

Rotherhithe Primary SEN Information Report

Special Educational Needs and Disability (SEND)

VISION/MISSION

Rotherhithe Primary School is an inclusive school where there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

WHOLE SCHOOL/SETTING APPROACHES

Information on policies, people and statutory guidance

School Policies and statutory guidance

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the school's website: Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Administration of Medicine Policy, Equalities Policy, Policy for Intimate care, Managing Continence and Toileting.

The specific objectives of our SEN Information Report are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN Information Report will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review subject leader's reviews in the school self-evaluation reports to ensure successful implementation of the school's policies including the SEN Information Report. The SEN Information Report will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision provided for children will be made using data analysis and provision mapping. An annual update report for parents will be accessed via the school website at:

<http://rotherhitheprimary.co.uk/>

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Special Educational Needs and Disability (SEND)

What is a special educational need?

A person has a special educational need (SEN) if they have learning difficulty or disability that make it difficult for them to learn or take part in one or more aspects of education. They will require special educational provision that is different to or additional to that normally available to children of the same age. For some children this may be a temporary difficulty which can be addressed by a short intervention, while for others it may be a longer term need that may require long term support.

Types of SEN, disability and medical needs

The Code of Practice 2014 states that:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism etc) **This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.**
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia etc) **Children may have difficulties in thinking, learning and understanding the world. These difficulties will persist even with appropriately differentiated work.**
- ✓ **Social, Emotional and Mental Health Difficulties** (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc) **Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.**
- **Sensory and Physical Needs** (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc) **Some children may need special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided e.g. mobility difficulties, sensory needs, hearing or sight difficulties.**

Rotherhithe Primary school is committed to using its best endeavours to meet the SEND needs of **all** children who attend the school.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Class Teacher

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCO. The Class Teacher is responsible for:

- ✓ Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional support.
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- ✓ Applying the school's SEN Information Report.
- ✓ Line managing additional TA support that is available within every class.

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- ✓ Following any recommendations made by the SENCO or external specialist.
- ✓ Carrying out on-going assessment within class.

SENCO – Jennifer Cristobal/Matthew Kenney (Early Years SENCO in training)

Depending on when and how your child's special needs have been identified you may speak to the school's SENCO. You can request a meeting through the class teacher or directly through the school office. You can also email Jennifer at the following: jcristobal@rotherhithe.southwark.sch.uk The SENCO is responsible for:

- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Assessing or organising assessment of children where there are additional concerns.
- ✓ Ensuring that parents/carers are: 1. Involved in supporting their child's learning and access 2. Kept informed about the range and level of support offered to their child 3. Included in reviewing how their child is doing 4. Consulted about planning successful movement (transition) to a new class or school
- ✓ Analysing progress of SEND children
- ✓ Updating the school's SEND register
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met

Please note that Jennifer works Monday to Wednesday.

Head of School - Lisa Christiansen

If you are unable to contact Jennifer or have a concern about the provision provided for your child, you may at some point speak to the Head of School who oversees inclusion. You can request a meeting through the class teacher or directly through the school office. You can also email the Head of School at the following: lchristiansen@rotherhithe.southwark.sch.uk The Head of School is responsible for:

- ✓ Line Managing the SENCo and developing the school's SEN Information Report.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Ensuring this SEND Information Report is adhered to.
- ✓ Analysing progress of SEND children.
- ✓ Reporting to Governors.
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met
- ✓ Monitoring and organising provision for children who are Looked After
- ✓ The Inclusion Leader is also a Specialist Dyslexia Teacher qualified to assess for dyslexia

The Executive Head Teacher – Galiema Amien-Cloete

The Executive Head Teacher is responsible for:

- ✓ The day to day management of all aspects of the school, including the provision made for pupils with SEND

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- ✓ S/he will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- ✓ Delegating support staff to classes
- ✓ The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The link SEN governor Deri O'Regan

The governors have a duty to:

- ✓ Support the school to evaluate and develop quality intervention and support for children with SEN
- ✓ Evaluate the impact of provision for pupils with SEN across the school

Speech and Language Therapist (SALT) – Meera Mehta

The school purchase speech and language therapy support privately from a company called Unlocking Language. Meera the Speech and Language Therapist allocated to the school is employed to work in school every week usually on Wednesday. She is responsible for:

- ✓ Assessing children identified as being at risk of a speech and language delay or disorder
- ✓ Setting targets to identify the child's additional needs
- ✓ Providing recommendations regarding how to meet the needs
- ✓ Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties
- ✓ Delivering intervention for children with speech and language difficulties
- ✓ Communicating with parents
- ✓ Running workshops for parents
- ✓ Providing in school training for teachers and teaching assistants
- ✓ Liaising with the school's SEND team and class teacher's

If you would like to speak to the speech and language therapist this can be arranged through the SENCO or directly by email: meera@unlockinglanguage.co.uk

Specialist Speech and Language Teaching Assistant – Sue Juniper

Sue is a Teaching Assistant who has many years of experience working with children with speech and language difficulties, who has completed accredited training. She is responsible for:

- ✓ Reporting to the SENCO and speech and language therapists
- ✓ Creation of resources recommended by the SALT therapist
- ✓ Delivery of programmes and activities suggested by the therapist or SENCO
- ✓ Communicating with Class Teachers
- ✓ Carrying out screening/review tests where children are identified as at risk of SALT difficulty
- ✓ Contributing to meetings with regards to specific children where this is appropriate.
- ✓ Contributing to target setting for children

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Specialist Literacy Teaching Assistant – Kim Cox

Kim is a Teaching Assistant who has completed accredited training to enable her to support children with literacy needs. She is responsible for:

- ✓ Reporting to the SENCO and class teachers
- ✓ Creation or organisation of resources recommended by SENCO or Class Teacher
- ✓ Delivery of programmes and activities suggested by the SENCO or Class Teacher (e.g. Cued spelling, Catch-up Reading, Read Write Inc. Fresh Start.)
- ✓ Carrying out screening/review tests (High frequency word reading or spelling assessments).
- ✓ Contributing to meetings with regards to specific children where this is appropriate.
- ✓ Contributing to target setting for children

Phonics Manager - Jayne Kiddey

Jayne is a Teaching Assistant with a specialism in phonics teaching. She is responsible for:

- ✓ Liaising with the Inclusion Leader and Class Teachers
- ✓ Completing phonic assessments throughout the school
- ✓ Teaching phonics to groups of Reception and Year 1 children
- ✓ Teaching phonics interventions to children who may have specific weaknesses in the aspect of their learning
- ✓ Maintaining the phonics resources
- ✓ Coaching members of staff new to teaching phonics
- ✓ Supporting the Head of School to run phonics workshops for parents

Specialist Language Assistants – Aaliyah Walters and Olga Skachko

Aaliyah and Olga are teaching assistants who specialise in supporting children with English as an Additional Language. (It should be noted that children who have learning needs related to their dual language status are **not** considered to have SEN. However, at times children may have English as an additional language and also be SEN. These teaching assistants may therefore work with these children.) They are responsible for:

- ✓ Liaising with the Head of School, SENCO and Class Teachers
- ✓ Planning activities to develop language skills of children who are new arrivals to the country
- ✓ Completing assessments with interpreters
- ✓ Delivering supporting in and out of class for children with language challenges
- ✓ Supporting SEN children who have English as an additional language
- ✓ Teaching phonics to children within year 1 or 2

Safeguarding and Interventions Officer – Shirley Walters

Shirley can be contacted via the school office or directly at the school gates in the morning or at the end of the day. Shirley is responsible for:

- ✓ Monitoring lunch time provision
- ✓ Monitoring Attendance
- ✓ Liaising with external professionals and families to provide appropriate service for vulnerable families

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- ✓ Directing the Learning Mentor
- ✓ Attending meetings and providing support for children with safeguarding needs including those on Child Protection plans, Child in Need plans and those that are Looked After. (LAC)

Learning Mentors - Kofi Danquah and Constantina Markides

Kofi and Constantina can be contacted via the school office or directly at the school gates in the morning or at the end of the day. They are responsible for:

- ✓ Running a Listening Ear service
- ✓ Supporting play during lunch times
- ✓ Running Kaleidoscope (transition programme for Year 6 children)
- ✓ Running a transport programme for Year 6 pupils
- ✓ Organising and supporting after school and lunch time activities such as: Gardening club and Art Club
- ✓ Providing support for new arrivals to the school
- ✓ Supporting children with emotional or behavioural difficulties in school through 1:1 sessions, small group sessions or in class sessions.
- ✓ Supporting the delivery of the PATHS programme

School Nurse Team

The school nursing team organise for a nurse to visit Rotherhithe Primary School on a regular basis. The school do not currently have a named school nurse, but parents are able to meet a member of the nursing team following completion of a referral. At this point an appointment will be made usually by Sharon Hudson or Shirley Walters. To arrange a visit contact Sharon Hudson in the school office.

The school nursing team will:

- ✓ Liaising with Sharon Hudson and other members of staff
- ✓ Write and review individualised Health Care Plans for children aged 5 and over. Health Care Plans will only be updated when there is a new medical need that requires it to be updated.
- ✓ Providing training for members of staff (e.g. epilepsy training, asthma, and anaphylaxis or sickle cell training)
- ✓ Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- ✓ Attend meetings for children where there are safeguarding concerns
- ✓ Contributing to EHC plans where a child has a medical need
- ✓ Liaising with parents regarding medical needs

Administration of Medicine Assistant – Sharon Hudson

Sharon is responsible for the safe storage of medicine in school. You can contact her directly at the school office. She is responsible for:

- ✓ Liaising with the Head of school, SENCO, school nurse, parents and teaching staff
- ✓ Ensuring safe storage of medicine
- ✓ Disseminating Health Plans
- ✓ Maintaining a medical needs register
- ✓ Ensuring administration of medicine is recorded appropriately

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Wider World of School; Approaches to extra-curricular activities and pastoral care

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have an EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Rotherhithe both if your child has an EHC plan, or if s/he has special needs but does not have an EHC plan, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

Environment and reasonable adjustments

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- The school building is a single storey building, which allows easy access generally. Teachers adapt classroom layouts to cater for children with special needs and or a disability. Rails and ramps have been added to foundation stage class toilets. There is a toilet for people with disabilities within the IT Suite, but these are not generally available throughout the school.
- Coloured overlays (including overlays for computer screens) are available for dyslexic pupils.
- Use of electronic equipment such as lap-tops, alternative keyboards, Dictaphones are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly.

Transition support, visits and events

- Reduced, adapted or modified time-table
- Use of social stories, especially for transition
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Year 6 transition programme (Kaleidoscope).
- Year 6 travel programme.
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

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Intimate Care/Toileting Needs

- The school has a toileting policy that sets out procedures that should be followed to support children who have toileting issues.
- There is a changing unit within the spare classroom toilets.
- A disabled toilet is available within the IT suite.
- Children with toileting needs in Key Stage 1 or 2, will have a toileting plan that is discussed and agreed with parents.
- All year groups have a 'toileting box' that contains equipment such as: clothes, rubber gloves, disposable wipes, to enable them to support the cleaning or changing of children with these issues. Parents are always informed when this has been necessary.
- Sequencing cards, symbols and social stories are used to support parents where children have toilet needs.
- Parents will also be encouraged to attend 'Poos and Pees' (workshops for parents to support toilet training of children with special needs) or CAMHs (Child Adolescent Mental Health- when toileting difficulties appear to be emotionally related).

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained paediatric first aiders (to support children)
- Trained First Aid at Worker (to support adults)

Extra-Curricular Activities

The school provide a wide range of extra-curricular activities that are available for children who attend the school. Kay Turner (HLTA) co-ordinates this provision. After School and or lunch time school activities may vary but currently include:

- Art club
- Computer club
- Homework club
- Judo
- Keyboard
- African percussion club
- Music/singing club
- Dance club
- Maths booster club (year 6)
- More able booster maths club (year 6)
- Maths booster club

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- Phonics club
- Kaleidoscope (year 6 transition club)
- African percussion

Contact the school office, Kay Turner if you are interested in your child enrolling for one of our after-school clubs.

Behaviour Support

- School sanctions and reward system as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular need
- Learning Mentor Support
- Behaviour Support Advice accessed (Summer House Pru)
- Counselling service Support/supervision at unstructured times of the day
- Listening Ear Planning, assessment, evaluation, and next steps
- Use of the Rainbow room
- Regular reviews with Parents
- Lunch time Peace club (indoor nurture group for those children who find lunch time challenging)

Pastoral Support/Unstructured parts of the day

Strategies to support the development of pupils' social skills and enhance self-esteem

- Construction therapy
- Small group programmes including social skills group
- Learning mentor support
- Regular 'celebration of success' opportunities particularly during 'Star of the Week' assembly
- Nurture chats by Listening Ear learning mentor
- Playground buddies
- Wide range of after school activities
- Play leader Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
- For some children, specific lunch time support
- Use of resources such as 'emotion key rings' and 'turn-taking dials'.
- Mindfulness

PATHS programme (Key Stage 2) with 'friendship' group.

Support for Improving Emotional and Social Development

Rotherhithe Primary School recognises that children with SEN may find it more challenging to express their opinions and views. They may be at greater risk of bullying. The school works actively to create an environment in which this is less likely to happen. The school's core values to be: Courageous, creative, Ambitious, Resilient, Empathetic and respectful are key to creating an ethos where all staff and children

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care for each other. Children are taught about how to live by the core values during **assemblies**, and in class. These actively include prevention of bullying and how to manage situations if they occur.

Mind-Up

We have adopted the Mind Up curriculum in all classrooms. It is a very effective program which teaches social and emotional learning skills for learning. Our pupils will learn to self-regulate their behaviour and mindfully engage in focused concentration required for academic success. MindUP nurtures optimism and happiness in the classroom, helps eliminate bullying and aggression, increases empathy and compassion, while resolving peer conflicts in schools.

Our children participate in the **PATHS (Promoting Alternative Thinking Strategies) programme** that aims at developing children's emotional and social competences, reducing aggression and bullying. Children with additional needs in this aspect are targeted for additional support within the programme within a 'Friendship' group. This group provides them additional opportunities to express their views and to listen to the views of others.

The also school organises many events/training throughout the year to prevent bullying such as:

- ✓ Anti-bullying workshops
- ✓ Anti-bullying week
- ✓ Disability Awareness day
- ✓ International Day

Staff and children have had training in '**Conflict Resolution**' strategies to help teach children to manage conflict in the playground.

Peer Mediators are children in year 6 who undertake a course after school to train them to help solve problems that may occur in the playground.

Learning Mentors provide key support for children within the playground who have SEN and may have experienced bullying. They actively try to engage SEN children into activities, to help prevent bullying. Vulnerable children are targeted for support from leaning mentors who listen and provide support if it is needed.

Approaches to Teaching and Learning

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested

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by the SENCO or outside staff. Homework is differentiated to ensure that it is at an appropriate level. Children in Key Stage 2 have access to homework clubs enabling them to receive help where necessary.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my child's access to learning be supported?

In class

- Alternative recording methods
- Visual timetables, Now and Next boards, Communication tools, basic makaton for class & individuals
- Steps to success used in every lesson
- Differentiated activities
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Guided reading programmes in all classes
- Regular teaching of phonics in Reception and Key Stage 1
- Fresh Start reading programme
- Use of IT programmes in class to reinforce strategies (Word Shark, Phonics app etc)
- Ability setting
- Use of Numicon
- Reciprocal Reading
- Individualised behaviour support programme – reward systems, feelings books
- Work station
- Calm down space or resources to support emotional regulation
- Feelings station
- Adapted pens/pencils/pencil grips
- Table top ledge to support posture for handwriting
- Wobble cushions – to support postural stability and focus

Withdrawal support

- Learning support after school clubs
- Intensive withdrawal programmes for key skills strategies (e.g. Catch-up reading, Fresh Start phonics, Toe by Toe, Stairway to Spelling, Stride a head, individualised plan, Alpha to Omega, Numicon, Number Box.)

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- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible.
- Beanstalk Readers (volunteer reading support 1:1)
- Fresh Start Reading Programme (Year 5 & 6)
- Read Write Inc. phonics intervention (Year 3-4)
- Small group intervention programmes numeracy
- 1:1 writing or reading tuition
- Mentoring for children

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEN and medical needs.

Our SENCOs actively engage with local opportunities. This enables the sharing of best practice and helps keep the school abreast of current local, national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

The Head of School/Inclusion Leader is also a dyslexia specialist teacher.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Senior Leadership Team.

Information about early identification and assessment

Assessment

How can I find out how well my child is doing in school?

The Class Teacher is responsible for the **assessment** of all the children in the class on a day-to-day basis, within the agreed record-keeping and assessment procedures of Rotherhithe Primary School. Baseline assessments are completed in the Nursery and Reception. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEND identification. SEND children in the Early Years are assessed using the EYFS framework from birth to 5.

Progress of children within Key Stage 1 and 2 is tracked formally termly and throughout ongoing assessment throughout the year using Target Tracker. A mixture of teacher judgement against the national curriculum statements and more formal tests are used. Tests used include; Rising Stars: reading, maths, and SPaG tests as well as formal S.A.Ts assessments in Year 2 and Year 6.

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The progress of all children is discussed half termly in **Pupil Progress Meetings**. These meetings may include the Head of School, Deputy Head Teacher or Assistant Head Teachers and class teachers.

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. The Class Teacher will use the school's Identification Check-list as a guide when there is a cause for concern regarding specific difficulties such as autism, dyslexia, dyspraxia.

In consultation with the SENCO/ and parent/carers, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child can understand and apply good learning behaviour. After discussions with parent/carers, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration.

Personalised planning targets will include reviews that provide information regarding progress made to targets set.

Parent/Carer/Teacher Meetings

Parent/carers can contact the Class Teacher to request information about how well their child is doing in school at any time. Termly SEND meetings will provide opportunities to discuss how your child is doing in school. Yearly written reports also outline how well your child is doing in school.

Test Access Arrangement

Test Access Arrangements for some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Class teacher/SENCO can inform you about eligibility for these arrangements at Year 6.

SEND SUPPORT including students with EHC Plans

Procedures for considering if a child has SEN

Early Identification

The school aim to provide early identification of children's SEND needs in order that appropriate support can be put into place to address the SEND need. The Code of Practice 2014 states that

- ❖ ***SEN may be present if progress is significantly slower than that of their peers starting from the same baseline***
- ❖ ***Fails to match or better the child's previous rate of progress***
- ❖ ***Fails to close the attainment gap between the child and their peers***
- ❖ ***Widens the attainment gap***

It should be noted that lack of progress does not automatically mean the child has SEN. Other barriers to learning such as poor attendance or punctuality, difficulties related to having English as an additional language, bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary. **Additionally, some children who are**

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operating within age related expectations or above, may also have an SEN need or disability requiring additional support or intervention, (e.g. diagnosis of autism, ADHD, mental health needs such as anxiety).

If a child's development is causing concern, despite differentiated learning opportunities, the Class Teacher will raise concerns with the SENCO and provide evidence to support their concerns. Initial concerns may have been raised with the Class Teacher by a parent/carer or another professional. Concerns regarding lack of progress may also be identified within **Pupil Progress Meetings**. The Class Teacher is responsible for informing the child's parents/carers of their concern and collecting any relevant information about the child.

Records of meetings involving parent/carers will be kept and a copy provided for parent/carers.

Information on the schools graduated approach - Assess, Plan, Do, Review

Assess

The Class Teacher and SENCO will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- SENCO assessment
- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Numeracy Assessments including: Sandwell Early Numeracy Test, Early Maths Diagnostic Kit (EMDK), Number Box, Assertive Maths etc.
- Antecedent (what happened before), Behaviour, Consequence (ABC) behaviour analysis observations
- Outside assessments may be accessed at this point for difficulties such as stammering, speech articulation.

Following these assessments, a decision will then be made by the Class Teacher, parent/carer and SENCO to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed consider each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Plan

- Where it is decided to provide a pupil with SEND support the parent/carers will be formally notified usually by the Class Teacher directly or in writing.
- The Class Teacher and SENCO in consultation with parent/carers will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff are made aware of any strategies/interventions to be used with the child.

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- Parent/carers will be asked to support the child at home and where relevant advice and support will be provided by school staff.

Do

- The class teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child.
- The Class Teacher will work **closely** with the Teaching Assistant or Specialist Support Staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

Review

- **The impact** of support offered, interventions used and targets set will be reviewed by the SENCO, Class Teacher, Specialist Support staff involved in supporting the child.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with **clear information** about the impact of the support and interventions during Class Teacher/parent/carer meetings, enabling them to be involved in the next steps.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.

Risk Assessments/PEEP

Individual risk assessments or Personal Emergencies Evacuation Plans (PEEP) may be completed for children with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs occur then the risk assessment is reviewed automatically by the SENCO/ in liaison with the child's parent/carers and class teacher.

Education Health and Care Assessments and Plans

Education Health and Care Assessments Plans/Statutory Assessment

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If a child has a severe SEND needs then the school or the parent/carer may decide to request a Statutory Assessment. The SENCO undertakes to provide the school evidence and relevant documentation to send to the Local Authority, in accordance with Local Authority procedures.

During the time that these procedures are being followed, the Class Teacher, SENCO and specialist will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parent/carers, the SENCO and a representative from the Local Authority.

Children with Education Health and Care Plans (EHC Plans)

When a child has an Education Health and Care Plan, the EHC plan specifies the child's learning outcomes and what provision must be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The SENCO/, with the support of the Head Teacher and Class Teacher and in consultation with other adults (including the parent/carers) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan.

Annual Reviews for children with EHC Plans

A formal Annual Review Meeting, involving the SENCO, Class Teacher, Parent/carers and any specialists involved with the child will be held annually. Pupils when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting, new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent to the Local Authority, parent/carers, and other attending parties by the SENCO. The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 5).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

Mediation Services/SEND Tribunal

If parent/carers are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

Arrangements for supporting transitions for pupils with significant SEND

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

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When moving to another school:

- ✓ We will contact the School SENCO/ and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ In some cases, additional multi-agency meetings (TAC- Team Around the Child/ TAF –Team Around the Family) may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

When moving classes in school:

- ✓ An information sharing meeting will take place with the new teacher
- ✓ Opportunities to visit the new class and teacher
- ✓ A transition book may be created and sent home with parent/carers to read during the holiday period
- ✓ All children transferring from Reception to Year 1 will wear visibility vests to ensure they are easily identifiable in the playground
- ✓ Year 6 buddies will support them within the playground
- ✓ Children will wear communication symbols where speech is limited

When moving to our school

- ✓ All casual admissions will meet with an appropriate member of the Senior Leadership Team to collect information. Learning mentor support will be provided to help children settle into class
- ✓ Where there is a SEND need the SENCO or Class Teacher will where possible attend a transition meeting at nurseries or schools
- ✓ Early Years Practitioners will conduct a home visit
- ✓ Appropriate support will be deployed to meet SEND needs

Information about funding and resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This provision can take many different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

EHC Plans

The Local Authority provide additional ‘top-up funding’ for children with EHC plans. The EHC plan specifies how this funding should be used to support the child needs. The school finance the first £6000 of any EHC plan from the SEND budget.

Support is provided for children with EHC plans as specified in their EHC plan. This provision is individualised to meet the child’s specific needs and to achieve the outcomes set out in their plan.

Pupil Premium

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Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. Pupil premium is used in a variety of ways to meet the needs of children, e.g. 1:1 tuition.

Looked After Children (LAC Children)

Not all LAC children have additional SEN needs, but they are considered to be a vulnerable group at risk of underachieving. To ensure that LAC children make good progress, 6 monthly PEP meetings are held in school to set education targets and to allocate resources using pupil premium funding. This funding is itemised for each LAC child.

Use of funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

The SENCO deploys Specialist Support Staff to meet the needs of children requiring SEN support.

External Agency/Specialist Provision

The school purchase a private Speech and Language Therapist from the Unlocking Language. She works directly in the school 1 day per week (Wednesday). The class teacher can make a referral via the SENCO.

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist (EP), Education Welfare officer, Family Support Worker, Social Worker, and Autism Support Service.

Referrals are made directly to the EP service and to the Autism Support Service.

Early Help Team

Referrals can be made to the Early Help Team when further assessment or support is required for children. An **Early Help referral form** is used by the SENCO and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children

Information on where to find further support

GENERAL SUPPORT

Southwark Local Offer: For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: www.localoffer.southwark.gov.uk

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Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://localoffer.southwark.gov.uk/information-advice-and-support> You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM

National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness. Website: <http://www.autism.org.uk/>

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk Email: admin@resourcesforautism.org.uk Tel: 020 8458 3259

ADHD

ADDISS The National Attention Deficit Disorder Information and Support Service provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm> Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

Contact a Family is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/> Helpline: 0808 808 3555

Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799

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Special Educational Needs and Disability (SEND)

KIDS: Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers). KIDS London: 7-9 Elliott's Place, London N1 8HX

Website: www.kids.org.uk Tel: 020 7359 3635

KIDS London SEN Mediation Service

is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: 0207 359 3635

Parents' Voices this is a Southwark Parent Carer's Council run by parents who have children with a disability.

Website: www.southwarkpcc.org.uk

Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.

Website: <http://www.scope.org.uk> Email: helpline@scope.org.uk Tel: (call free on: 0808 800 3333)

DOWN SYNDROME

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service for children (0-6 years) from South London. Assists their physical, language and emotional development. Email: gundy@dircon.co.uk Telephone: 020 7701 9521

DYSLEXIA

The Dyslexia – SPLD trust is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.

Website: <http://www.thedyslexia-spldtrust.org.uk> Email: info@thedyslexia-spldtrust.org.uk Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk> Tel: 01296 432339 Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

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DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition. Website: <http://www.dyspraxiafoundation.org.uk> Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk Email: helpline@ndcs.org.uk Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/> Email: help@ican.org.uk Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Website: www.rlsb.org.uk Email: enquiries@rlsb.org.uk Telephone: 01732 592500

Complaints procedures

The school has a Complaints Policy that can be accessed via the school's website. If parents would like to make a formal complaint, they should follow procedures set out within the school's Complaints Policy.

The following is a short overview of the complaint's procedure:

Summary of the School's Complaints Procedure

Stage 1

Parent seeks to resolve the concern with the Class Teacher.

Resolved?

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Yes- No further action.

No - Parent seeks to resolve the concern with the Head of School.

Resolved? Yes - No further action.

No - Parent puts the complaint in writing to the Executive Head Teacher.

Stage 2

Executive Head Teacher investigates and responds to the parent.

Resolved? Yes -No further action.

No - Parent writes to the Chair of Governors. Chair of Governors investigates and responds to the parent. A complaint to the Governing Body must be made in writing and delivered to: The Clerk to the Governors of Rotherhithe Primary School, 160 Tooley Street, London SE12TZ.

Resolved? Yes -No further action.

No move to stage 3

Stage 3

Parent may write to the Secretary of State for Education and Skills.

Signed by the Chair of Governors	
Date	