



SEND information report

September 2018

(Special Educational Needs and Disability (SEND) Information Report

Elsley's Mission Statement

Together we share, learn, achieve, and respect-ourselves, one another and our world.

At Elsley Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive, stimulating atmosphere, which values each pupil and encourages them to achieve their full potential as well as being in line with the **Special Educational Needs and disability (SEND) January 2015 Code of Practice: 0-25 years**

What kinds of needs can be supported at our school?

Pupils with every type of need are supported at our school and we make our best efforts to ensure that every pupil in our school makes good progress and is well prepared for adulthood. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for pupils with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, Sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

We may approach other external professionals (such as a speech and language therapist) if we feel that pupils need additional help to meet their needs in school. We may also need to recruit staff or buy specialist equipment in order to support a pupil with SEND.

Who can I talk to about my child's Special Educational Needs?

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the Assistant Headteacher and Assistant Headteacher for Inclusion as necessary.
- Writing your child's Provisions onto Provision Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/program for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Assistant Headteacher for Inclusion: Mrs H Kansara Gadhvi

Responsible for:

- Coordinating all the support for pupil with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Headteacher: Mr R Moss

Deputy Headteachers: Mrs S Sayed and Mrs K Mulji

Responsible for:

- The day to day management of all aspects of the school, this includes the support for pupils with SEND.
- The Headteacher will give responsibility to the Assistant Headteacher for Inclusion and class teachers but is still responsible for ensuring that your pupil's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Inclusion Governors: Elizabeth Okpe and Cassie Lloyd Perrin

Responsible for:

- Making sure that the necessary support is made for any pupil who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

How are pupil's needs identified?

All pupils are different, at Elsley Primary School we spend time identifying the needs of all pupils whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all pupils settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a pupil might have a Special Educational Need then a meeting with parents (and the pupil if appropriate) will always be arranged to investigate the needs further before the pupil is identified as having a SEND.

How are pupil's needs identified before they start at our school?

- Parent information meetings – please share information on your child's SEND needs when you meet with the school to arrange your pupil's induction.
- Work with previous schools or educational settings – all school records are passed on to us and the Assistant Headteacher for Inclusion and class teacher looks at them carefully. If we feel there is a pupil with SEND who will be moving to our school then we will contact the previous school to get further information.

How are pupil's needs identified at our school?

If Pupils are concerned they can share their worries through:

- Informal chats with teachers
- Circle time
- Individual in-class systems such as a 'worry box' where pupils can place notes to the teacher with their concerns
- Informal chats to other adults who support pupils such as: Teaching Assistants, Welfare Officer or the Family Support Worker

If a Parent has concerns:

- Talking to the class teacher - If at any time you are concerned about your child please arrange an appointment with your child's class teacher as soon as possible. If you cannot get into school an initial phone call or letter is a good start in letting us know.
- Parent consultation evenings - We hold 2 parent meetings per year to discuss the progress of our pupils. Please use these meetings to voice any concerns you may have. We can extend the time of these meetings for parents of pupils with SEND so that we have more time to discuss the needs of each pupil and the effectiveness of the support in place.
- If at any time you are concerned about your child you are welcome to speak to the Assistant Headteacher for Inclusion. Please contact the school office to arrange a meeting.

Teacher assessments

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil every half-term, in order to ensure that all pupils are making good progress and achieving targets. If a pupil is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and your child so that we can plan support.

For some pupils we may use the support of external specialists such as a Speech and Language Therapist. The Speech and Language Therapist supports us in identifying the speech and language needs of our pupils using a range of specialist assessments.

What are school's procedures for making provision for pupils with SEND whether or not they have Education, Health and Care Plans?

Once a pupil's needs have been identified, their class teacher together with the pupil, pupil's parents and Assistant Headteacher for Inclusion will discuss what specific targets the pupil will work towards and the

best ways forward to support them. This information will be entered onto a provision map half-termly and will be shared with parents.

How do we evaluate the effectiveness of provision for pupils with SEND?

- use of a provision map to measure progress and achievement
- evaluation of Individual targets and provision termly
- use of assessment information and progress rates using pre and post intervention data
- use of attainment and progress data for pupils with SEND across the school as part of whole school tracking of pupils progress termly
- use of pupil/parents interviews
- monitoring by Assistant Headteacher for Inclusion through observations in class, discussions with staff and meetings with any relevant external agencies

What are our arrangements for assessing and reviewing the progress of pupil with SEND?

- our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school
- evaluation of individual provision termly
- tracking of pupil progress
- progress of pupil with speech and language needs is assessed and reviewed regularly throughout the year by the speech and language therapist service; commissioned through Brent
- a cycle of consultation meetings, takes place throughout the year for pupil involved with our Educational Psychology service
- an Annual Review is held for pupils holding Statements of Special Educational Needs or EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when pupils are assessed by the Assistant Headteacher for Inclusion or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets
- when assessing pupils with SEND , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a pupil's progress are discussed with the Assistant Headteacher for Inclusion and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

How do we adapt the curriculum and learning environment?

The curriculum is adapted and differentiated to meet the needs of all pupils. This means that the learning can be broken down into smaller steps which are manageable for the pupil.

Differentiation may occur by:

- Grouping (e.g. small group, 1:1, ability, peer partners)
- Content of the lesson
- Teaching style (taking into account that pupil may be visual, auditory or kinaesthetic learners)
- Lesson format (e.g. role-play, discovery learning)
- Pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping etc)
- Outcomes expected from individual pupil
- Materials used
- Support level provided
- Provision of alternative location for completion of work.

At Elsley Primary, we believe that the learning environment should be positive, welcoming and supportive to the pupil's learning. The learning environment stimulates their curiosity, interests and motivates them to learn. To do this, we undertake regular 'learning walks' to look at the learning environment and discuss improvements with the class teachers. Some pupils are visual learners so may have support such as a visual timetable so they are more aware of their lessons throughout the day.

We endeavour to ensure that all classrooms are pupil friendly according to the particular need of the pupil including:

- use of labelled resources
- word walls / prompt mats/
- Highlighting/ coloured pens for writing
- Interactive boards
- Individual resources (e.g. number lines, 100 squares, phonic prompts)
- Alternative means of recording
- Writing frames or boards
- Modelled and shared writing opportunities

We also endeavour to ensure that all classrooms are pupil friendly, including:

- Use of visual timetables
- Personalised timetables and prompt/sequence cards
- Visual schedules
- Quiet work stations
- Pictorially labelled resources.
- Reward charts

Looked After Children (LAC):

- We regularly meet with the Local Authority to ensure that learning needs are met for Looked After Children
- Targets are made with the pupil and carer's views

What extra-curricular activities can my child participate in?

- We make sure that whenever possible, activities outside the classroom and school trips are available to all pupils.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers may be invited to accompany their child on a school trip if this ensures access.
- 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
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What skills and training do our staff have?

Class Teachers are an integral part of the learning for all pupils and have had training in the following areas: Autism, Circle Time, Dyslexia Skills and Speech and Language.

The school employs 1 HLTA as well as Teaching Assistants who are trained to deliver a range of interventions on a small group and 1:1 basis.

The Assistant Headteacher for Inclusion has completed the required NASENCO Accreditation and is part of the school's senior leadership team. Teachers meet regularly with the Assistant Headteacher for Inclusion where general support and advice is given with regard to the implementation of specific programmes, creation and monitoring of Individual Provision and tracking of pupils with SEND. Our Assistant Headteacher for Inclusion also attends Network meetings throughout the year, organised by the Local Authority, to support Special Educational Needs Coordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and share information regarding current practice to colleagues in our school.

We have a variety of skills in our Teaching Assistants depending on their job. Teaching Assistants have had training in the following areas: Autism, Speech and Language, Visual Impairment, Dyslexia Skills, Talk Boost, First Class @ Number, using concrete resources such as Numicon, Reading support, Writing support, Nurturing Group and Makaton.

How do we work in partnership with parents of children with SEND?

We try and work closely with all our parents to ensure that children are happy and make progress. Working in partnership with parents of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Have an open door policy so that parents can make appointments to see the class teachers, Assistant Headteacher, Family Support Worker and Assistant Headteacher for Inclusion when they are concerned and would like a longer discussion.
- Option to extend the termly parents meetings so that a more thorough discussion about a pupil can take place and the desired outcomes that we are all working towards can be agreed.
- Include the progress a pupil with SEND has made towards their desired outcomes in their annual report and in termly reviews.
- For any pupil with an EHC plan and for some pupil with more complex SEND the school will work with parents and pupil to draw up a “one page SEND profile” that describes a pupil’s needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their pupil and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any pupil with an EHC plan or Statement.

How do we enable pupils with SEND to make decisions about their education?

We value the voice of our pupils and encourage them, including those with SEND, to make decisions about their education. All pupils are expected to evaluate their own learning and discuss their needs with their teacher. For pupils with an EHCP, discussions about learning take place where, ‘individual support plans’ are set. These are reviewed on a regular basis by pupils, parents and class teachers. Targets on individual support plans are made to be short, clear steps which will support pupils to make progress in their learning. We do this in school through:

- Target setting and reviewing with children on individual support plans (Pupils with EHCP)
- asking questions in lessons
- self-reflection
- self-assessment
- Pupils with EHCP (Education, Health, Care plans) are invited to Annual Review meetings to share their views on their learning.

Pupils with SEND support

In addition, pupils with SEND support receive targeted support such as small group interventions. The outcomes and the additional support needed to help the pupil achieve them are recorded termly as a plan on our school provision map.

Pupils with an EHC plan or statement

In addition to termly parents meetings, we also hold an Annual Review meeting. We work with the parents and pupils to invite all the people needed in order to review the progress made against the outcomes in the EHC plan/Statement. We include the pupil’s views in this meeting as their voice is highly valuable. Pupils and parents are able to share up to date information that is presented to the meeting at the beginning of any discussion. This will include any information that the pupil wishes to share (with the adults involved) and important information about their happiness and aims in life. Pupils can attend the whole of the Annual Review meeting if they wish – or just state their views.

How do we help pupils when they move to our school or between phases in our school?

Before any pupil moves to our school, we try and find out as much about them as possible to help them settle in quickly. Our new pupils have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect.

Before entry to Nursery or Reception (classes for pupils aged between 3 and 5 years)

Before starting Nursery and Reception, members of the Early Years Staff like to meet all our pupils and families. These meetings help us to work with parents and pupils to identify the needs of the pupils in a familiar environment before they come to school. We can then plan together to help your child settle into school life happily and become successful learners.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- Pupils have the opportunity to visit their new classroom
- Transition between Teaching Assistant's from current to new year group happens during the end of summer term and at the beginning of the new academic term. Your child will work closely within this transition, in order for consistency, boundaries and routines to follow, ensuring a settled start to their new class environment.
- If your child would be helped by a transition book to support them understand moving on then it will be made with them.

Before entry to High School at 11 years old (also known as Secondary school, Year 7 - Year 11 or Key stage 3)

As soon as we know which High School your child will be moving on to, we start to arrange transition meetings. These help to ensure the Secondary Schools are able to plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

How do we help pupils when they move to another school?

Whenever any pupil moves to another school we always pass on school records to the new school.

If a pupil has SEND we also:

- Pass on SEND records to the new school including SEND support plans, or EHC plans and 'one page SEND profiles' drawn up.
- Liaise with the Assistant Headteacher for Inclusion/ year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a pupil to have a settled move to a new school through their SEND support plan or EHC plan. For example, we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. drawing maps of the new school and/or working on a new one page SEND profile for the new school.
- If possible, we invite the new school to the last annual review of a pupil with an EHC plan and a transition plan can be set up as part of this meeting.

Where is the information on the Brent's local offer published?

The SEND local offer gives information of the services and provision that are available in Brent to support children and their families

<https://www.brent.gov.uk/localoffer>

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's class teacher. If you still feel concerned then please contact the Assistant Headteacher for Inclusion or Assistant Headteacher to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Headteacher. An appointment can be made via the school office, or a message can be left asking him to call you with some brief details as to what it is regarding if possible. If you are still unhappy despite all these discussions then you can complain to the Chair of Governors c/o the following address: Elsley Primary School, Tokyngton Avenue, Wembley, HA9 6HT.

Ratified by *Governors* October 2018

Review Date: October 2019