



## SEN information report 2017

### **How does the school ensure that children who need extra help are identified early?**

We aim to identify children with a special educational need or disability (SEND) as early as possible. All children are routinely monitored through observations, weekly liaison meetings between the class teacher and support staff, formal and informal assessments and termly pupil progress meetings also provide insight.

The SENDCo, (alongside teachers) will organise the assessment and interventions of pupils in the school. This includes liaising with the head teacher with regards to staffing and resourcing.

- Some children may need targeted support at different times during their schooling but this does not necessarily mean that they have a special educational need or a disability. Depending on the individual child's needs, a specific time limited intervention may be put in place to support a child, which will be reviewed regularly to monitor the impact.

If over a period of time a child makes little or no progress despite intervention, then a child might be identified, as potentially having SEND. The teachers will fill out an initial concern form. An initial concern form is completed and handed to the SENDCo at any time of the year. The school will carry out further investigations, which may involve observations or specific assessments carried out by school staff, and discussions with relevant school staff and parents.

The school uses a variety of assessment tools and observations to determine the needs of the pupils. When necessary, the school will liaise with external agencies for assessments of a pupil's needs. The school will plan, monitor and evaluate the targets set for pupils in liaison with outside professionals as appropriate.

### **What should a parent do if they think their child may have special needs?**

Initially if a parent has concerns about their child they should speak to the class teacher. A meeting should then be arranged between the class teacher and parent to discuss the child's progress at that moment and any concerns that may be raised. These meetings can be made in addition to regular parent consultation meetings. If after this initial meeting there are still concerns regarding the child then appointments can also be made with the SENDCo at parent consultation days or at another convenient time.

### **What does the school do to help children with special educational needs?**

If a child has been identified as making less than expected progress the first response is high quality first teaching targeted at their areas of weakness. No amount of intervention or specialist support can compensate if this is not in place. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Support staff receive specialist training so they can deliver interventions to support learning. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENDCo provides advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

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

At George Eliot Primary School we believe it is very important for parents/carers to be involved in all areas of



their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others during parent consultations.

All parents are invited to attend a termly meeting with the class teacher during parent consultations to discuss current progress, support strategies being used and expected outcomes. The SENDCo is always available to discuss your child's needs. If you would like a meeting with the SENDCo please call and arrange an appointment time, via the school office.

If your child has a Statement of special educational needs or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

### **How will the curriculum and the school environment be matched to my child's needs?**

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

### **What support will there be for my child's happiness and wellbeing at the school?**

At George Eliot Primary School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that your child's class teacher, the support staff, SLT and the SENDCo are available to provide support to match your child's needs. You should also feel free to contact your child's class teacher if you have any concerns.

If we feel a child needs extra support in this area we can seek advice from outside agencies such as Child and Mental Health Services, as well as provide social skills and lunch time nurture groups. In addition we offer Mindfulness with the Educational Psychologist and celebrate success through assemblies and Star of The Week. We help our children to feel safe by having strong, clear routines and consistent high expectations. The school has a consistent behaviour policy for each Key Stage of the school which is published on the school website. We listen to the pupil voice and act upon it.

### **What specialist services and expertise are available at or accessed by the school?**

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Sensory Advisory Teachers and the Child Development Service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

### **How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

At George Eliot Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher. We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from different organisations. Individual training can also be arranged when necessary. We liaise with outside agencies/professionals such as Speech and Language Therapists, Educational Psychologists and Behaviour Support Specialists.



### **How are children included in activities outside the classroom including school trips?**

George Eliot Primary School is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children. When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities where possible and safe. You should also feel free to contact your child's class teacher if you have any concerns.

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

### **How does the school support my child in transition stages?**

We liaise closely with the school or nursery your child is transferring from. We complete home visits for all children coming into the nursery in September. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.

At the end of the academic year, it is possible that children could move class within their year group.

While at George Eliot we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

The school makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews

### **What is an EHC Plan and who can request one for my child?**

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

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Head Teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

### **How will you help me to support my child's learning?**

At George Eliot we recognise the importance of a strong home school partnership, where school and home work together to support the learning of your children. We value your knowledge and expertise about your child and seek to support parents and families. You can request a meeting with the teacher and/or SENCo if you have any questions or concerns. In return, we ask for your support with reading and homework as well as ensuring your child eats a healthy diet, has plenty of exercise and adequate sleep. In addition, regular attendance and arriving at school on time with their bag/reading book/reading record/uniform/PE kit will help to ensure that your child is ready to learn and able to benefit from all that the school has to offer.

There may be suggested strategies or activities for you to do at home to support your child's learning. This may be provided through homework. We also provide talks, open mornings, pamphlets and newsletters.



We run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child's needs. For those children with SEN there is a monthly coffee morning for parents/carers where the SENDCo and other outside agency visitors will be available to chat about things more informally. These are held on the first Friday of the month. The SENDCo/class teacher may also support you with strategies, resources and ideas for supporting your child's learning at home. If you would like this please arrange an appointment to discuss home learning with the class teacher or SENDCo. You may have an opportunity to meet with other professionals involved in supporting your child.

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

George Eliot receives funding from the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities. The Head Teacher, in consultation with the school Governors, decides how the budget allocated by the Local Authority for SEN provision is spent, on the basis of the needs of the children in the school. The Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. The interventions and resources for children with special educational needs are identified through careful monitoring of progress, to ensure we offer value for money. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn

**Who can I contact if I have a complaint about the SEN provision made for my child?**

Initially speak with your child's class teacher. You will also be able to arrange a meeting with the SENDCo. If the matter can't be resolved you can arrange to meet with the Head Teacher.

**Who are the best people to talk to at George Eliot Primary School about my child's difficulties with learning, special educational needs or disability?**

We are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Class teacher
- Phase Leader
- SENDCo
- Head of School
- Executive Headteacher

**Outside Agencies**

- Speech and Language Therapy – SLT
- Educational Psychologist – EP
- Primary Inclusion Development Service (behaviour support) – PIDS
- Child Adolescence Mental Health Services – CAMHS
- Camden services for disabled children, young people and their families - Mosaic
- Children & Young People's Occupational Therapy - OT
- Westminster Autism Outreach Service ASD Outreach
- Sensory and Language Impairment Team – Visual and hearing impairments - SLIT