

SEN information report –

Our approach to teaching children with SEN

North Ealing School works inclusively with our families to maximize the learning potential of all children in our community. Pupils with SEN are valued members of our school community and every effort is made to support their individual needs.

We pride ourselves on our welcoming atmosphere and open door policy as well as strong home school links. We hope that you feel able to come and ask any questions you have regarding support for your child. Find outlined below further information regarding how we as a school provide this support and how you can access it.

What kind of needs can be supported at our school?

Children with many different types of need are supported at our school. These needs fall within the following broad categories:

Cognition and Learning Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction skills Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Mental and Emotional Health Children and young people 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or Physical Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

North Ealing School endeavours to ensure that every child in our school makes good progress and is prepared for their next step in learning and development towards adult life.

What do we define as Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Within Ealing, a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above.

Children must not be regarded as having Special Needs solely because their language or medium of communication of the home is different from the language in which they are being taught. North Ealing School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs. Parents are kept fully informed if their child receives any form of additional support.

It is important to note that when a child is not making expected progress, it does not necessarily mean the child has a special educational need. The child may narrow the gap through catch up interventions, additional resources and parental support. If however expected progress is not achieved, further intensive SEN provision is provided and advice may be sought from outside agencies like educational psychologists, Occupational therapists, speech and language therapists or other appropriate agencies.

Who can I talk to about my child's needs?

³⁵ / ₁₇	Class teacher
³⁵ / ₁₇	SEN Coordinator (SENCo)
³⁵ / ₁₇	Deputy Head for Inclusion
³⁵ / ₁₇	Senior Leaders – Head Teacher and Deputy Head Teachers
³⁵ / ₁₇	Outside agencies

How are children's needs identified?

Every child is assessed on entry to our school.

All children are different so we spend time identifying each individual need before they enter school and throughout their school life. We liaise with previous settings and with outside agencies if required.

At North Ealing Primary School we use a 'graduated approach' when identifying children who have or may have special educational needs. A graduated approach is whereby earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs. This understanding then informs the support that is given to the child, in order to make good progress and secure good outcomes. The four stages of the cycle are:

- ³⁵/₁₇ Assess
- ³⁵/₁₇ Plan
- ³⁵/₁₇ Do
- ³⁵/₁₇ Review

The graduated approach starts at a whole school level; teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

How are children's needs identified on entry to early years – EYFS?

As soon as we know that a child will be attending our early years setting, we endeavour to find out more about child so that we can plan for their arrival and ensure that they settle into our school happily and make good progress. We build a picture of the child through:

³⁵ / ₁₇	Questionnaires to parents,
³⁵ / ₁₇	Discussion with Parent,
³⁵ / ₁₇	Information from previous Nursery or Playgroups,

³⁵₁₇ Outside agencies where appropriate e.g L.A, Health Visitors, Early Years Special Needs Coordinators, Speech and Language services and Educational psychologists.

³⁵₁₇ Parent information meetings.

³⁵₁₇ Taster days/Class Visits

³⁵₁₇ Home visits

How will school staff support my child?

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Head Teacher and SENCo, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The Head Teacher, Mrs Flowers, has responsibility for:

³⁵₁₇ The management of all aspects of the school's work, including provision for pupils with SEN;

³⁵₁₇ Keeping the governing body informed about SEN issues;

³⁵₁₇ Working closely with the SEN personnel within the school;

³⁵₁₇ Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Governing Body will ensure that:

³⁵₁₇ SEN provision is an integral part of the school improvement/development plan;

³⁵₁₇ The necessary provision is made for any pupil with SEN;

³⁵₁₇ All staff are aware of the need to identify and provide for pupils with SEN;

³⁵₁₇ Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;

³⁵₁₇ They report to parents on the implementation of the school's SEN policy;

³⁵₁₇ They have regard to the requirements of the SEN Code of Practice (2014);

³⁵₁₇ Parents are notified if the school decides to make special educational provision for their child;

³⁵₁₇ They are fully informed about SEN issues, so that they can play a major part in school self-review;

³⁵₁₇ They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN;

³⁵₁₇ The quality of SEN provision is regularly monitored;

³⁵₁₇ They, and the school as a whole, are involved in the development and monitoring of this policy.

The Special Educational Needs Co-ordinator (**SENCo**), **Ms Nandra**, is responsible for:

³⁵₁₇ Overseeing the day-to-day operation of this policy;

³⁵₁₇ Ensuring that an agreed, consistent approach is adopted;

³⁵₁₇ Liaising with and advising other staff;

³⁵₁₇ Helping staff to identify pupils with SEN;

³⁵₁₇ Carrying out detailed assessments and observations of pupils with specific learning problems;

- ³⁵/₁₇ Co-ordinating the provision for pupils with SEN;
- ³⁵/₁₇ Supporting class teachers in devising strategies, drawing up Individual and Class Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom;
- ³⁵/₁₇ Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- ³⁵/₁₇ Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- ³⁵/₁₇ Maintaining the school's SEN register and records;
- ³⁵/₁₇ Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, eg, class-based assessments/records, end of year tests and SATs
- ³⁵/₁₇ Contributing to the in-service training of staff;
- ³⁵/₁₇ Managing learning support staff/teaching assistants;
- ³⁵/₁₇ Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- ³⁵/₁₇ Liaising with the SENCoS in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;
- ³⁵/₁₇ Taking part in LA SEN moderation.

Class Teachers are responsible for:

- ³⁵/₁₇ Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- ³⁵/₁₇ Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN;
- ³⁵/₁₇ Working in partnership with parents of pupils with SEN to give feedback and discuss their child's needs, provisions and progress;
- ³⁵/₁₇ Working with the support of the SENCo to draw up and implement provision maps.

Learning support staff/teaching assistants should:

- ³⁵/₁₇ Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN;
- ³⁵/₁₇ Use the school's procedures for giving feedback to teachers about pupils' progress and their responses to tasks and strategies;
- ³⁵/₁₇ Be aware of the SEN of children with whom they work, including being familiar with the children's provision maps;
- ³⁵/₁₇ Implement strategies and interventions identified on children's provision maps under the direction of the class teacher and/or the SENCo;
- ³⁵/₁₇ Be prepared to undertake relevant and regular training and meetings to support them in meeting the needs of children with SEN.

Class teachers assess their pupil on a daily basis in lessons and together with senior staff identify pupil's needs through;

- ³⁵/₁₇ Discussion with the child

³⁵ ₁₇	Book Scrutiny
³⁵ ₁₇	Pupil Progress Meeting
³⁵ ₁₇	Half Termly Data Analysis
³⁵ ₁₇	Circle Time
³⁵ ₁₇	Pupil Feedback about their learning
³⁵ ₁₇	Worry boxes
³⁵ ₁₇	Clinical Psychologist - weekly sessions with individual pupils
³⁵ ₁₇	Lunchtime drop in sessions with members of staff to discuss concerns
³⁵ ₁₇	Behaviour logs

How do we review progress for pupils with SEN?

Once a pupil is identified with SEN, a termly plan with specific outcomes is drawn up by the SENCo and class teacher in consultation with the parent. Additional provision is put in place and reviewed termly. Parent and child (where appropriate) attend these meetings with class teacher and SENCo and new outcomes are set. Our aim is to provide the appropriate support and accelerate learning so that the child is removed from the SEN register as soon as possible. From September 2014, the categories of School Action and School Action Plus will be replaced by a single category, namely SEN Support.

How do we work in partnership with parents of children with SEN?

Parents know their children best. It is extremely important that we work closely with our parents to ensure their views are considered and they are involved in decision making about their child. We;

³⁵₁₇ Communicate regularly and informally through home school books, phone calls, letters and quick informal chats at the end of the school days.

³⁵₁₇ Have an open door policy so that parents can make appointments to see the class teachers and SENCo when they are concerned and would like a longer discussion.

³⁵₁₇ Termly Parent's Evening meeting with the class teacher to review progress of children who receive SEN support via interventions

³⁵₁₇ Hold termly review meetings and an Annual Review meeting for any child with an EHC plan.

³⁵₁₇ Include the progress a child with SEN has made towards their desired outcomes in their annual end of year report.

³⁵₁₇ For any child with an EHC plan and for some children with more complex SEN the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

³⁵₁₇ Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.

How do we enable children with SEN to make decisions about their education?

We encourage all children, including those with SEN, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through;

³⁵₁₇ Asking questions in lessons

³⁵₁₇ Asking questions in books

³⁵₁₇ Direct discussion with teachers and support staff.

³⁵₁₇ Feedback from the child

³⁵₁₇ Pupil Voice

³⁵₁₇ Peer monitoring

³⁵₁₇ Circle time

In addition, children with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become confident young people and reach their full potential. These outcomes are decided with pupils (where appropriate), class teachers, parents and outside agencies during termly and annual review meetings. The outcomes and the additional support

needed are recorded termly on our school provision map. Class teachers and parents are given a copy of the plan. Translators can be arranged once we are given notice.

How do we support children with an EHC plan or statement of SEN?

Where a pupil's needs are complex and long term, the school may require additional support over and above what is provided by our SEN budget. Working with our school EP and parent it may be decided to request a statutory assessment for this child. An ERSA document is presented to panel requesting a statutory assessment. This document outlines the pupil's specific needs the steps the school has already taken to meet this child's needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's SEN is such as to require the LA to determine the child's SEN provision through a Statement or Education Health and Care Plan (EHCP). A Statement of Special Educational Needs or an Education Health and Care Plan (EHCP) will include details of the pupil's special needs (including medical) and will identify the special provision necessary to meet the pupil's education and health needs.

All children with Statements of SEN or EHCP now have short-term, medium and long term goals/outcomes. These outcomes are agreed in consultation with the parents, professionals and, where appropriate, the child once statutory assessment has been agreed.

Pupils with statements or EHCP have their outcomes reviewed termly with the parents. In addition to this an Annual review is held where LA, parents, school staff and outside professionals are invited to attend. Pupil's views are reflected at this meeting by presenting a profile of the child's views and wishes. The pupil can also attend this meeting where appropriate. Progress is evaluated and new outcomes are set and costed. This information is presented to a SEN panel at the LEA in an 'Annual Review Document' and this panel considers whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement or EHCP. Provision and funding is agreed for the coming year. At the Y5 Annual review, consideration will be given to the type of provision the pupil will require in High school. In Y6, the SENCo will invite a representative from the pupil's High School to attend the Annual Review. All files are handed over to the High School at the end of Year 6.

Occasionally pupils have a Statement or EHCP before starting at our school.

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

When necessary, and after careful consideration (see page 2), the school makes referrals to the following professionals;

- ³⁵/₁₇ Educational Psychologist (EP)
- ³⁵/₁₇ Speech & Language Therapist (SLT)
- ³⁵/₁₇ Occupational Therapist (OT)
- ³⁵/₁₇ Child Development Team (CDT)
- ³⁵/₁₇ Child and Adult Mental Health Services (CAMHS)
- ³⁵/₁₇ Place 2 Be – this service is provided in school two days per week

We work alongside the above therapists; following individualised programmes and recommendations.

How do we help children with SEN when they move to our school?

To enable us to gather information about the child we;

- ³⁵/₁₇ Liaise with parents
- ³⁵/₁₇ Liaise with previous setting
- ³⁵/₁₇ Liaise with other professionals involved with the child
- ³⁵/₁₇ Detail Transition Plan if needed- Invite child and parent to visit school and meet class teacher and become familiar with school environment.
- ³⁵/₁₇ Prepare transition passport with parent.
- ³⁵/₁₇ Develop an individual plan to meet desired outcomes.
- ³⁵/₁₇ Induction program – with parent, class teacher and SENCo

How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEN we also:

³⁵₁₇ Pass on SEN records to the new school including SEN support plans, or EHC plans and “one page profiles” drawn up.

³⁵₁₇ Liaise with the SENCo/year group leader of the new school to clarify any information necessary.

³⁵₁₇ Organise extra visits to the school if required.

³⁵₁₇ Prepare a transition book with photographs and information about the new setting.

³⁵₁₇ For pupils with statements or EHCP we invite the SENCo from the new setting to the last annual review and a transition program is agreed at this meeting.

How do we help children when they move between classes and /or phases of education within our school?

When moving classes in school:

All pupils meet their new class teacher in their new classrooms during the last week of summer term. Some of our more vulnerable pupils find transition difficult and extra arrangements is put in place for these pupils. This may include;

³⁵₁₇ Transition Meeting in July where all information, plans and outcomes are shared with the new teacher.

³⁵₁₇ Pupils have extra visits to their new class and playground setting and additional meetings with the class teacher.

³⁵₁₇ Transition Passport is prepared with photographs of new staff, classroom and playground. This passport is sent home so that parents can look through it with their child over the Summer vacation.

How are adaptations made to the school to help children with SEN?

³⁵₁₇ Class Teachers plan lessons and teach according to the specific needs of all pupils in their class.

³⁵₁₇ The inclusion team supports the class teachers in meeting specific needs.

³⁵₁₇ Specific resources and strategies will be used to support a child with additional needs. (please see list of interventions)

For pupils with physical disabilities

Most of our classrooms are situated on the ground floor. There are ramps installed to allow wheelchair access. There are 2 year groups on the first floor and these classrooms can be reached using a lift.

List of interventions to support learning

(All classrooms are equipped with a sound field system which is particularly supportive to pupils with hearing difficulties).

³⁵₁₇ SEAD

³⁵₁₇ Box Clever

³⁵₁₇ Read Write Inc Catch Up Programs.

³⁵₁₇ ECAT

³⁵₁₇ 5 minute box

³⁵₁₇ Attention and Listening

³⁵₁₇ Occupational Therapy.

³⁵₁₇ Social Skills

³⁵₁₇ Speech and Language

³⁵₁₇ Narrative groups.

³⁵₁₇ Phonics

³⁵₁₇ Numicon

³⁵₁₇ Writing Boosters

³⁵₁₇ 1:1 reading.

³⁵₁₇ Reading Comprehension

35 Pre –teaching
17 Clicker
35
17

What skills and training do our staff have?

Staff members	Training completed
All Staff	Are trained in the requirements of: The SEN code of practice 2014 The Equality Act All general school policies on teaching and learning and behaviour management include information on differentiation-supporting children with SEN in class. Read Write Inc. New national curriculum
Inclusion staff	We have a variety of skills in our teaching assistants depending on their job Different staff have had training in the following areas: ASD Downs Syndrome Makaton Speech and Language programmes including Box Clever Story Bags and Narrative OT and Sensory Diet Reading support Writing support Numicon Social skills Colourful semantics.
SENCo	NASENCo accreditation

Where can I find out about the local authority's offer of services and provision for children and young people with SEN?

Detailed information about the provision and services available for children with special education needs can be found at eh following link:

<http://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>

What should I do if I am concerned about the quality of the support my child is getting?

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the school's complaints policy.