



Handsworth Primary School and Nursery: SEN Information Report for Special Educational Needs and/or Disabilities 17/18

Name of the school	Handsworth Primary School and Nursery
What is the school's vision and mission statement? How does this relate to children and young people with special educational needs and disabilities?	HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES
What type of school are you? What age children does the school admit?	At Handsworth Primary School we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference. We are committed to promoting a learning environment for all that embeds the values of inclusive educational practices.
What is your current Ofsted rating?	Handsworth is a primary school serving its local community for children from 3 – 11.
How does the school ensure that children/young people who need extra help are identified early? What should a parent do if they think their child may have special educational needs? <ul style="list-style-type: none"> • <i>How do you identify children/young people with special educational needs?</i> • <i>How can a parent raise any concerns they may have?</i> 	How we know if a child/young person has special educational needs <ul style="list-style-type: none"> • All children's progress is tracked regularly; • As well as termly assessments, termly pupil progress meetings will highlight any children who are underachieving. These are attended by Headteacher, Deputy Headteacher, The Inclusion Manager and the class teacher. • Concerns are monitored over a reasonable period of time, the needs are discussed with the inclusion manager and observations and assessment may take place; • You are kept informed at all times and if further assessment of your child's needs is required you will be consulted, and with your consent other professionals may be invited into school to provide support or complete assessments; • If you have concerns about your child's progress you are encouraged to speak to

your child's class teacher initially;

- Parent consultations give an opportunity for you to discuss your child's work and progress. These take place in the Autumn and Spring Term;
- If you are not happy that the concerns are being addressed and your child is still not making progress you should speak to Angela Struthers (Inclusion Manager), or Jill Augustin (Headteacher);
- If you are still not happy you can speak to the school interim SEND Governor, Mary Wilson.

What does the school do to help children/young people with special educational needs?

- How do school staff support children/young people with special educational needs?
- What are the different staff roles?
- Who oversees and plans a child/young person's education programme?
- How does school know how effective its arrangements /provision for children and young people with special educational needs are?

What we do to help children/young people with special educational needs:

- The school has year group action plans which are updated termly; these identify the provision that is in place for each child within a year group;
- Any intervention put in place will be monitored closely and impact on progress tracked. All of the interventions are carefully selected for each child and monitored by the class teacher, Inclusion Manager and Headteacher.
- If a child has a specific special need they will be included on the Special Needs Register and they will have an Individual Learning Passport which is reviewed and updated by the class teacher each term. Parents and children are encouraged to contribute to this process and if necessary the Inclusion Manager or external services such as Speech and Language therapy will be involved.
- For pupils with more complex needs we encourage support and advice from multi agencies. We work together with parents and relevant external services to request an assessment from the local Authority for an Education Health Care Plan and implement these for pupils that have them.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is based on building on what your child already knows, can do and can understand;
- Different ways of teaching are in place so that your child is fully involved in

learning in class. This may involve things like using more practical learning or specific resources;

- Specific strategies (which may be suggested by the Inclusion leader or outside staff) are in place to support your child to learn;
- Your child's teacher will have carefully assessed your child's progress and if decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. The learning support staff support as directed by the class teacher, Inclusion Manager or Speech and Language therapist.

All children in school should be getting this provision as a part of excellent classroom practice.

Specific group work with a smaller group of children.

These groups, often called Intervention groups, may be run within the classroom or outside.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress;
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan or a specific intervention programme, e.g. Talktime, Numicon, phonics, Toe by Toe, Plus 1, Power of 2, Precision Monitoring, Wellington Square and touch-typing

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups or individual work run by outside agencies e.g. Speech and Language therapy OR Play therapy.

This means the children have been identified by the class teacher/Inclusion Manager as needing some extra specialist support in school from an outside professional.

For your child this would mean:

- Your child will have been identified by the class teacher/Inclusion Manager (or you will have raised concerns) as needing more specialist input instead of or in

addition to Quality First Teaching and intervention groups;

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways 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 you and the school understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to best facilitate their learning;
- Support to set better targets which will include their specific expertise;
- A group run by school staff under the guidance of the outside professional e.g. speech and language groups
- A group or individual working with external professional in school.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning with an aim of diminishing difficulties, it is additional to Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager and the Local Authority as needing a particularly high level of individual or small group teaching which cannot be provided purely from the budget available to the school.

In this case your child will usually also need specialist support in school from external

professionals.

They may require additional specialist resources or equipment and may require adaptations to the school environment.

For your child this would mean:

- The EHC Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child;
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child;
- An EHC Plan is available for children whose learning needs are: severe, complex and lifelong. There will also be a medical diagnosis or health need. A request is made by the school, with your involvement, to the local authority to assess your child for an EHC Plan.

How do teachers match the curriculum to an individual child/young person's needs?

- What is the school's approach to differentiation?
- How does that help individual children/young people?

How we adapt our teaching for children with special educational needs

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible;
- Lessons are carefully differentiated to your child's needs and equipment carefully chosen to suit their learning need and style.

How are your school's resources allocated and matched to children's/young people's special educational needs?

How is the school's special educational needs budget allocated?

How decisions are made about what type and how much support an individual child/young person will receive?

How we decide what resources we can give to a child with special educational needs

- The school budget, received from the Local Authority, includes money for supporting children with Special Educational Needs and Disabilities (SEND);
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school;
- The Head Teacher and the Inclusion Manager discuss all the information they have about SEND in the school and decide what resources/training and support is needed;

- Describe the decision making process.
- Who makes the decision and on what basis?
- Who else is involved?
- How are parents involved?
- How does the school / college judge whether the support has had an impact

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specific resources and strategies will be used to support your child individually and in groups;
- All resources/training and support are reviewed regularly and changes made as needed. Parents/carers views are always welcome.

How do you monitor a child/young person's progress and how do you communicate with parents about their child's progress?

- How will both the school and the parent know how a child/young person is doing and how do you help parents to support their child's/young person's learning?
- How do you explain to parents how a child/young person's learning is planned and how they can help support this outside of school?
- How and when will parents involved in planning my child's education support?
- Do you offer any parent training or learning events?

How we check that a child is making progress and how we keep parents informed

- Your child's progress is continually monitored by his/her class teacher;
- His/her progress is assessed formally every term and a level given in reading, writing, and maths;
- If your child is in Year 1 and above and is working below expected levels of a year 1 child, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels';
- 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).
- The progress of children with an EHC Plan is formally reviewed at an Annual Review organised by the school inclusion manager and includes all adults involved with the child's education; a report of the annual review is sent to the local authority. Also less formally with your child's class teacher termly.
- The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.
- The school will discuss with you any concerns, along with, any further interventions or referrals to outside professionals.

What support does the school offer for children and young people's overall health and wellbeing?

- What is pastoral, medical and social support available in the school for

Support we offer for children's health and general wellbeing
Medical:

- All medical needs are recorded and staff are made aware. Pictures of the child and the need are shared and displayed appropriately.

children and young people with special educational needs and disabilities?

- How does the school manage the administration of medicines and providing personal care?
- What support is there for behaviour, avoiding exclusions and increasing attendance?
- How can children / young person contribute their views? How does school support children / young people to do this?

- The Inclusion Manager will invite you into school to create Health Care Plan if your child has complex medical needs.
- The plans will be updated yearly, however, you are encouraged to contact the Inclusion leader at any time there is a change;
- All medicines are carefully monitored and recorded;
- If there are any concerns the school office or Inclusion Manager will ring you and discuss any issues. If needed the school nurse will be contacted;
- Your child's social and pastoral care is very important and the sharing of your concerns with the class teacher will help us to all work together.

Social:

- Your child is fully included in activities where possible. All children are encouraged to work together;
- New children are offered an appropriate buddy;
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns the relevant school staff will be informed and parents/carers contacted;
- Our Inclusion Manager, Headteacher or Learning Mentors may put a programme of support in place to ensure that your child is supported.
- Where there has been a breakdown in social relationships between children we would offer restorative practice which is mediation between the children involved to help them to be able to move on, which would be discussed with parents.

Behaviour:

- Use of the school's behaviour for learning policy and SMSC policy;
- Whole school and class reward systems promoting positive behaviour e.g. certificates and stickers;
- Golden Rules;
- If your child has behavioural difficulties your class teacher will liaise with you; a learning passport may be created with you and your child to focus on behaviour support;
- Strategies will be implemented and shared with you; e.g, mentoring, and behaviour charts;

- Additional support will be implemented if needed and advice requested from additional professionals if required;
- You will be kept informed and if necessary a meeting will be arranged with key staff;
- Everything possible will be implemented to ensure that your child is included at all times.
- We may suggest that your child work with a mentor in school to support them;

Attendance:

- It is important that your child has good attendance so that they are able to make good progress with the support they are given;
- Attendance and punctuality is monitored by the Inclusion Manager, Head Teacher and office staff monthly and you will be informed if the school has concerns; if there is no improvement following in school procedures we will contact the Education Welfare Team;
- It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the school office will be able to advise you.
- We request that appointments are made where possible outside of school hours. If children are to attend and appointment during school time we request that they return to school as soon as possible after the appointment.

Child's Views:

- Your child is encouraged to discuss school issues and they have the opportunity to take them to the school council;
- If your child has shared concerns or ideas with you but they feel that they cannot discuss them in school you can bring them to the class teacher, Inclusion Manager or Head teacher.

Pastoral Care Team Meetings:

- Meetings are held every half term to consider any child that may require more pastoral care and attention, we aim to be an attachment and trauma aware school supporting children that have experienced trauma or loss. Our team

	<p>meetings consist of in school and external professionals who come together to discuss the care of individual children;</p> <ul style="list-style-type: none"> • Monthly Drop in sessions with our Play Therapist and our Inclusion Manager are available for staff to discuss any concerns they have; <p>Operation Encompass:</p> <ul style="list-style-type: none"> • Since September 2017 we have joined a pilot project in the borough 'Operation Encompass'. This means that we will be notified the next day if any child in our school has been present during domestic abuse the previous night to which the police were called.
<p>How do you evaluate the effectiveness of the provision for children with special educational needs?</p>	<ul style="list-style-type: none"> • Termly Pupil Progress reviews. • Inclusion Manager meets termly with Speech & Language Therapist, LSAs providing small group support and mentors to review provision and effectiveness.
<p>What specialist services and expertise are available at or accessed by the school?</p> <ul style="list-style-type: none"> • Are there specialist staff working at the school and what are their qualifications? • What other services does the school access including health, therapies and social care services? 	<p>In school:</p> <ul style="list-style-type: none"> • Pastoral Mentors; • SEND support staff; • Language and social skills groups ; • Additional Speech and Language Therapy input to provide a higher level of service to the school; • Student Social Worker • Play Therapist • EAL groups <p>Access to and currently supporting our school, children and families:</p> <ul style="list-style-type: none"> • Autism Outreach Service- Whitefield; • SEND success outreach team; • Educational Psychology Service; • Joseph Clarke outreach Service for children with visual needs; • Speech and Language Therapy; • School Nurse; • Occupational Therapy; • Physiotherapy;

- Social services;
- Child and adolescent mental health service (CAMHS);
- Child and family consultation services (CFCS).
- Early Help Multi-Agency Panel (EHMAP)
- Education Welfare Service
- Grief Encounters – Bereavement counselling
- Barnardos
- Integrated Disability Service
- Hawkswood Pupil Referral Unit

**What support do you provide for improving emotional and social development?
How do you prevent bullying?**

Access to

- Play Therapist
- Counselling
- Student Social Worker
- Staff Mentors
- CAMHS involvement
- Mediation restorative practice
- Individual Learning Passports and reviews
- Kidscape anti-bullying practice

What training have the staff supporting children and young people with special educational needs and disabilities had?
include recent and future planned training and disability awareness training

The training our staff have had or are getting

- The Inclusion leader has completed the required accreditation course; and attends training throughout the year.
 - Kidscape training March 2015.
 - Personal budgets November 2015.
 - Restorative practice/Mediation March 2016.
 - NAHT – SENCO as a strategic leader September 2016
 - Behaviour and Attendance workshop 2017
 - Resilient pupils, resilient parents, resilient schools February 2017
 - Developmental Co-Ordination Workshop 2017
 - Attachment and Trauma Aware School September 2017
 - Safeguarding October 2017

	<ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and language difficulties; • 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, Waltham Forest Dyslexia Association • Identified members of staff have medical/health training (including paediatric first aid) to support staff in implementing care plans; • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND; • Training takes place on a regular basis. Growth Mindset inset April 2016. LSA training inset January 2016 Speech & Language. Whole school inset September 2016 – Global delay, Sensory difficulties and ASD. Behaviour management training September 2016, Dyslexia Training 2016, ADHD Training May 2017, Child Protection and Safeguarding including children with SEND and Disability September 2017
<p>How are children/young people included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> • Are they be able to access all of the activities of the school/ college offers and how are they assisted him or her to do so? • How do you involve parent carers in planning activities and trips? 	<p>How we include children in activities and school trips</p> <ul style="list-style-type: none"> • All children are included in all activities with their peers; • The school provides additional support if it is required; • Before any trip or activity, a risk and additional needs assessment is completed to ensure accessibility for all; • Parents are often invited to support with school activities and accompany children on school trips.
<p>How accessible is the school environment?</p> <ul style="list-style-type: none"> • Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet 	<p>Our school environment</p> <ul style="list-style-type: none"> • The building is accessible to children with physical disability; • We ensure that equipment used is accessible to all children regardless of their needs; • The school has disabled toilet facilities and shower room; • Extracurricular activities are accessible for children with SEND;

facilities?

- How will equipment and facilities to support children and young people with special educational needs be secured?

- When each child with a specific need enters the school their whole needs are carefully looked at and any equipment provided. When agencies advise particular equipment where possible it is provided, the school tries to make reasonable adjustments.
- We have had a hoist system installed (September 2016). This is to enable us to provide changing facilities for non-mobile children which enables us to provide placements for children with complex mobility difficulties.

**How does the school prepare and support children/young people when they join?
How does the school support children/young people when they transfer to a new school or the next stage of education and life?**

- What preparation is there in the school / college?
- What preparation is done with the child/young person?

How we prepare for children joining our school and leaving our school

We recognise that transitions can be difficult for a child with SEND 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 school SENCO/Inclusion Manager 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; Class teachers complete a contextual handover sheet for every child in their class and have a contextual handover meeting.

In Year 6:

- The Inclusion lead will invite secondary staff in to discuss the child and share strategies;
- Your child may have focused sessions about aspects of transition to support their understanding of the changes ahead, some children will have individualised support with transition if it is felt it is required;
- 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.

If your child is joining the school:

- The first introduction to the school is carefully planned. Key members of staff will meet with parents/carers and a programme of support will be discussed if required;
- Any child with complex special needs will have a planned start to Handsworth.

	<p>Books are created with photos of staff and school to help the parent prepare the child for joining our school.</p>
<p>How are parents involved in school life?</p> <ul style="list-style-type: none"> • Describe the school's approach to involving parents in decision making and day-to-day school life including for their own child • How does the school communicate with parent carers and parent carers whose first language is not English? 	<p>How parents are involved in school life</p> <ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well so similar strategies can be used; • The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have; • All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report; • If your child has an individual Learning Passport this will be reviewed with you and your child's involvement each term; • A home/school contact book may be used to support communication with you; • An interpreter will be provided by the school when necessary.
<p>Who can a parent contact for further information?</p> <ul style="list-style-type: none"> • Who would be the parent's first point of contact if they want to discuss something about their child? • Who can a parent talk to if they are worried? • Who should they contact if I they are considering whether child/young person should join the school? • Who is the SEN Coordinator and how can I contact him/her? 	<p>Who to contact for more information or to discuss a concern</p> <p>The Inclusion lead (Angela Struthers)</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Keeping the SEND Governor informed and up to date. • 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 register (a system for ensuring all the SEND needs of pupils in this school are known). • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve best progress. • Organising external support as required; • Making referrals for external support; • Attending reviews in school or with external services as required;

- Supporting parents and children appropriately when required.

Ensuring that you are:

- Involved in supporting your child's learning;
- Kept informed about the support your child is receiving;
- Involved in reviewing how they are doing;

Class teacher

Responsible for:

- 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) and working closely with the Inclusion lead;
- Writing Learning Passports (when needed) and sharing and reviewing these with parents at least once each term and planning for the next term;
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can make best 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.

Head teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND;
- Giving responsibility to the Inclusion lead and class teachers but is still responsible for ensuring that your child's needs are met;
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND;
- The current interim SEND Governor is Mary Wilson.

Information on the Local Authorities Local Offer	https://www.walthamforest.gov.uk/content/send-local-offer
Include information about SENDIASS-Special educational needs and disability information advice and support service	The Citizens Advice Bureau CAB 220 Hoe Street Walthamstow E17 5AY Tel 0300 330 1175
Date of this document	Our SEN Information report to children with special educational needs and disabilities was reviewed in September 2017 It will be reviewed in September 2018.