



Flying High At Hawksmoor

SEND INFORMATION REPORT/SCHOOL BASED LOCAL OFFER 2018/19

Type of school	Mainstream
Primary School with Nursery	<p style="text-align: center;">52 Place Nursery Admissions for Nursery via the School Office. 630 Places Main School Admissions for Main School via the local Authority.</p>

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

www.royalgreenwich.gov.uk/localoffer

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with	Class/subject teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (known as

<p>learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p>The Special Educational Needs Co-Ordinator(SENCO) (Nicola Rowe)</p> <p>Teaching assistants</p>	<p>differentiation).</p> <ul style="list-style-type: none"> • Checking on 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, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme 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. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children 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; and part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
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	<p>may be allocated to some pupils with SEN and or disabilities</p> <p>Co-Executive Headteachers <i>(Sarah Critchell Lucy Timmons)</i></p> <p>Head of School <i>(Stella Porter)</i></p> <p>Deputy Headteacher <i>(Bode Ladele)</i></p> <p>SEND Governor <i>(Foluke Akingbolagun)</i></p>	<ul style="list-style-type: none"> Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>A teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback!</p> <p>They are responsible for: The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> Making sure that the school has an up to date SEND Policy Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?	
<p>What are the different types of support available for children with SEN and /or disabilities in this school?</p>	<p>Class teacher input via good/outstanding classroom teaching.</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. 	<p>All children in school receive this.</p>
	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • run in the classroom or outside. • run by a teacher or (most often) a Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools. (Stage of SEND Code of Practice: SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.)</p>	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <p>He/ She will plan group sessions for your child with targets to help your child to make more progress. A Teaching Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention</p>	<p>Children with specific barriers to learning that cannot be overcome</p>

	<p>Occupational therapy groups AND/OR Individual support for your child, as a guide of around 20 hours and below in school</p> <p><i>Stage of SEN Code of Practice: SEN Support</i>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <p>Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service.</p>	<p>groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p> <p>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> • 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 targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit • A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>through whole class good/outstanding teaching and intervention groups.</p>
	<p>Specified Individual support for your child of, as a guide, 21 hours or more, in school.</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find</p>	<p>Children whose learning needs are:</p>

	<p><i>This is provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <p>Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</p>	<p>more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk</p> <p>Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have</p>	<p>Severe, complex and lifelong Need, as a guide, 21 hours or more, in school.</p>
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		long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	
How will we support your child with identified special needs starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts • Your child's key person may make a home visit and also visit your child if they are attending another provision • We may suggest adaptations to the settling in period to help your child to settle more easily • If your child is starting Nursery or new to Reception we will do a home visit to see how we can best meet your child's needs. • You will be invited to a parent and child workshop if your child is starting Nursery 		
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head of School/Co-Executive Headteachers • If you are still not happy you can speak to the school SEN Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.</p> <p>Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</p> <p>If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. If your child is still not making expected progress the school will discuss with you:</p> <ul style="list-style-type: none"> • Any concerns you may have • Any further interventions or referrals to outside professionals to support your child's learning • How we could work together, to support your child at home/school. 		
How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for	<p>When devising EHC plans, IEPs or holding annual reviews pupils are involved in this process (children are encouraged to be an active part through using their voice, through class observation, conversations with adults that work closely to them or for pupils or tools such as talking mats or PECS).</p> <p>School council provides a vessel for pupil voice and enabling them to make decisions.</p>		

SEND within our school?	
How is extra support allocated to children and how do they move between the different levels?	<p>The school budget, received from Greenwich LA, includes money for supporting children with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including:</p> <ul style="list-style-type: none"> • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. <p>And decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>

Who are the other people providing services to children with SEN in this school?	Directly funded by the school	<ul style="list-style-type: none"> • Special Provision classroom • Positive Parenting Practitioner • Social Communication Project • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school
	Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • SENDIASS Service (to support families through the SEN processes and procedures).
	Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<p>School Nurse Occupational Therapy Physiotherapy</p>

	Voluntary agencies	National Autistic Society MENCAP Greenwich Parent Voice Horse Riding for the Disabled (Charity)
How are the adults in school helped to work with children with an SEND and what training do they have?	<p>The SENCo's job is to support the class teacher in planning for children with SEN.</p> <p>The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</p> <p>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 from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.</p>	
How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <p>Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</p>	
How will we measure the progress of your child in school? And how will I know about this?	<p>Your child's progress is continually monitored by his/her class teacher.</p> <p>His/her progress is reviewed formally every term and your child will be recorded as working above, at or below national expectations for their year group in reading, writing, maths and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.</p> <p>If your child is in Year 1 and above, but is not yet working at national expectations for their year group, your child will be recorded in the year group they are working at on the school's assessment system or through the use of PIVATS 5.</p> <p>Assessments show how much progress or not your child has made.</p> <p>At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.</p> <p>Some children at SEN Support and with an EHC Plan will have additional targets or an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made. The progress of children with an EHC Plan are</p>	

	<p>also formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in, and through tracking their progress through levels of the National Curriculum.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none"> • Home/school book • Letters/certificates sent home • Parents meetings and additional meetings as required • Copies of your child's IEPs (or PLPs) sent home and annual school reports
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<p>The school has consistent provision for behaviour, pupil safety and safeguarding, and pastoral care with an exceptionally positive ethos where the achievement of all pupils is equally valued and difference celebrated. All children are taught to be polite, behave responsibly, show each other respect, and to be friendly and considerate especially towards children with SEND. Pupils' spiritual, moral and social and cultural development is consistently promoted through all areas of the curriculum.</p> <p>Clear expectations, a consistent timetable and regular routines provide the predictable environment which helps SEND children feel emotionally safe and secure. Our caring and committed staff provide excellent pastoral care, listening to and guiding pupils. We provide social interaction and self-esteem groups following advice from outside agencies. Staff consistently apply an agreed whole school policy for managing behaviour using positive strategies and rewards balanced with clear and proportionate sanctions and our effective anti-bullying procedures. While clear boundaries support most pupils with SEND, some are provided with a specific, tailored reward programme.</p> <p>Personal Social and Health Education is taught both specifically, through activities such as 'Circle Time' where pupils can share their worries and work out solutions as a group or class, through assemblies, and as an integral part of the curriculum. The school has very clear safeguarding and child protection procedures, taking a robust approach to ensuring children's well-being.</p>
<p>How is our school made accessible for students with SEND?</p>	<p>We have equally high expectations for all pupils in our school but acknowledge some children need more help to achieve them.</p> <ul style="list-style-type: none"> • Our curriculum is planned and differentiated to meet the full range of needs and abilities of our pupils, enable all pupils to access the learning and to succeed, and to support pupils with SEND make excellent progress. • We provide pupils with SEND with the additional or special resources, IT and equipment they need to learn effectively. • Every year group has at least 2 trained and skilled Teaching Assistants. • Each class offers targeted intervention where needed to meet the specific needs of pupils including speech and language early intervention groups which are run from nursery upwards. • Staff benefit from expert advice and training from a range of external agencies – see above http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings
<p>How does our school make</p>	<p>The SENCO or Deputy Headteacher consults with the 'virtual school' as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child. We review the child's needs and progress regularly, for</p>

<p>special arrangements for looked after Children (LAC) with SEND?</p>	<p>example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes. The SENCo ensures that training and policies are supportive of looked after children with SEND. The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.</p>
<p>How have we made this school physically accessible to children with SEND?</p>	<p>Some of our classrooms are easy for pupils with SEND to work in and have enough space for wheelchairs and mobility aids. They also have sufficient space for individual work stations e.g. for those with ASD who need a stimulus-reduced environment. But many are too small to allow full movement round them for a wheelchair user with 30 children in. We take individual pupils into account when choosing classrooms for the new academic year. The majority of the school is accessible to children with physical disability via ramps to the main entrances throughout the building and we have toilets adapted for disabled access where possible. The school has a new Special Provision room (SP) including a sensory circuit for the children that require a multi-sensory curriculum. This room will run a classroom for 8 high need pupils in the morning and then will host a range of activities in the afternoon including Attention bucket, Lego therapy, Smile therapy and social groups. We ensure that equipment used is accessible to all children regardless of their needs and provide additional or different furniture e.g. tipping or adjustable height tables, chairs and other equipment according to individual children's needs.</p>

<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. 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 IEP (PLP's) will be shared with the new teacher. If your child would be helped by a book to support them understand moving on then it will be made for them. In Year 6 the SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school, and the specialist session for students with an ASD, as appropriate. Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. 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.</p>
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SCHOOL BASED DATA/INFORMATION: 2017/18

<p>How many students did we have at our school with an EHC plan at the end of July 2018?</p>	<p>12 pupils had an Education, Health and Care Plan. Of these 12 pupils (9% of SEND pupils), 6 pupils have a diagnosis of Autism Spectrum Disorder, 1 pupil has a diagnosis of Down's Syndrome, 2 pupils have Speech, Language and Communication Needs, 1 pupil has Medical needs and 2 pupils have a Physical/Other Disability.</p>
<p>How many students did we have at SEN Support at the end of July 2018?</p>	<p>18% of pupils (122 children) received SEN Support. According to individual needs, they may also receive outside agency support either as input into the programme we deliver or as direct intervention.</p>
<p>What were the outcomes for children within our school with SEND for 2017/18?</p>	<p>Foundation Stage: Our pupils with SEND made good progress in the Foundation Stage, often from low starting points, so that 38% achieved all 17 Early Learning Goals and a Good Level of Development at the end of Reception. This is above the Greenwich average of 33% achieving all 17 Early Learning and 34% achieving a Good Level of Development. The gap in achievement between our SEND pupils and those without SENDs was 44%, in comparison with Greenwich (50%).</p> <p>Y1 Phonics: Our pupils with SEND also did well in the Y1 Phonics Screen with 50% of those receiving School Support reaching the expected standard compared to 47% nationally, and 100% of those with an EHCP, compared to 18% nationally.</p> <p>Key Stage 1 Of the 2018 Key Stage 1 cohort, 12 pupils had SEN Support and 3 pupils had an EHCP. 33% of the SEN support pupils met the expected standard or above for combined Reading, Writing and Mathematics which was the same as the Greenwich average. 67% of our EHCP pupils met this combined standard in comparison with the Greenwich average of 9%. As recorded by the Narrowing the Gap contextual analysis of SEND pupils for Hawksmoor: 53% met the expected standard or above for Reading which is a 9% increase from last year. (Greenwich 40%) 47% met the expected standard or above for Writing which is a 2% increase from last year. (Greenwich 34%) 47% met the expected standard for Mathematics which is a 13% increase from last year. (Greenwich 44%)</p> <p>Key Stage 2 A high proportion of the 2018 Key Stage 2 cohort had SEND, with 20 pupils on SEN Support and 1 EHCP pupil. Our outcomes for SEND pupils were significantly lower than in previous years and below National</p>

	<p>and Local Authority averages.</p> <p>Improving the outcomes for pupils at Key Stage 2 is therefore a key priority within our School development plan so that all pupils expect to meet expected progress and attainment in Reading, Writing and Maths with a significant number exceeding expectation. An Inclusion team has now been formed, led by the Head of School, with the emphasis on robust training, monitoring, assessment and development of our professional learning community. The enrichment of quality first teaching will be enhanced through our revised intensive teaching and learning development programme.</p> <p>*Data taken from Royal Borough of Greenwich Performance Analysis packs</p>
<p>What training did staff at our school have in SEND over the year 2017/18?</p>	<p>Intervention training from SALT, STEPS and ASD Outreach including Attention Autism and Lego Therapy training for Teaching Partners.</p> <p>Medical training for staff working with 2 Year 1 pupils with a high level of medical needs.</p> <p>Induction programme for all new Teachers and Teaching Assistants including observations of successful interventions. For example, the extended use of Colourful Semantics throughout the school.</p> <p>'Robins' SEN Teaching Partner attended Attention Autism training to further develop provision for pupils with a diagnosis of ASD and those requiring a multi-sensory curriculum.</p> <p>Groups of staff attended 'Approach' training throughout the year to support pupils with high emotional needs</p> <p>All TAs supporting SEND pupils have been observed to ensure pupils are receiving high quality support in accordance to their individual needs.</p> <p>Visits to schools with a Designated Special Provision to support plans to create own specialist classroom.</p> <p>PIVATS 5 training for SENCO and SLT to update assessment of SEND pupils</p>
<p>How the governors were kept informed of SEND in 2017/18?</p>	<p>Termly SEN reports.</p> <p>Learning and achievement reporting.</p> <p>School SEN governor informed of practice through meetings with SENCO.</p>
<p>Were there been any other important changes in SEND over the year 2017/18?</p>	<ul style="list-style-type: none"> • Sensory Circuit training and provision • Increased resource funding for SEN. • Due to the increase in numbers of pupils with a high level of SEN; we converted one of our nursery classrooms to a SEN learning base. Planning was supported by the SENCo visiting another recommended school who had developed this provision in the last year. Further plans are now in place to launch our own Special Provision class primarily for ASD pupils in October 2018. • Early intervention in every year group and class. • TA's specifically designated to supporting SALT in EYFS and KS1, including the delivery of the BLAST programme • TA to work alongside the Speech and Language Therapist and deliver SALT programmes throughout the school.

- Systematic intervention throughout the school.
- A wider range of interventions being offered within school.
- Regular progress meetings to ensure our SEND pupils make good or outstanding progress.
- A systematic approach for identification and assessment of SEND pupils and the steps needed to support them best.
- Consolidating our practice and provision in line with the Code of Practice.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder