

George Spicer's SEND Information Report

Update 2017-18

1. How does the school know if my child needs extra help and how will they communicate this to me?

2. Who are the best people to talk to at George Spicer about my child's difficulties with learning/Special Educational Needs?

3. What are the different types of support or strategies that are available for children with SEND at George Spicer?

4. What specific interventions or strategies are on offer at George Spicer?

5. What other support can George Spicer access for me or my child?

6. Who funds the services that my child may access?

7. Who are the staff members supporting children with SEND and what training do they have?

8. How will the teaching be adapted for my child with SEND?

9. How is George Spicer accessible to children with SEND?

10. How will my child be supported when they are leaving George Spicer's or moving on to another class?

11. Questions from parents and answers from SENDCo

1. How does the school know if my child needs extra help and how will they communicate this to me?

The school regularly monitors all children's attainment and progress through:

- Daily monitoring & assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings with the Senior Leadership Team.
- Termly meetings with Inclusion Manager/SENDCo
- Parents evening/discussions with parents

We will communicate this with you by:

- Parents' consultation day and evenings.
- Seeing parents at the end of the day
- Organise meetings if concerns have been raised usually arranged by the Inclusion Manager/SENDCo in conjunction with the Class Teacher.

2. Who are the best people to talk to at George Spicer about my child's difficulties with learning/Special Educational Needs?

The initial point of contact should be your child's class teacher. The class teacher will always seek advice where necessary from our Inclusion Manager, SENDCo (Special Educational Needs and Disabilities Co-ordinator) or the year groups Leaders of Learning.

The Class teacher is responsible for:

- Monitoring the progress of your child and planning for any additional help you child may need.
- Delivering and adapting a differentiated curriculum
- Writing Learning Support plans, sharing and reviewing these with parents once a term. Overseen by SENDCo
- Ensuring the schools SEND policy is followed in their classroom

The Leader of Learning is responsible for:

- Overseeing the progress of the year group and ensuring *every* child makes progress

The SENDCo and Inclusion Manager is responsible for:

- Co-ordinating all the support for children with SEND.

	<ul style="list-style-type: none"> • Developing the school's SEND policy • Ensuing that you as a parent/carer are: <ul style="list-style-type: none"> ▪ involved in supporting your child's learning ▪ kept informed of your child's progress ▪ involved in reviewing how they are doing through termly LSP review meetings • Liaising with other people who will support your child i.e. Speech and Language Therapist, Educational Psychologist etc • Updating the SEND register and keeping records of your child's progress, needs and support • Providing specialist support for staff so they can help children with SEND make progress • <p>The Head teacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND • Will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND <p>The SEN governor is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports from the Head teacher •
<p>3. What are the different types of support or strategies that are available for children with SEND at George Spicer?</p>	<p>First and foremost, your child should receive consistently good teaching in the classroom on a daily basis – this is also known as 'Quality First Teaching'.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • All teaching builds on what your child already knows. • Different ways of teaching are in place: mixed ability groups; working in pairs; independent working; ability grouping. • Specific strategies are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have identified what to implement to support them to make better progress. <p>Some children will benefit from working in a smaller group of children on specific work to help them make progress. These groups, (often called 'Intervention groups') may be;</p>

- Run in the classroom or outside the classroom
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

Some children will need to be referred to an external professional so that we can access support and advice from them.

- This is usually the case when first quality teaching and intervention groups have not helped your child make enough progress.
- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, Speech and Language Therapists or Occupational Therapists.

Waiting lists for these professionals can be long and so it is advisable to refer your child as soon as you feel it necessary. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.

When the referral has been made, the professional will make an appointment to assess your child. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professionals
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Some children may need more specified individual support beyond that already provided by the school.

This can be provided by requesting a statutory assessment from the local authority in which you live

Follow link below to see the Enfield Local Offer

www.enfield.gov.uk/SEND

This support is usually provided via a Statement of Special Educational Needs (or what will be known as an Education, Health and Care Plan (EHCP), from 1st September 2014). This means your child will have been identified by the class teacher/SENDCo/Inclusion Manager as needing a particularly high level of learning or small group teaching. This means that the school needs additional financial support from the Local Authority (LA) to enable your child's outcomes to be met.

For your child this would mean:

- The school (**or you**) can request that the LA carry out a statutory assessment of your child's needs. This is a legal

	<p>process which sets out the amount of support that will be provided for your child to enable them to reach their desired outcomes.</p> <ul style="list-style-type: none"> • After the school (or you) have sent in the request, including a lot of information about your child, the LA will decide whether they think your child's outcomes are not being met (based on the paperwork) and therefore require a statutory assessment. They will ask you and all the professionals involved to write a report outlining what would be required to enable your child to meet their desired outcomes. If they do not think your child needs an EHC Plan, they will not carry out a statutory assessment but will ask the school to continue with the support already provided. • If the statutory assessment is going ahead, after the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional financial support in school to enable them to make good progress. If this is the case the LA will write an EHC Plan. If not they will recommend the school continue with the support already provided. <p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more support in school than the school's budget can provide •
<p>4. What specific interventions or strategies are on offer at George Spicer?</p>	<p>Children would not be put into any intervention without discussion first with you as parents. Not all interventions are suitable for every child as they may have specific criteria they may need to meet.</p> <p>Behaviour and Emotional</p> <ul style="list-style-type: none"> • Use of talk partners during lesson times. • Peer mentors - for identified children generally during play-times • Play leaders - facilitating and supporting games in the playground • Three Learning Mentors • Support from external agencies (Behavioural Support Service BSS) - this is accessed when the child needs more specialist help • Whole school system - Right time • Positive behaviour strategies - Star of the week assembly • Class charters - in line with RRS school • Playground charter - in line with RRS school • School charter - in line with RRS school • Lunch hall charter - in line with RRS school • Home-school behaviour contract • Lunchtime club to support children who find the playground challenging

Speech, Language and social skills

- Interventions from Speech and Language Therapy Service
- Implementation of their programmes by trained TAs
- Support from a member of staff trained in speech and language strategies
- LASS intervention (Language and social skills for Reception)
- Colourful Semantics used in Reception and Year 1 - whole class
- Communication in print
- Symbols and pictures to aid comprehension
- Small group social skills - turn taking, discussions, playing fairly
- Visual timetables
- Use of recording equipment

Literacy (Reading, writing, spelling)

- Daily Supported Reading in year 1
- Daily Supported Reading in later part of Reception
- Daily Supported Reading in KS2 as intervention
- Rainbow letters
- Toe-by-Toe
- Small group support in class through Guided Reading by teacher
- SEND friendly resources - coloured acetates, coloured paper, bigger lines, pictures, word mats, use of ICT
- Awareness of learning styles - Visual, auditory and kinaesthetic approach
- Daily 1-1 reading for those that need it

Numeracy

- 1st class @ number - intervention
- 2nd class @ number - intervention
- 5 minute box - 1-1 intervention
- Small group work

Physical development (including Medical needs)

- Two Welfare Assistants
- Access to the school nurse
- Referral to OT

	<ul style="list-style-type: none"> • Referral to Physio • Finger grips • Posture cushions • Writing slops • Weighted equipment • Sensory room for KS2 • Sensory room for KS1 • Implementation of Care Plans - With the Welfare Assistants
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5. What other support can George Spicer access for me or my child?

As a school we can make referrals to some outside agencies or give you information regarding other services available to you and your child depending on the need. Most of these referrals are made by completing an Early Help Form which will be completed with yourself and a member of the inclusion team

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Appointments can be made via the school office.
- The SENDCo/Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- LSP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- Once termly where possible, coffee mornings with the Learning Mentors.

Useful parental agencies:

Enfield Local Authority Local Offer	The Local Authority has set out its own local offer	www.enfield.gov.uk/SEND
Enfield Parent Partnership Service	The parent partnership gives free, independent, confidential and impartial advice and support to parents and carers.	Phone: 0208 373 2700 enquires@enfieldparents.org.uk
Our Voice	A parent-led organisation seeking to improve services for children with disabilities in Enfield.	Phone: 07516 662315 info@ourvoiceenfield.org.uk

	Contact a family	Contact a family is the only national charity that exist to support the families of disabled children whatever their condition or disability	Phone: 0207 608 8701 www.cafamily.org.uk info@cafamily.org.uk
	Council for Disabled Children	CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.	Phone: 0207 843 1900
	IPSEA (Independent Parental Special Education Advice)	A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers.	Phone: 0800 018 4016
	Home-start Enfield	Home-start supports families with at least one child under the age of five, with a focus on vulnerable children, by offering practical and emotional support, either in the family's own home and/or with group work.	Phone: 0208 373 2716 admin@homestart-enfield.org.uk
	Community Parent Support Service	The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 dealing with concerns and issues before they escalate and become a problem.	Phone: 0208 372 1500
	Bishop Harvey Family Service	'BHFS' [the North London therapeutic family service of Catholic Children's Society], provides help to children, teenagers and their families experiencing behavioural and emotional difficulties.	Phone: 0208 883 7826
	ConnectEd North	ConnectEd North delivers a range of therapeutic services.	Phone: 0208 969 5305
	Informed Families (IF)	Enfield's Family Information Service - run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service.	www.enfield.gov.uk/if
6. Who funds the services that my child may access?	<p>Directly funded by the School:</p> <ul style="list-style-type: none"> • Booster teachers in a various year groups to support learning. • 1 TA for every class in the school to enable intervention work and groups to take place. • A full time Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent • LASS Language and Social Skills in Reception • Additional Educational Psychologist visits • Full time Speech and Language Teaching Assistant • Part time maths intervention Teaching Assistant 		

	<p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Behavioural support services • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • EYSI Team - Early Years Social Inclusion <p>Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:</p> <ul style="list-style-type: none"> • School Nurse who can advise about medical needs of the children • Occupational Therapy • Physiotherapy <p>Provided and paid for by the LA and also Health and provided outside of school:</p> <ul style="list-style-type: none"> • CAMHS Child and Adolescent Mental Health Service
<p>7. Who are the staff members supporting children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENDCO and Inclusion Manager's job is to support the class teacher in planning for children with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton provided by the EYSI team. • We run whole school training on SEND issues such as ASD, specific learning difficulties and speech and language difficulties. • Outside experts such as EP, OT, SALT provide teachers with expert advice to help support children who have been assessed in school •
<p>8. How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • All 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. • Teaching Assistants with the relevant and appropriate training can adapt the teachers' planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Personalised Curriculums and timetables are written to support your child which means sometimes they will work with the rest of the class and at other times they will work on a parallel curriculum individually or with a small group of children working at a similar level. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

<p>9. How is George Spicer accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The KS1 building is all on one level; the KS2 building has a ramp leading to the ground floor. • Disabled toilet facilities are available with a shower • We ensure that equipment used is accessible to all children regardless of their needs. • Before and after school provision is accessible to all children including those with SEND • A sensory room is available for those children who would benefit from it. • Tables and chairs at the appropriate heights. • Blinds at windows • Visual timetables • Extra-curricular activities are accessible for children with SEND
<p>10. How will my child be supported when they are leaving George Spicer's or moving on to another class?</p>	<p>When moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENDCO/Inclusion Manager and pass on all relevant information • We will send your child's records over as soon as possible <p>When moving classes in school:</p> <ul style="list-style-type: none"> • In the summer term your child's current and future class teachers will meet to do a proper handover. • All the children will have time in their new class with their new teacher. • If needed your child will spend extra time visiting their new class and teacher. • If needed your child will be given a transition book with photographs of his new teacher and classroom for them to look at over the half term. <p>In year 6:</p> <ul style="list-style-type: none"> • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school • If required the SENDCO/Inclusion Manager will attend secondary transition meetings to discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead in the classroom • Your child will have the opportunity to attend a transition group with other year 6 pupils to discuss some of the worries and issues facing them.
<p>11. Questions from parents and questions from</p>	<p><i>Q. How open will teachers be with parents if they think their child has SEND?</i></p> <p>A. Teachers will always be honest and open with parents about any difficulties your child is having in school. As teachers we are unable to offer a diagnosis for a child but will always discuss any concerns we may have with you and ask for your input as well.</p>

SENDCo:

Q. When will my child be starting supporting groups?

A. We try where possible to start new groups at the beginning of the term but this will be discussed with you before your child starts any group.

Q. How often will there be a review regarding their experience on completion of intervention groups?

A. Studies have shown that an intervention needs to run for 12 weeks for impact to be shown. Once this 12 week period is up we then review the impact of the group and this is discussed with the Headship team and yourselves. If it has been successful your child does not need to carry on. If not, we look at alternative interventions or next steps.

Q. If you are not happy with the support offered, where can I get help from if not the school?

A. We would always encourage discussions within the school if you are unhappy with any aspect of your child's education. If you are not happy with the support please speak to your class teacher, Leader of Learning, SENDCo and finally a member of the Headship team. If you still wish to speak to someone outside of the school please follow the link for the Enfield Local Offer above and this will tell you which relevant services are available for you to access in the borough.

Q. Are parent helpers advised of any particular disabilities to ensure safeguarding of children?

A. Anyone that works in the classroom will be told of a child's particular need but only if they need to know for example to keep the child safe, or to support them in their learning. The importance of confidentiality is discussed with every person who enters the classroom.