### Seven Mills Primary School

**HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

**Our vision and how we hope to achieve it**

At Seven Mills we believe that:

- All children have individual strengths and talents, and it is our job to help them develop these talents
- Although we are not all alike, we all have an equal right to be treated fairly
- We can learn from our differences — diversity enriches us and makes us stronger

We also believe that:

- Children learn best when they are safe and happy
- Children learn best when they are given engaging and stimulating things to do
- Children learn best when adults listen, observe them closely and listen carefully to what they say — that way adults know what each individual child needs to learn next.

As teachers we work hard to support all the children in our school to be the best they can including children with Special Educational Needs or Disabilities

**Type of school/college we are**

Seven Mills is a one form entry Community Primary School for pupils aged 3 – 11, on the Isle of Dogs, near to Canary Wharf, in the East End of London.

**Our Ofsted rating**

At our last Ofsted inspection in January 2014, Seven Mills was rated as a Good School. Inspectors commented that: ‘Disabled pupils and pupils with special educational needs make good progress from their starting points.’

**How we know if a child/young person has special educational needs**

We aim to identify children with Special Educational Needs as early as possible. Sometimes we have this information when a child starts school; either because the parent has informed us or because we have been informed by other professionals such as the Speech & Language Service or the Child Development Team.

The progress of all children is monitored every term by the Senior Leadership Team which means that any child making slow progress towards the Early Years Learning Goals or a child making below average progress across KS1 will be identified as requiring additional support within the classroom.

Responsibility for children with special educational needs is taken, and planned for, by the class teacher with the support of the Special Needs Co-ordinator, Teaching Assistants based in the class, and sometimes specialist additional support teachers.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have concerns. We would always ask you to speak to your child’s class teacher first and we also have two Family Support Workers available to talk through parents concerns when required.

Other people to speak to are our Special Needs Co-ordinator, Miss Davies (Deputy Head and Inclusion co-ordinator) and Mr Hirst, our Headteacher.
What we do to help children/young people with special educational needs
Learning Support for a child may be provided by the class teacher, other teachers, the SENCO, Teaching Assistants or an outside agency. The support may be in class or a child may spend some time working outside the class if this is felt to be the best way to meet their needs. Whatever support is provided, it is implemented by close liaison amongst all staff concerned with regards to the child’s entitlement to a broad and balanced curriculum.

We have developed a wide range of ways in which we support children with different special educational needs or disabilities. These include:

- Catch up programmes to help children develop their Literacy and Numeracy Skills. Some of these interventions are age specific and others are delivered across the age range. These Catch up programmes are delivered mainly by Teaching Assistants, but sometimes by specialist support teachers
- Targeted Group Support is aimed at children who are of similar abilities working together on an area of the curriculum that they are finding particularly challenging. For many of our children, for whom English is an additional language, this will be reading comprehension or spoken language.
- 1:1 support is more targeted support aimed at individuals. This is run by both teachers and teaching assistants.

Staff liaise on a regular basis to update teacher assessments and review children’s targets. These new targets are then used to help with planning the ‘next steps’ for individual children.

How we adapt our teaching for children/young people with special educational needs
Children with Special Educational Needs are taught for the majority of their day alongside other children but lessons are designed so that all the children in the class learn and make progress. We do this by planning ‘differentiated’ lessons in which all children – including both a child with a Special Educational Need and a very able child – will have different learning goals within the lesson.

Every class teacher is involved in planning, monitoring and providing support for all pupils in their class, including those with a Special Educational Need.

How we decide what resources we can give to a child/young person with special educational needs
The funding that we receive from the Local Authority is delegated to us in our annual budget and is made up of: funding per pupil, funding for additional needs and funding for individual pupils with statements (currently being replaced by, or converted into, Education and Health Care Plans over the next two years). These levels of funding are distributed as follows:

The school receives an amount of money per year for each pupil. The amount varies according to the pupil’s age, and as the normal population within a school will clearly include some pupils with Special Educational Needs it is expected that a proportion of this funding should be spent on meeting Special Educational Needs.

The school’s delegated budget also contains funding for meeting the additional and SEN needs of children. The measure used to determine the cohort levels of funding is based on numbers of pupils entitled to pupil premium.

Additional funding is also allocated through a statement (to be replaced by, or converted into, an Education and Health Care Plans over the next two years) according to the severity and complexity of a pupil’s special educational need. Decisions about which type of support is best for a child are made by the Senior Management Team, which includes the Special Educational Needs Co-ordinator, in consultation with the child’s class teacher, parents and outside agencies.
How we check that a child/young person is making progress and how we keep parents informed.

At the start of a new academic year we hold ‘Meet the Teacher’ meetings, when parents are invited to meet the staff that will be working in class with their child. The teacher will provide parents with an overview of the topics being covered and their expectations for the year. They will also suggest ways in which parents can help their child with homework, reading, spellings etc.

Through the Parental Engagement Team our Family Support Workers organise workshops for parents that give them the skills required for supporting their child with early reading, number and phonics.

There are then several points in the school year where staff report back formally to parents on the progress of individual pupils. These are:

- An autumn parents’ consultation meeting;
- A spring parents’ consultation meeting;
- A summer written report to parents, with the opportunity to discuss the report at the end of term.

Parents are also welcome to make appointments with teachers at any point in the school year, to discuss any concerns or aspects of pupil progress.

Within school, teachers monitor the progress of the children by:

- Pupil Progress Meetings held at least termly between individual class teachers and members of the Senior Leadership Team;
- End of Year Hand over meetings between teachers;
- Senior Leadership Team Meetings to track Teachers Assessment data and the provision map for intervention programmes;

There are additional monitoring and reporting arrangements for SEN children, determined by the level of pupil need. The parents of children with SEN are involved in provision planning from the earliest stages. We aim to work closely with parents in monitoring their child’s progress and evaluating their success. These additional arrangements may include:

- Review of Education, Health & Care plans and Statements of Educational Need
- Meetings with Outside Agencies such as the Educational Psychologist or the Speech Therapist

We also run a training course annually for Parent Volunteers. These are a group of parents who regularly support with listening to children read and accompanying classes on trips.

Support we offer for children's/young people’s health and general wellbeing

Children need to be happy and be able to behave appropriately to learn well, and the curriculum we provide for our children equips them with the skills to do so.

Seven Mills has high expectations for behaviour and these are clearly outlined in the school’s Behaviour Policy, published on the school website: www.sevenmills.towerhamlets.sch.uk

We have adopted the Tower Hamlets guidance ‘Meeting Medical Needs in Tower Hamlets Schools/Educational Settings’. This means that as a staff we not administer any medication to children unless they have an up to date Asthma Card, signed by the child’s GP or Asthma Nurse, or a Healthcare Plan that has been drawn up between the School Nurse and parents. These procedures enable medicines to be managed safely.

Attendance at our school is good and improving every year. We have established systems in place
for monitoring lateness, absence and holiday during term time. Our Family Support Workers phone home on each day of a child’s absence from school to get updates from parents.

The school adheres to the Tower Hamlets Policy on Exclusions, but has made no actual exclusions – temporary or permanent – during the past three years.

We have School Council representatives, elected by their classmates, for each year group. Council representatives meet every fortnight to discuss issues that pupils wish to raise about any aspect of school life.

Our Learning Mentor provides additional support to pupils when necessary. This maybe as a result of a Special Educational Need or maybe a trauma such as a bereavement or separation.

**Specialist external services we use when we think extra help is needed**

Sometimes a child will have needs that will benefit from support and advice from specialists outside of school. We work closely with a number of outside agencies including:

- The School Nursing Team
- The Educational Psychology Service
- The Child Development Team
- Speech & Language Therapists
- Occupational Therapists
- CAMHS
- Advisory Teachers for the Visually/Hearing Impaired
- Outreach Teams from local Special Schools
- Children’s Services

We ask permission from parents before we bring in outside agencies to support their child.

Specialist in-house staff include:

- A Reading Recovery Teacher
- A Spoken Language and Communication Teacher
- A Specialist Reading Support Teacher
- A Part-time Family Support Worker
- A Full-time Family Support Worker/Learning Mentor

**The training our staff have had or are getting**

**Staff Development.**

- A lot of training for staff is done in-house by members of the Senior Leadership Team but the Educational Psychologist and Speech & Language Therapist also provide regular in-house support and advice where required.
- Teaching Assistants attend relevant courses provided by Support for Learning Services where possible. eg Signalong and ICT for SEN.
- Our SENCO attends a termly SENCO Conference that is run by the Support for Learning Service.
- All staff are given the opportunity to attend relevant courses wherever possible. This will be in response to the needs of a child they are working with 1:1, or to assist a teacher in planning to meet individual needs.
- Representatives from outside agencies, including Outreach Workers from local Special Schools are invited to lead staff meetings, run relevant training and provide advice and support for staff.
- Advisory Teachers for the Hearing Impaired and the Visually Impaired attend school regularly and provide training and support for staff.
- Staff attend training sessions run by the Primary Care Trust on Allergies & Epipens and Asthma and Epilepsy.
- We have a Link Governor for Special Educational Needs and some Governors attend INSET programmes to aid familiarity with school issues.
- SEN issues are kept at the forefront of school planning and thinking by providing opportunities during staff meetings, and INSET sessions. SEN is a standing item on the agenda at Senior Leadership Meetings.

Our curriculum includes regular class visits as well as residential and overseas trips. Any trips or outings we plan always include children with Special Educational Needs and/or Disabilities. We make reasonable adjustments when necessary to make sure that no child has to miss out on a trip and to date no one ever has! Parents of children with SEN and/or disabilities regularly accompany their child on a class trip if they want to and if they are not able to parents will be informed of the support that has been put in place to ensure their child has an enjoyable and worthwhile experience.

**Our school environment.**

Seven Mills is a single storey building with wheelchair access to the main entrances, ramps leading to the playgrounds and disabled shower and toilet facilities. The school has an Accessibility Plan that was drawn up by staff and Governors and which forms part of the school’s Equalities Scheme. It highlights the school’s commitment to improving access for disabled persons to the environment, the curriculum and published information.

Improvements have been made to most classrooms to benefit pupils with hearing impairments; this includes carpets, curtains and sound boards.

We have a range of equipment designed to support the development of a child’s coordination and motor skills but if any additional equipment is provided this can be borrowed from outside agencies.

**How we prepare for children/young people joining our school and leaving our school**

Children who have been offered a Nursery Class place are encouraged to attend a number of ‘drop-in sessions in the term before they start school. A meeting is arranged to tell parents all about our school and at this meeting we would encourage parents to tell us about any special need their child may have, be it speech and language, a learning disability or a medical need. This is followed up by a home visit from Nursery staff in the days before a child starts school, to check that everything is in place and that parents are happy about the arrangements that have been made. For children who are in our Nursery and moving up to Reception, they get the chance to visit their new classroom and playground for the last few weeks of the summer term and all parents are invited to a ‘Meet the Teacher’ session when their child moves up to a new class.

We support parents and children through the process of applying for a secondary school place. This starts with our Family Support Workers holding an initial meeting with Y6 parents early in September to explain the application process and hand out all the paperwork. They will happily organise group visits to local secondary schools as we know that some parents prefer to go as part of a group than to go on their own. Later in the year they will support families with appeals, uniform grants etc.

We have close links with our local secondary school and arrange for ‘vulnerable’ pupils to make extra visits to their new school before the school holidays. This helps them in finding their way around their new school, and gives them the experience of taking part in real lessons.

Children with SEN may also be entitled to training for travelling to and from their secondary school. This assessment is done by the LA.
How parents are involved in school life

We encourage all of our parents to be as involved as they can be in the life of the school. The headteacher sends out regular newsletters telling parents what has been happening and notifying them of future trips and events to which they are always welcome.

We hold classes for parents too. We have English as a Second Language, Sewing and English Conversation classes that run weekly as well as an active PFA who organise events throughout the year.

We work closely with the Parental Engagement Team in the borough and they support us by running a range of workshops/courses for parents on a regular basis. These cover a range of topics including Early Reading and Number, Phonics, Reading with your Child and Keeping your Child Safe on-line.

Our Family Support Workers, Suraya and Momothaj, also run courses from time to time, as well as organising a weekly parents’ club, with a pre-advertised programme of outside speakers. This meeting is well attended.

Periodically parents are asked to complete questionnaires about the work of the school, to tell us which things they think we are doing well or not so well. The school also uses the Parent Support Team at London Borough of Tower Hamlets to run ‘parent voice’ consultations from time to time. For parents with English as an Additional Language we have Sylheti/Bengali, Arabic and Somali speaking staff to help translate or complete paperwork.

Who to contact for more information or to discuss a concern

In the first instance we encourage parents to discuss any concerns about their child with the class teacher as they are the people in school who know your child best.

The school Special Educational Needs Co-ordinator (SENCO) is Miss Jannet Davies and the Senior Management Team – Mr Hirst, Miss Davies, Mr Johnston, Miss Rosborough and Miss McAuliffe will all be more than happy to discuss your child with you and can be contacted through the school reception office or by phoning 020 7987 2350.

We welcome visits to our school and any parent wanting to view the school can make an appointment through the school reception.

Our offer to children with Special Educational Needs and Disabilities was prepared in August 2014 and reviewed in October 2015.

It will next be reviewed in October 2016