



West Acton Information Report for SEND 2018

Special Education Needs and/or Disability (SEND)

Below are some frequently asked questions regarding the provision for pupils with SEND at West Acton Primary School

1. Who should I talk to at West Acton about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns since he or she is the person who works with your child the most.
- It is likely that the class teacher will have discussed your concerns with Ms Lucas, the Special Educational Needs Co-ordinator (SENCo) and/or Mrs Ives, the Deputy Head Teacher for Inclusion . You may wish to arrange a meeting with either of them via the school office

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The Deputy for Inclusion or SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

- At West Acton Primary we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and/or SENCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has an Education, Health and Care Plan (EHCP) you and your child will also be able to share your views at the Annual Review.

4. How does West Acton Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At West Acton we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.
- We regularly review the school training schedule and are committed to continued professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Ealing Education Centre, Speech and Language Therapy, Occupational Health therapy, Specialists SEND Outreach teachers, Institute of Education as well as specialist consultants.
- In response to particular needs, individual training is arranged as necessary.

5. How will the curriculum and the school environment meet my child's needs?

- At West Acton we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will, when necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical needs**

More information about the four areas of needs is included at the end of this information report on page 10

At West Acton we have a 3 tiered approach to supporting a child's learning.

1) **Universal** (All) – This is the Quality First Teaching (QFT) your child will receive from his/her class teacher and will include some adaptations to match learning needs.

2) **Targeted** - A differentiated targeted curriculum and QFT.

It may be appropriate to consider making 'additional or different' short term special educational provision to remove or reduce barriers to your child's learning.

This term has a graduated four part approach;

- **Assess** your child's needs,
- **Plan** the most effective and appropriate intervention,
- **Do** or, provide the intervention and,
- **Review** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or, small group interventions may be run outside the classroom. These programmes are time limited to minimise disruption to the regular curriculum.

West Acton Primary currently provides interventions to support the following areas: Social & Communication skills; Reading; Writing; Phonics; Comprehension skills; Maths; Physical Development (Fine motor and Gross motor skills)

3) **Specialist** – It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an Education and Health Care Plan (EHC Plan).

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.
- External agencies and specialists may also review your child's progress and adapt their provision accordingly.
- We encourage parents to help in this process through supporting their child, making links between home and school learning and celebrating their success.

8. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- The class teacher, SENCo or Deputy for Inclusion may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child ie. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.
- We encourage parents and carers to approach us if they need further help supporting their child's learning. This is a collaborative partnership.
- At West Acton we run a variety of parent workshops around topics such as phonics, reading, communication and behaviour which aim to support parents in helping their children with learning

9. How is support allocated to children and how do they move between the different levels of support in school?

- West Acton receives funding from the local authority . These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher, Deputy for Inclusion and SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

10. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.

- The impact of the support given is measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial.
- We encourage you and your child to be actively involved at all stages of this support and to contribute to the review process. You are welcome to contact the class teacher for an update on progress.

11. What support will there be for my child's happiness and well-being at school?

- At West Acton we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously and are committed to ensuring that every individual child feels happy, safe and secure.
- We have a Pupil and Family worker, Ruth Cullinan, who is available to support parent/carers and children throughout the week.
- We also have a counsellor Lia Younes who is in school on Mondays and is available to support both parent/carers and children
- You can be confident that your child's class teacher is available to provide support to match your child's needs (assisted by the SENCo or Deputy for Inclusion).
- You should also feel free to contact your child's class teacher if you have any concerns.

12. How is my child included in all the same activities as his/her peers at school?

- West Acton is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.
- At West Acton, if an intervention programme is required outside the classroom, we examine the timetable carefully and make every effort to avoid interruption.

13. What is an EHC Plan and who can request one for my child?

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place a statutory assessment may be considered.

The purpose of an Education, Health and Care Plan (EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,

- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, can request that the local authority conduct an assessment of your child's needs. If the local authority deems the child needs additional funding for support then the assessment may lead to an EHC Plan.

<http://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/site.page?id=ptYI8Hje4s0>

14. What happens if my child has a Statement already?

- It is expected that all existing statements will be transferred to the new EHC Plan system by April 2018.
- This will be done in collaboration with you, the school and the local authority at a suitable transition time ie. moving to a new phase of education.

15. How will West Acton support my child in transition stages? (to/from another school)

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school and, settle in quickly. Children may also have an opportunity to visit the school beforehand.
- While at West Acton we take care to ensure that during transition points (between classes each year and at the end of Key Stages) staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings between staff are conducted at transition points and your child will spend time with new staff to ensure continuity. In some cases, a book to support this transition is made with them.
- West Acton makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school. If needed we can include ways to support a child to have a more settled move to a new school eg. Organising some extra visits to the school etc.
- If your child moves to another school we pass on school records to the new school. If a child has SEN we also liaise with the SENCo to handover and clarify any information necessary.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

16. Which agencies/services does the school work with?

West Acton works with many different agencies and professionals to support a children's needs:

Service
<p>➤ Ealing Educational Psychology Service Tel: 0208 825 5050</p> <p>https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=taV36bzyQrA</p> <p>Our school Educational Psychologist is Seymeen Khairdin who is based at Carmelita House in Ealing</p>
<p>➤ Counsellor</p> <p>Our school Counsellor is Lia Younes. She works with us on Mondays and can be contacted via the school office or through the Deputy for Inclusion Mrs Ives.</p>
<p>➤ Child Development Team Tel: 0208 825 8712</p> <p>https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=sVVlyjdi1fM</p> <p>The child development team consists of paediatricians, specialist health visitors, dieticians and therapists</p>
<p>➤ Ealing Speech and Language Therapy Tel: 0208 825 8856</p> <p>https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=jEvPsTV_LRU</p> <p>Our Speech and Language Therapists are Nathalie Fairhurst, Kate Palmer and Pinkie Uddin</p>
<p>➤ Ealing Occupational Therapy Service Tel: 0208 825 8700</p> <p>https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=TnNwGxtCtJY</p> <p>Occupational Therapists visit the school and some pupils attend the Occupational Therapy Clinic at Carmelita House</p>
<p>➤ School Nurse Tel: 0208 383 5438</p>

Our school nurse is Jill Bell. She is based at Acton Health Centre

- Child and Adolescent Mental Health Service (CAMHS)
Tel: 0208 354 8160

<http://www.westlondoncamhs.nhs.uk/>

CAMHS provide support and specialist assessment for mental health, emotional well-being and behavioural difficulties for children up to the age of 18

- Autism Outreach

Dawn Clegg from Springhallow School visits pupils at school and provides support and training

- Primary Behaviour Team

This service provides outreach support to schools for pupils who have behaviour difficulties. Advice and strategies are shared with staff and parents.

- SENS Support Team for hearing impairment, visual impairment and physical disability
0208 825 7000

https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=kcSctsLdc_o&localofferchannel=5-10

- Family Information Service (FIS)
0208 825 5588

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=SGAntUiftO8&localofferchannel=3-1>

Offers information, advice and guidance on local services

- ISAID – Impartial Support, Advice and Information about Disability and Special Educational Needs (formerly known as Continyou)
Tel: 0208 280 2251

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=I-VLX650d-0&localofferchannel=3-1>

Offers free advice, information and support to parents and carers of children with Special Educational Needs and Disabilities in Ealing

➤ **SAFE Team- Supportive Action for Families in Ealing**
Tel: 0208 825 5080

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=TEFYG50iN-4&localofferchannel=3-1>

The SAFE team provide information, advice and guidance to accessing the appropriate support needed

Ealing Local Offer for SEND go to:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>

SEND Areas of Need

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty in attending in whole class. Interaction may not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

Understanding/Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and basic language needed to aid their understanding.

Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/Conversations may be difficult to follow, with the need to request clarification. Some immaturities in the speech sound system. Grammar and phonological awareness still fairly poor and therefore literacy development can be affected.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem solving and concept development skills
- Fine and Gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia

Social, emotional and mental health difficulties

May have difficulties with social, emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

Sensory and/or physical needs

These pupils may have a medical or genetic condition that could lead to:

- Specific medical conditions
- Gross/Fine motor skills
- Visual/Hearing impairment
- Accessing the curriculum without adaptation

- Physically accessing the building and/or equipment
- Oversensitivity to noise/smells/light/touch/taste
- Toileting/self-care