



SEND Information Report

2017-2018

SENDCO and Inclusion Lead: Sophia Charles

SEND Governor: Sharon White

LBBB Local Offer Contribution: <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

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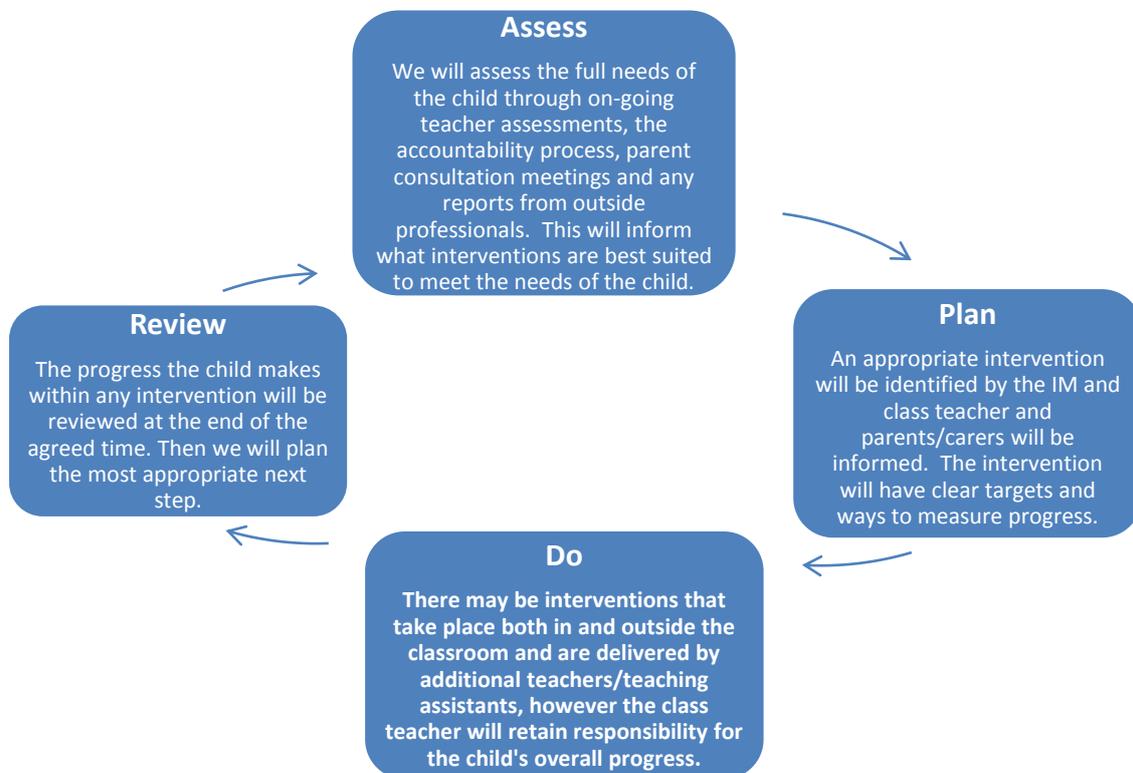
Support for Children with Special Educational Needs and Disabilities (SEND) at

George Carey Church of England Primary School

We are an inclusive school welcoming all children and their families. Our highly skilled, caring school team believe that a child's emotional well-being and self-esteem is crucial to their academic progress. We place the child and family at the centre of all we do.

Quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. This helps us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All Class teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy, SEND Policy 2017)

Assess: Teachers assess and track the progress of all children in their class throughout the year.

Plan: If a child is not making the progress we would expect, together we plan additional provision that will meet the needs of the child. Additional intervention will be carefully monitored by the Class teacher, Senior Leaders and Special Educational Needs and Disabilities Coordinator (SENDCO) and will run for an agreed time period with regular reviews.

Do: Interventions will be run by fully trained Teachers or Teaching and Learning Assistants. Interventions may take place one to one or in small groups and may take place before school, after school and throughout the school day.

Review: Class teachers, Senior Leaders and the SENDCo monitor the progress of all children receiving additional support to ensure that the provision is having the impact we are expecting. We adjust interventions as soon as possible if this is not the case. The progress of all children is discussed and reviewed at termly progress meetings as well as termly SEND review meetings. All our additional provision (internal or external) is based on an agreed outcomes approach. Outcomes of interventions are shared with parents and we ask for their views on their children's progress.

SEND Needs and Curriculum

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and Interaction: speech, language and communication needs, Autistic Spectrum Disorder.
- Cognition and Learning: learning difficulties, specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia)
- Social, Emotional and Mental Health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder
- Sensory and/or physical: hearing or visual Impairment, physical disability, multi-sensory impairment (**Reference:** SEND Policy 2017)

As of September 201 we have 93 children receiving some form of SEN Support. Their needs are met through Quality First teaching which differentiates the broad and balanced curriculum we offer at George Carey to meet the individual needs of children appropriately. Additional provision is made where children need further support to access the curriculum.

We have internal processes for monitoring quality of provision and assessment of need as part of the Performance Management cycle, termly reviews and monitoring of the impact and outcomes of interventions.

What should you do if you think your child may have special educational needs?

Talk to your child's class-teacher first. Your concerns will always be taken seriously, as the knowledge you have of your child is key to us offering the best support. The class teacher may also suggest you talk to the SENDCO or Inclusion Lead. Their role is to oversee the support given to children with Special Educational Needs and Disabilities and offer advice to the teaching staff.

Planning

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- If it is felt your child needs more support, we will meet to discuss the next appropriate steps. A Record of Concern may be written to ensure children who we are a little bit worried about are monitored closely. Children who require further support are placed on Special Educational Needs and Disabilities Register. As part of this process, by talking to you and

your child and with possible input from outside agencies (e.g Speech Therapists), the class teacher and SENDCO will develop a plan of support for your child (Personalised Learning Plan), setting appropriate targets. This will be reviewed at least three times a year to ensure that support remains appropriate.

- We recognise the important role of outside agencies, who bring specialist skills and knowledge to support children, parents and staff. Where necessary the school may seek support from these outside services. This will always be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND Governor who works with the SENDCO, Inclusion Lead and the Head Teacher.

Curriculum Differentiation

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- This is discussed in Pupil progress meetings, which are held three times a year, with members of the Senior Leadership Team, Inclusion team and Class teachers to discuss suitable teaching programmes for each child. These are also discussed with parents
- Learning targets for your child are reviewed three times a year with yourself, the child, a member of the Inclusion Team and Class teacher and new programmes or support is organised as necessary, leading to personalised learning. However we would encourage you to contact the school at any time you feel it necessary to arrange a meeting and discuss your child's needs. The class teacher would your first point of contact.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- Some children will have additional support through group or individual interventions. Parents/ carers will be informed if your child is taking part in any interventions.

Extended Day and School Trips

- We recognise that planning is important to ensure that the needs of all children can be met through our extended day provision, which includes breakfast and after school clubs. Through discussion with parents, we will review necessary adaptations to make the provisions appropriate for the child where possible.
- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable adjustments are made to ensure accessibility. This could include an increase in the number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

Accessibility

- The whole school site is wheelchair accessible
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users. There is a shower situated in the toilet next to the school office

- Visual timetables are used in all classrooms.
- We have a sound field system across the whole school. A Soundfield amplification system allows all students to hear well wherever they are seated in a classroom and whichever direction the teacher faces.
- Each class has a visualiser. This is a camera that has the ability to connect to virtually any projector, interactive whiteboard, PC monitor or TV. This magnifies the computer screen, books, and other written work so it is clear for all.
- Additional modifications are made where necessary including; worksheets printed on blue paper, teacher microphones linked to hearing aids etc.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Meetings	Parents, SLT, SENDCO, Class Teachers, Family Support Worker	Twice a year, Autumn and Summer term
Termly review meetings	Children(prior to meeting), Parents, Class Teachers, SENDCO	Once a term
Parent drop in's and coffee mornings	Parents, SLT, SENDCO, Class Teachers, Family Support Worker	Once a term

Teachers, Senior Leaders and the SENDCO encourage parents to contact us with concerns or queries. We can be contacted via the school office, by phone or by email and we will make time to meet with them as necessary.

Our Family Support Worker, Nicki Wright, can offer advice regarding the wider impact your child's need may be having on you or your family. She will be able to signpost you to other appropriate services and courses within the borough.

We also run longer family courses such as Parent Gym. Details are sent out through our newsletter and are available on line. If you would like to know about any courses, please contact Nicki.

Your child's class teacher and SENDCo will always be happy to give ideas for support at home. Parents coffee mornings will also provide strategies and ideas to help. Further to this, the school also holds specific parents meetings throughout the year to inform parents about practice in school and to support with home learning.

Staff Training and Deployment

We are committed to developing the ongoing expertise of our staff. We currently have the following expertise in our school, within the area of SEN. The levels of training have been differentiated as follows:

Awareness – Have received input which has provided additional information and guidance in a particular area of need.

Enhanced – Have received input, with or without accreditation, that has provided a deeper understanding of a particular area of need.

Specialist – Have received input with accreditation to focus on developing a more full understanding of an area of need.

Member of Staff	Area of expertise	Level and Qualification (as per p58 of SEN Code of Practice 2014)
N Akhtar	Maths - Success @ Arithmetic	Enhanced
L Clarke (presently on Secondment to the LA)	SEND Coordination	Specialist – PG Cert in SENCO
	Dyslexia	Enhanced
	PECS	Enhanced
	SCERTS	Enhanced
	Autism	Enhanced
	Behaviour - Thrive	Specialist
A Seaford	Autism	Specialist - PG Cert in Autism
S Charles	Dyslexia	Enhanced
	Dyscalculia (SENDCO Course starts October)	
W Ellis	Autism	Enhanced
	PECS	Enhanced
J Eaton	Dyslexia	Enhanced
	Maths – 1 st Class @ Number1	Awareness
J Martin	Dyslexia	Enhanced
K Griffin	Dyslexia	Enhanced
	Reading Intervention – Project X Code	Awareness
	Maths – 1 st Class @ Number2	

		Awareness
K Watson	Reading Intervention - Project X Code	Awareness
T Hussain	Reading Intervention - Project X Code	Awareness
R Bond	Writing Intervention – 1 st class@Writing Y4	Awareness
	Reading Intervention – Project X Code	Awareness
A Slater	Speech & Language	Enhanced – USSAL Level 3
S Timaru	Speech & Language	Enhanced – USSAL Level 3
L Sadler	Speech & Language	Specialist - ESSAL Level 4, ELKLAN
L Cattell	Autism	Enhanced
	SEN	Enhanced - Level 4 Advanced Diploma
L Buckingham	Autism	Enhanced
	Behaviour - Thrive	Specialist
ARP Team	Autism	Enhanced

This year, we are focused our training on intervention training, behaviour support and inclusivity within the classroom; as these have been areas of increased need within the school. Further to this, the SENDCO Sophia Charles is undertaking her National Award in SEN Coordination (NASENCO) alongside our ARP teacher Winsett Ellis. Into the next academic year, the focus of training will be on Specialist and Enhanced level staff disseminating their knowledge through in house training.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and is prepared for adulthood from the earliest possible age.

School Partnerships and Transitions

The School works with a number of external partners including Medical services such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS and Educational Psychologists. These services provide valuable support and information to enable us to meet the individual needs of each child. Parent will always be consulted before any outside service is involved with their child. They will be included in meetings with external services as appropriate.

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

Further to this, we receive termly visits from Local Authority Inclusion Advisors to monitor provision and to provide support and guidance on next steps.

This year, we worked with our feeder partners to welcome a number of children and young people with Special Educational Needs or Disabilities and we supported a number of children and young people transition to the next phase in education or employment.

Our approach involved working very closely with the Families and Inclusion teams at the new or previous school. We undertake the following:

- Meeting with you and your child to share information will always be the first step to any transition.
- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between SENDCO, Inclusion team, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEND information.
- Previous schools contacted for information sharing.
- Flexible entry to the Reception classes
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment. We recognise that some children need additional planning to ensure a smooth transition.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school invited to attend any reviews prior to transition
- In the Autumn term, we ensure that our Year 1 classes are set up in a similar way to the reception classes so children can still have access to familiar activities
- Children with high level needs will have a carefully planned transition, ensuring information is fully transferred and children and their parents feel confident and supported.
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Finance

The Special Educational Needs and Disabilities (SEND) budget is managed by the Head Teacher, Inclusion Lead, SENDCO, SEND Governor and Finance Manager.

With your advice and, if appropriate, advice from outside agencies and through observation, we will order resources to support each pupil's learning. Regular meetings are held to monitor impact of extra support.

The governing body is kept informed of funding decisions.

Future Development

As a school we believe that we can continually develop our practise to create the best outcomes for our children. Over the next academic year we will be focusing on continuing to develop our Speech and Language provision, including developing a Quality First Teaching provision map to track additional provision at Wave 1. We are also developing the strategic use of CAHMS TAs with Psychology backgrounds, to augment our provision of support for children with SEMH needs.

Complaints

We would hope that the school would work with you to ensure that all concerns are dealt with swiftly and to your satisfaction. It is always possible to make an appointment to meet with your child's Class Teacher, Assistant Head teacher, SENDCO or Inclusion Lead, whilst we may not always be available immediately, someone will contact you within a day to make an appointment.

The complaints procedure is available on the school website or from the school office for your reference.

Further Information

For further information you can contact:

- Class teacher
- Assistant Head teacher for your child's phase
- SENDCO and Inclusion Lead Sophia Charles scharles@george-carey.bardaglea.org.uk (0208 270 4040)
- Family Liaison Officer Nikki Wright nwright@george-carey.bardagle.org.uk (0208 270 4008)
- SEN Governor Sharon White (0208 270 4040)
- School Nurse Michelle Dally (0203 644 2632)

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

Relevant school policies underpinning this SEN Information Report include:

Teaching and Learning Policy

SEND Policy

Inclusion Policy

Assessment Policy

Complaints Procedure

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Some useful links:

The Barking and Dagenham Local Offer <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

The Barking and Dagenham Autism Strategy

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-support-advice-participation-and-empowerment/special-educational-needs/>

Local charities who support children and families around autism and learning difficulties

www.sycamoretrust.org.uk

<http://www.carerscentre.org.uk/>