers or Health Mentors.

**How is the decision made about what type and how much support my child will receive?**

The class teacher, parents and Inclusion Leader will discuss the child’s needs and what support would be appropriate and effective. Children will require a different level of support and provision in order to close the gap between where they are and where they should be. There will be on going discussions with parents regarding the provision in place for their child. Children with SEND at Southwark may benefit from a number of interventions which can be put in place. These are shown on the whole school provision map



### **How regularly is support reviewed?**

The interventions are managed and monitored by the Inclusion Leader through Individual Provision Maps which are updated termly. The provision maps highlight individual children's targets and the support put into place to enable children to meet these targets. The impact of this support is also shown on the provision map.

### **How do we know if the support has had a positive impact?**

- Verbal feedback from class teacher, parent and student
- The child is making progress academically against national expectations and the gap between where they were and where they need to be is narrowing.
- By reviewing the child's targets and ensuring they are being met.
- Learning walks, lesson observations, pupil interviews, work trawls and data analysis will all provide evidence that interventions are having a positive impact.

Children may be assessed as no longer needing SEND support when they have reached national expectations, or made sufficient progress.

### **How will my child's learning be matched to his/her ability?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Specific resources and strategies will be used to support your child individually and in groups and lessons will be individually differentiated.

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

Communication with parents is of vital importance here at Southwark. You are very welcome to come in at any time to make an appointment to meet either with class teacher or Inclusion leader to discuss your child's progress. Parents are invited to termly parent's assertive mentoring meetings to discuss achievement, support and targets.

If your child has more complex SEND they may have an Education and Health Care Plan (EHCP) which means that a formal meeting, with the involvement of outside agencies, will take place to discuss your child's achievement and a report will be written.

### **How will my child be able to contribute their views?**

Every child will have termly individual meetings during assertive mentoring and parent's meetings. During this process children have the opportunity to discuss their progress and termly targets with their teacher and parent on a 1:1 basis.

### **How does the school know how well my child is doing?**

The class teachers continually assess each child's strengths and any areas where further support or challenge is needed. Children who are not making expected progress are identified through regular pupil progress meetings which take place between class teachers, Assistant Head Teachers and, where necessary, the SEND Inclusion Leader. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to accelerate their progress.

When the child's SEND targets are reviewed, comments are given against each target to show the progress made. If the child has not fully met the target the reasons for this will be discussed and the target may be adapted into smaller steps or a different approach made be tried to ensure progress is being made.

### **What pastoral care is available?**

Pastoral Care is the support for a child's personal needs or concerns, not necessarily just their academic progress. At Southwark we benefit from three full time Learning Mentors whose role it is to remove children's social and emotional barriers to learning. They use a number of interventions to support children such as anger management programmes, drawing and talking and circle of friends.

Health Mentors within school also support children who would benefit behavior support and they provide 1:1 mentoring at times throughout the school day.

### **How does the school manage the administration of medicines?**

Southwark has a Medical Conditions and Medicine Policy regarding the administration and managing of medicines on the school site. If your child has specific medical needs then please contact either your child's class teacher or the SEND Inclusion leader so support can be put into place. Depending on the specific medical need your child may need a health care plan to be written to inform staff of the specifics of the condition and what must be done to support the needs of your child. Day to day medicines such as antibiotics are not administered by school staff.

### **How are the school governors involved and what are their responsibilities?**

The Inclusion Leader reports to the Governors termly to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. We have a Governor with responsibility for SEND who meets regularly with the SEND Inclusion Leader. The Governors are responsible for agreeing policies which relates to this area of school life.

### **What specialist services and expertise are available or accessed by the school?**

We access support from a range of outside agencies including, but not limited to:

- Speech and Language Therapy
- The Educational Psychology Service
- The Autism Support Team
- Educational Welfare Officers
- Children And Adult Mental Health Service (CAMHS)
- Pediatricians
- The Behaviour Support Team
- Occupational Therapy
- Sensory Impaired Service
- Learning Support Team

### **How are the staff qualified in support children with additional needs?**

Our staff undergo regular professional development and training which includes but is not limited to:

- Dyslexia friendly teaching
- First Aid training
- Training for use of epi pens and training in medical conditions such as epilepsy.
- Signs and symbols training
- We have a Dyslexia specialist teacher who supports staff across the school.
- Precision teaching
- Child Protection

### **How will my child be included in activities outside the classroom including school trips?**

Pupils with SEND will always be entitled to the same experiences and opportunities as all pupils. This includes extra-curricular clubs, educational and residential visits. Where additional support is required, careful consideration will be given to how this can be provided. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Any child, not just those on the SEND register, who are deemed a risk to the safety and well-being of themselves and other children may be restricted access to school trips and visits.

### **How accessible is the school environment?**

The school is in a favourable position in relation to physical access for children with disabilities as the building and the whole site is fully DDA compliant. There are a number of disabled toilets and a lift for full access to the school for wheelchair users.

### **How will the school prepare and support my child to join the school?**

To ensure a smooth transition to school we will:

- Meet your child before they start nursery or reception with home visits.
- Receive and use relevant paperwork from their current setting e.g. any SEND or medical information.
- Arrange visits before your child starts school, for parents and children, which if this happens during the school year will be led by our Admissions Officer.
- Meet with agencies already involved with your child e.g. Speech and Language therapists to discuss their targets

### **How will school prepare and support my child with yearly transitions and transitions to secondary school?**

We understand that changing classes, hubs and schools can be a difficult time for all children and may be particularly so for some children with SEND. We aim to ensure that every transition is as well managed as possible for those children affected. Within school transitions can be daunting and we will support a smooth transition from year groups by:

- Enabling children with SEND to have additional visits to new classes and hubs.

- Teachers to liaise to discuss support in place and any additional support needed for the following year.
- Current teachers will complete a pupil passport for children with SEND to handover to the new class teacher which will include a summary of strengths, difficulties and ways to support that the child will benefit from.

We will support your child's move to secondary school by:

- Organising agency support for transition and extra visits to secondary schools
- Provide information about the needs of your child to their transferring school through meetings and paperwork.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g maps and timetables.
- Invite the year 7 staff and Special Needs teachers from secondary school to come to the last review meeting of year 6.

#### **Who can I contact for further information?**

The first point for contact would be your child's class teacher to share your concerns. If you have any further questions regarding Special Educational Needs then Miss Donovan will be happy to meet with you to answer your questions. To arrange an appointment ring the school office on 0115 9150466.