

Seven Mills Primary School SEND Information Report

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 or Disabilities (SEND) 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 and Language Service or the Child Development Team.

If a child has not previously been assessed as having Special Educational Needs or Disabilities, we use the support of different agencies and professionals to assess their needs, such as the Speech and Language Service or the Educational Psychology Service. Class teachers work closely with the SENDCO (Special Educational Needs or Disabilities Co-ordinator), other professionals and the families to assess the child's needs and put support strategies in place.

The progress of all children is monitored every term by the Senior Management 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 SENDCO, 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.

More information about our SEND support can be found in the SEN Learning Support Policy which is on the school's website:

<http://www.sevenmills.towerhamlets.sch.uk/school-information/policies>

The Local Offer for Children with SEND can be found on the following website:

<http://www.localoffertowerhamlets.co.uk/>

Other people to speak to are our SENDCO, Miss Cookson (Deputy Head and Inclusion co-ordinator) and Mr Hirst, our Headteacher.

SEND Areas of Need

At Seven Mills Primary School, we are committed to following the SEND Code of Practice. We ensure that our SEND provision supports children with a range of needs, covered by the four broad areas of need:

- Communication and interaction. This includes Speech, Language and Communication Needs, as well as diagnoses Autism Spectrum Disorder.
- Cognition and learning. This includes specific learning needs, such as dyslexia and dyspraxia, as well as moderation to severe learning difficulties.
- Social, emotional and mental health difficulties. This includes children with behavioural needs, anxiety or depression, and ADHD.
- Sensory and/or physical needs. These needs include vision impairment, hearing impairment or a physical disability.

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 SENDCO, 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

At Seven Mills we ensure that all classes have Quality First Teaching as the foundation to teaching all children, including those with Special Educational Needs or Disabilities. Children with SEND 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. As part of our SEND support, we provide additional differentiation to enable all the children to learn their next steps. We also use

external services, such as the Educational Psychology Services, to support the class teachers to give the best support possible for each child.

Where appropriate, children with Special Educational Needs or Disabilities may also be supported through a small intervention group led by a support teacher or Teaching Assistant. This enables us to provide targeted support focusing on each child's needs. If a child needs support with their emotional and social development, social groups or support systems can be put in place.

For children who are looked after by the Local Authority and have SEND needs, there are termly EPEP (Personal Education Plan meetings) to monitor the child's progress and attainment, as well as their social and emotional wellbeing at school. These are held with the carers or guardians, as well as a representative from the Virtual School and their class teacher. There are also termly Looked After Child review meetings to discuss the child's wellbeing and care arrangements with the carer, school and any other agencies involved.

Every class teacher is involved in planning, monitoring and providing support for all pupils in their class, including those with a Special Educational Need. Class teachers work closely with the SENDCO to provide the most appropriate support.

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 Education and Health Care Plans. 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 or Disabilities 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 SEND needs of children. The measure used to determine the cohort levels of funding is based on numbers of pupils entitled to pupil premium funding.

Additional funding is also allocated through Education and Health Care Plans 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 SENDCO, 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 Management Team;
- End of Year Hand over meetings between teachers;
- and the Senior Management Team Meetings to track Teachers' Assessment data and the provision map for intervention programmes.

The provision maps and the monitoring of the assessment data allows the SENDCO to ensure that the children with Special Educational Needs or Disabilities are making expected progress and that the interventions and support in place are having an impact on the child's development and achievement.

There are additional monitoring and reporting arrangements for SEND children, determined by the level of pupil need. The parents of children with SEND are involved in provision planning from the earliest stages. We follow a cycle of Plan -> Do -> Assess -> Review for children with an EHCP. We use this cycle to monitor the impact of the support which is in place for our children with Special Educational Needs or Disabilities. This cycle enables us to monitor the effectiveness of the provision made for children with an EHCP. 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

For children with an EHCP, we lead child-centred annual reviews of the EHCPs where the support, progress and future targets are discussed.

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. If a child needs support with their emotional and social development, additional pastoral support will be provided. This might include social groups led by a Teaching Assistant or specific support through outside agencies such as CAMHS. All children, including those with SEND needs, receive Personal, Social and Health Education as part of the curriculum. In addition to normal curriculum provision, there are also events such as Anti-Bullying Week and E-Safety Week which focus on teaching the children how to build and sustain positive relationships with others, and how to protect themselves online.

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 for the Management of Medicines in School'. This means that as a staff we not administer any medication to children unless they have an up to date Healthcare Plan which has been agreed 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 from Years 2 to 6. Council representatives meet every fortnight to discuss issues that pupils wish to raise about any aspect of school life.

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

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 SEND.
- Our SENDCO attends a termly SENDCO 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 or Disabilities and some Governors attend INSET programmes to aid familiarity with school issues.

- SEND issues are kept at the forefront of school planning and thinking by providing opportunities during staff meetings, and INSET sessions. SEND 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. We have close links with our local nurseries and if a child has attended a nursery previously, information is passed onto us regarding any Special Educational Needs or Disabilities, any support previously had and strategies which have been used. A meeting is also 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. We also invite the SENDCO of the secondary school to join the annual reviews of children in Year 6 with an EHCP in order to make the transition to secondary school easier and to ensure all information is passed on.

Children with SEND 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 a range of classes and workshops for parents too, 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 online.

Our Family Support Workers, Rashina 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. These meetings are 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.

Whom 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. If you have a concern or wish to raise a complaint about your child's SEND provision, please follow the school's complaints policy which is available on the school website:

<http://www.sevenmills.towerhamlets.sch.uk/school-information/policies>

The school Special Educational Needs Co-ordinator (SENDCO) is Miss Laura Cookson and the Senior Management Team – Mr Hirst, Miss Cookson, Mr Johnston and Miss Rosborough 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 annually. It is forms part of our SEND Information Report.

**This document was reviewed in December 2017.
It will next be reviewed in October 2018.**