

How are children's SEND needs identified and how will they be supported?

Our class teachers closely monitor the progress made by all the children and ask advice as soon as they have concerns about any individual pupil. Targeted activities are planned such as small group work or interventions to help the child. If the child continues not to make good progress a meeting will be arranged with parents/carers and together it will be agreed which additional SEND support will be put in place. This may involve advice and/or assessment from an external specialist service.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. Advice will be sought from any previous settings, a home visit may be arranged and parents will be consulted about their child's previous progress and needs.

How are children's needs identified whilst children are at our school?

- By pupils telling us - circle time, discussions with class teachers. They may also independently access the Place 2 Talk counselling service.
- By parents telling us – talking to the class teacher (open door policy), parent consultation evenings.
- Through teacher assessments – all pupils' progress and achievement are closely monitored by class teachers. Termly pupil progress meetings are held with senior leadership team and class teachers. Individual pupils who are identified as being significantly behind or making less than good progress are discussed at these meetings and a plan of action made, if necessary
- Behaviour and welfare logs and other sources of information are used to ensure that pupils are happy and making good progress. SEND support meetings, in which a review of progress against SEN desired outcomes is made. These take place termly with parents, children and teachers.
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Where can I find information about the school SEN Policy?

The policy can be found on our website in the "Policies" section.

How will I know that my child is making progress?

Children are assessed on a daily basis, however each half term teachers formally review children's progress and attainment; next steps are decided during Pupil Progress meetings. Teachers meet with parents termly to discuss progress and receive a formal written report once a year.

How do you check and review the progress of my child and how will I be involved?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. In order to do this effectively we:

- Appoint a senior teacher, who is responsible for overseeing the needs, curriculum, provision and progress of all pupils with SEND. This person is the SENCO (Special Educational Needs Coordinator).
- Communicate regularly and informally through home school books, phone calls, letters and quick informal chats at the end of the school day when needed.
- Have an open door policy so that parents can make appointments to see class teachers and the SENCO when they are concerned.
- Arrange a separate termly meeting so that a more thorough identification of a child's needs can take place and outcomes decided upon. Progress and targets will be shared and reviewed.
- For any child with an EHC plan and for some children with more complex SEN the school will work with parents and the child to draw up a 'one page profile' that describes a child's needs and how they like to be supported so it can be communicated quickly and easily to staff.
- Provide parents with a copy of the desired outcomes agreed for their child, and strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.

How do teachers help pupils SEND?

Our ethos and mission statement is embedded in everything that we do. Our teachers have the highest possible expectations for your child and all pupils in the class. All teaching is based upon building on what your child already knows, can do and can understand and moving this on to the next stage. Your child's teacher will put in place different teaching methods so that your child is fully involved in their learning. This may involve using more practical resources or adapting resources. Your child's teacher may put in place specific strategies, interventions or support to enable your child to access or further develop their learning. Your child's teacher will carefully monitor progress. There is more information about the current school curriculum on our website.

How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?

Our school is safe and we aim to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have many different facilities to help SEND children throughout our school including accessible ramps to doors, disabled toilets etc. An Accessibility Plan is in place and available from our school website.

Is there any extra support available to help pupils with SEND with their learning?

Our school has the privilege of promoting the formation of the whole person through the pastoral care, support and guidance given by the school to its pupils. We have a range of staff to support pupils and address any additional needs. Some are employed directly by the school while others are specialists 'bought in' to assist with particular needs. They include: teaching assistants, art/play

therapists, speech and language therapists, educational psychologists, behaviour need specialists, and advisors for children with visual and hearing impairment.

The school runs many 'interventions' (very specific programmes to address identified needs). These are often delivered by trained teaching assistants. They also deliver programmes provided by speech and occupational therapists.

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?

Our school continues to develop a range of extra-curricular activities available to different groups of children including various different after school clubs and school trips. Details of these are sent home throughout the year. SEND pupils are fully included in all clubs, trips and activities unless it is felt in consultation with parents there are health and safety issues that cannot be addressed. Adaptations and additional support can usually be provided to enable inclusion.

How does your school support pupils' emotional and social development?

Our strong ethos encompasses support for the individual with their social and emotional development. All children participate in Personal, Social, Health and Citizenship, (PSHCE), lessons in their classes. All children in the school also have access to the 'Place2Talk' (an appointment for which can be initiated by the child to discuss any problems in confidence with a trained counsellor at lunchtimes). More severe emotional needs can be referred to the 'Place 2 Be' service. This can be initiated by the child, parent or school. For more information please refer to the section on the school website or speak to the SENCO or class teacher. Teaching assistants are trained to run 'social skills' groups as necessary.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

The Special Needs Co-ordinator is Mr Jones.

How are the adults in school helped to work with children with an SEND and what training have they had?

Our school strives to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff work closely with specialists from external support services who may provide advice or direct support as appropriate.

What happens if my child needs specialist equipment or other facilities?

School may provide SEND equipment where appropriate in consultation with specialist agency advice. Children with EHC plans may have specialist equipment provided through this funding. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.

How will I be involved with planning for and supporting my child's learning?

There will be at least a termly meeting with parents of SEND pupils. At these meetings progress and targets will be shared and reviewed.

How is my child involved in his /her own learning and decisions made about his /her education?

Children are regularly encouraged to be part of the formation of their whole person. Part of this is their involvement in self assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning. Children are invited to attend the termly SEND support meeting and asked to contribute to the Annual Review process.

Who should I contact if I have concerns about my child's learning and / or progress?

Your first step should be to talk with your child's class teacher. If you continue to have concerns you should contact the SENCO. If this doesn't resolve the issues, you should make an appointment to see the Headteacher, Mr Britzman. If your concerns persist, you should put them in writing to the Chair of Governors, Mr J Mangar, care of the school office.

The roles within school for the education of SEND pupils are as follows:

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Pupil Progress targets/SEN support plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Inclusion Manager: Mr Jones is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating monitoring and reviewing all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child's learning; kept informed about the support your child is getting; and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mr Britzman is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs Leech is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0208 48647265

Who else provides services in school for children with SEN or disabilities?

The range of agencies and support services school works with include, but are not limited to:

Educational Psychology

Speech and Language Therapy

Occupational Therapy/Physiotherapy

School Nurse

Sensory Support Service

NHS services, e.g. Speech and Language Therapy Service

Voluntary Organisations

Place2Be

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Use the link on the website to find agencies that will offer help and advice on a wide range of issues connected with special needs and disability.

How will you help my child make successful move into the next class or secondary school or other move or transition.

Transition arrangements are in place for all children, however, where appropriate additional transition programmes are implemented and discussed with parents to support a successful move into their next class. We liaise closely with other receiving and feeder schools to ensure a smooth and successful transition. Meetings or discussions take place with other SENCOs to ensure the needs of each individual child is met.

Where can I find out about other services that might be available for our family and my child?

The Ealing Local Offer website has information about the services that are available. This can be accessed via the Ealing LA site at <http://www.ealing.gov.uk/send>

How effective is our SEN provision?

Measuring the effectiveness of the school's SEND policy and practice is important and complex. It vitally involves academic progress, but also needs to consider social and emotional aspects. Academically the school considers itself very successful in its SEND provision.

- In October 2012 OFSTED stated 'Disabled pupils and those with special educational needs make good progress. This is because they are well supported by experienced and well-trained teachers and other adults, including a range of specialist support. Careful assessments on their progress help to identify their needs quickly so these are fully met.'
- Expectations for children are high. While some SEND pupils may not be able to achieve at 'National Expectations', they are all expected to make progress in relation to their starting points and needs. They are tracked by the senior leadership team termly, and provision questioned and adapted if progress is not at the expected rate.
- In 2014, 17 pupils in Year 6 took part in the Key Stage 2 SATS process and 100% of them made 2 levels progress from Key Stage 1 (expected progress for all children) in reading, writing and maths
- In 2014 11 pupils in Year 2 took part in the Key Stage 1 SATs process and 73% achieved level 2 plus in reading, 73% achieved level 2 plus in writing and 91% achieved level 2 plus in maths. (Information from Ealing schools research & statistics team)

The school is also proud of the other achievements its SEND pupils attain. For example

- Children with identified speech and language issues took part in many class assemblies and spoke in the KS1 Christmas performance.
- Two statemented pupils took part in a choir competition in Westfield Shopping Centre
- All SEND pupils accessed clubs in both KS1 & KS2 in the year 2013/14
- Children with emotional needs were helped through Place2Be sessions. OFSTED 2012 stated 'Parents and carers and pupils spoke warmly about the way the school supports their needs through the 'Place2Be'. This confidential counselling service has helped pupils whose circumstances make them vulnerable with their confidence and this has helped them improve their progress.'