



Belleville Wix Academy

**SEN Information Report for
Children with Special
Educational Needs and/or
Disabilities**

(What support is available at this school for your child)

Belleville Wix Academy (BWA) is a mainstream Primary School with a nursery provision. It is part of the Quality First Multi Academy Trust.
The information below details the provision available within the school and ways in which parents and children can access the support required for Special Educational Needs (SEN).

As a school we work within the Wandsworth and national guidance on Provision for children with SEN in mainstream schools, based on the Special Needs Code of Practice 2015, which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our [Special Educational Needs and Disability Policy](#) and 'Accessibility' plan.

Inclusion Statement

At BWA, all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

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A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

| Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to? | |
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| Person | Summary of responsibilities |
| <p>Class/subject teacher</p> <p>is recommended as the first point of contact if you have any concerns</p> <p><i>Contacted by: speaking to them at the beginning or end of a school day or telephoning the school to arrange an appointment.</i></p> | <p>S/he is responsible for:</p> <ul style="list-style-type: none"> Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation). 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, adapting resources etc..) and discussing amendments with the SENCO as necessary. Writing Pupil Support Profile and Initial Concerns that specify the targets set for your child to achieve (with the support of the SENCO), and sharing and reviewing these with parents at least once each term. Making sure all members of staff working with your child in school are aware of their individual needs and what specific adjustments need to be made, as well as supporting them to work with your child through excellent planning and communication. |
| <p>The Special Educational Needs Co-Ordinator (SENCO)/Head of Inclusion</p> <p><i>Contacted by asking the class teacher to arrange for them to contact you or by telephoning the school to make an appointment or beginning or end of day.</i></p> | <p>S/he is responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that parents/carers are involved in supporting their child's learning, kept informed about the support received, involved in reviewing their progress and in planning. 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... Ensuring there are excellent records of your child's progress and needs, including a register of each child receiving support. Providing training and specialist support for teachers and support staff in the school so they are aware and confident about how to meet the needs of your child and others within our school. <p>At BWA your named contact is Suzette Coleman</p> |
| <p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities</p> | <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. S/he will be working closely with the class team and SENCO and will be at some meetings to discuss a child's progress and provision.</p> |
| <p>Head teachers</p> <p><i>Contacted by a personal request made before school in the playground or telephoning the school for an appointment.</i></p> | <p>S/he is responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, which includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| <p>SEND Governor</p> <p><i>Contacted by writing to the SEN Governor via the school office.</i></p> | <p>S/he is responsible for:</p> <ul style="list-style-type: none"> Making sure that the school has an up-to-date SEND Policy and has published its local offer of provision. Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. |
| <p>Outside Professionals</p> | <p>Support school staff with assessments, diagnosis, provision and resources. See link below to the Glossary of Professionals who may be involved with your child's provision.</p> |

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B. DIFFERENT LEVELS OF SUPPORT :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve other staff in the school, specialist staff such as the Speech and Language Therapy Service.

| What are the different types of support available for children with SEN and /or disabilities in this school? | | | |
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| | Types of support provided | What would this mean for your child? | Who can get this kind of support? |
| Pre-Sen Initial Concerns and SEN Support | Class teacher input via good/outstanding classroom teaching. | <ul style="list-style-type: none"> All teaching is based on building on what your child already knows, can do and can understand. There are the highest possible expectations for your child and all pupils in their class. Different ways of teaching will ensure full involvement in learning in class, such as using more practical learning or providing different resources. Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable children to access the learning task. | All children in school receive this. |
| | Specific small group work. This group may be <ul style="list-style-type: none"> Run in the classroom or outside. Run by a teacher or (most often) a Learning Support assistant who has received training to run these groups. These are often called Intervention groups by schools | <ul style="list-style-type: none"> Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. S/he will plan group sessions for your child with targets to help your child 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 plans, or a recommended programme | Any child who has specific gaps in their understanding of a subject/area of learning. Children who have been identified by the class teacher as needing some extra support in school. |

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| <p>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support</p> <ul style="list-style-type: none"> • See below for a list of possible specialist group providers and models <p>Specified Individual support for your child of more than 20 hours in school. <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school (see list of possible professionals below)</p> | <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way 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 the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |
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B. DIFFERENT LEVELS OF SUPPORT CONTINUED :

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| <p>Education/Health Care Plans (or Statements)</p> | <p>Education Health Care Plans (EHCPs) are the Government’s new version of Statements. They work in a very similar way, in that they entitle the young person to access provision and support stated within the document</p> <p>These are drafted very carefully in a process which involves the young person, their family, and all the professionals involved.</p> <p>Support for children with EHCPs can involve each of the types and levels of support listed on the previous page.</p> | <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Wandsworth web site: www.wandsworth.gov.uk • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at the previous level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA 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. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows can do and can understand. This information is gained from very detailed information, obtained from observations and detailed assessments. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This will involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (some of which will have been suggested by the speech and language therapist) to enable your child to access the learning task. • Annual Reviews, including the speech and language therapist, which will always consider the progress your child has made and whether they are ready to return to their Home School. • A Home School contact book in which the learning in school and at home is shared can be set up. | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school |
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C. EXAMPLES OF PROVISION AND SUPPORT AVAILABLE:

Below is a list of some of the provision which may be used at BWA to support pupils. This provision changes and adapts to meet the needs of children on a regular basis. You can ask more questions about each of these provisions if you would like.

| Provision /Resources | Possible Staff involved |
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| Focused literacy support (in class) | TA/teacher |
| Literacy support group (withdrawn) | SENCO/teacher |
| Spelling group | TA/SENCO |
| Handwriting group | TA/teacher |
| Letters and Sounds (LSS)-Phonics | TA/teacher/SENCO |
| Additional phonics | TA/teacher |
| Additional Reading | TA/teacher/Parent volunteer |
| Editing Group | TA/Teacher |
| 5-Minute Box | TA |
| Coloured overlay | Senco/teacher/LST |
| Pre-Vocabulary Learning | TA |
| Electronic Dictionary | Teacher/SENCO |
| Focused numeracy support (in class) | TA/teacher |
| Numeracy Support Group (in or out of class) | SENCO/teacher |
| Mathletics | TA/teacher |
| Doodle Maths | TA/Teacher |
| Number Box | TA |
| Memory skills | TA |
| Educational Psychologist referral/assessment | Senco/Educational psychologist/trainee EP |
| Multi-media options for recording, e.g. laptop/ipad/dictaphone | Teacher/Senco |
| Individual Speech and Language support | S&L therapist |
| S&L group work | S&L therapist/TA |
| Pre-Vocabulary Learning | TA |
| Comprehension group | TA |

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| Social communication skills group | TA/SENCO/S&L Therapist |
| Chatterbox | TA/S&L therapist |
| Teach Talk | TA/S&L therapist |
| Explore and Talk | TA/S&L therapist |
| Individual S&L target work | TA + S&L therapist. |
| ASD Lego group | Learning mentor/TA/Garratt Park |
| Garratt Park | GPAS Advisor |
| EAL Support | Teacher/TA/EAL teacher |
| EYC referral/support | EYC representative/Senco/teacher |
| Paediatric assessment referral | Senco/Paediatric Nurse |
| Social communication skills group | TA/SENCO/S&L Therapist/Garratt Park |
| BLSS support | Victoria Drive PRU |
| Talk Time | TA/Learning Mentor |
| Coaching | TA |
| Playground Support | TA/Learning Mentor |
| Lunch Time quiet activity support | TA/Senco/Learning Mentor |
| Bereavement Support | Learning Mentor/SENCO |
| Trusted Adult | Learning mentor/SENCO/TA/Other staff as appropriate |
| Additional secondary transition support | Senco/Y6staff/Learning Mentor/Secondary Senco/Garratt Park |
| Cognitive Behavioural Therapy | Educational psychologist/trainee EP |
| Access CAMHS | Clinical psychologist-CAMHS |
| CAMHS-group | Clinical Psychologist in school |
| Paediatric assessment referral | Senco/Paediatric Nurse |
| Reward charts/behaviour plans etc | Class teacher/TA/Senco/parents |
| Garratt Park | GPAS Advisor |

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| Fine OT group | TA |
| Gross OT Group | TA |
| Wobble cushion | Teacher/Senco |
| Sloping desk | Teacher/Senco |
| Fidget toy/putty | Teacher/Senco |
| Pencil grip | Teacher/Senco |
| Wandsworth Occupational Therapy Service | School OT |
| Wandsworth Hearing Impaired Service | Hearing Impaired therapist |
| School Nurse | Parent/Senco/School Nurse |

D. PROCESSES IN PLACE TO IDENTIFY SEN AND NECESSARY PROVISION TO SUPPORT PROGRESS:

The processes in place can be seen in [Appendix 1](#), which outlines the **SEN Support Identification Process**

Regular assessment and tracking of all pupils at pupil progress meeting will identify when children are making less than expected progress despite a high standard of teaching in the classroom; or concerns may be raised by the school regarding a child's emotional well-being or behaviour. Equally, a Parent/Carer or other Professional may raise a concern about a child.

In either of these events, adaptations and provisions at a 'Whatever it Takes' level may be implemented with or without discussion with the parents within the normal differentiation and Quality First Education (Q1E) of provision by the class teacher. If after a short period these initial interventions have a good impact, the child will return to usual tracking. However, if there is not sufficient progress, another cycle can be repeated and then the child's class teacher will complete an **initial concerns record (Appendix 2)**, will meet with the child, their parent/carer and any other adults who work with the child, and will record agreed actions.

This will take place before Special Educational Needs have been confirmed, in order to identify whether additional support as agreed can give a child a 'boost' over a particular barrier or area of difficulty. **In the event that a child already has identified SEN, this part of the process will not take place.**

The child's class teacher, with the support of the SENCO as necessary, will take a lead on setting outcomes and plans adaptations to teaching that will support the child and 'extra support and other rigorous interventions' targeted at areas of weakness.

The Senco will advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs, for example: differentiation, targeted feedback, use of in-class support. Adaptations to teaching might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. Provision such as this will be agreed with the parent at the Initial Concerns Meeting, with desired outcomes agreed and noted for the record. Progress towards these desired outcomes will be measured.

After a set period progress against these outcomes will then be reviewed in step 3 and recorded on the **Pre-SEN notes of meeting** document ([Appendix 3](#)).

If, following additional provision of no more than two cycles, the child continues to make less than expected progress towards these outcomes, the class teacher, working with the SENCO and other suitable professionals, will carry out further assessment to provide a clear analysis of the pupil's needs. It will be agreed, based on this assessment and discussion, whether the child has a learning difficulty which requires SEN provision or whether other causal factors (such as attendance) may be impacting on progress.

If the child is agreed to have a learning difficulty, or SEN as defined in the Code of Practice ([See Appendix 1](#)), then the child will be recorded as having Special Educational Needs, their parent/carer will be informed, and cycles of support for SEN will be begun and recorded on the **SEN support record/Provision Map (Appendix 4)**

[Team Around the Child \(TAC\)](#) meetings may be held as part of this process, in which the child (where agreed appropriate) and all the adults involved in the child's wellbeing and progress will discuss

progress and next steps. Other meetings may be held just between the school and parents/carers in more informal circumstances or where preferred by parents/carers.

E. FREQUENTLY ASKED QUESTIONS

(click on each question to go to the relevant question and answer)

[How does the school know if children need extra help?](#)

[How can I let the school know I am concerned about my child's progress in school?](#)

[How will the school let me know if they have any concerns about my child's learning in school?](#)

[How will we support your child with identified special needs starting at school?](#)

[How is extra support allocated to children and who decides?](#)

[What can I do if I have concerns about the school's support of my child or their progress?](#)

[How will the curriculum be matched to my child's needs?](#)

[How will I know how my child is doing?](#)

[How will you help me to support my child's learning?](#)

[How are the adults in school helped to work with children with an SEND and what training do they have?](#)

[Who are the other people providing services to children with SEN in this school?](#)

[What support do we have for you as a parent of child with an SEN/and or disabilities?](#)

[How will the teaching be adapted for my child with learning needs \(SEN/ and or disabilities\)](#)

[How have we made this school physically accessible to children with SEND?](#)

[How will we measure the progress of your child in school? And how will I know about this?](#)

[How will we support your child when they are leaving this school? OR moving on to another class?](#)

How does the school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the children themselves
- Limited progress is being made; this will be clear because progress is carefully monitored and meetings are held every term between the class team and senior staff members in school
- There is a change in the pupil's behaviour or progress

Pupils are identified as needing extra help through a process called 'SEN Identification Support Process' ([Appendix 1](#)). Please see section **D: Processes in place to identify SEN and necessary provision to support progress (above)**

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and as soon as possible.
- If further action is required, you are welcome to speak to the SENCO or Headteacher and this will be arranged for you.

How will the school let me know if they have any concerns about my child's learning in school?

- When concern has been raised about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- The teacher will discuss your child's progress with you at the termly parents' evenings and tell you about any additional support being given.
- If your child has been identified as not making progress your child's classteacher will complete an **initial concerns record ([Appendix 2](#))**, will meet with them, you and any other adults who work with your child, and will record agreed actions within the **notes of initial concerns meeting** document ([Appendix 3](#)).
- Support provision and/or groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - Discuss how we could work together, to support your child at home/school.

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How is extra support allocated to children and who decides?

- The school budget, received from Wandsworth LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the SENCO/Head of Inclusion and the school Governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - Children receiving extra support already
 - Children needing extra support
 - Children who have been identified as not making as much progress as would be expected.
- All resources/training and support are reviewed regularly and changes made as needed.
- Class teachers will discuss requests for additional support for children with the SENCO and/or at termly meetings with the senior staff members.

- Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress.

What can I do if I have concerns about the school's support of my child or their progress?

- Regular meetings will be held to discuss your child's progress and provision. These meetings provide the perfect opportunity for you to share concerns and to ask any questions you have about your child's progress or provision.
- If there is no meeting scheduled, you have discussed provision and support with your child's class teacher and you continue to have concerns, you can ask for a further meeting with the SENCO and/or Head Teacher.
- Any additional concerns can be directed to the school's SEN Governor. Please see also the [school's complaints procedure](#), linked here:
<https://www.bellevillewix.org.uk/data/dynamic/spaw/documents/Q1E%20Concerns%20and%20Complaints%20Policy%20-%20approved%20Dec%202018.pdf>
- If you continue to have a concern/complaint after following this process, you can register this with the Local Education Authority (details attached here:
http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint)

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with Special Needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Teaching assistants may be allocated to work with the pupil in a one-to-one or small focus group to target more specific needs.
- If a child has been identified as having a special educational need, they will be planned for specifically.
- Targets will be set according to the child's area of need. These will be monitored by the class teacher weekly and by the SENCO on a termly basis. Targets will be discussed with parents/carers at parents' evenings and a copy provided
- Specialist equipment may be given to the pupil, such as writing slopes, concentration cushions,

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings
- Your class teacher will be available at the start and end of each day if you have any brief questions about your child's progress
- Appointments can be requested via the school office to speak in more detail to the class teacher/SENCO.

How will you help me to support my child's learning?

- The class teacher can suggest ways of how you can support your child
- The SENCO, Deputy Head or Head Teacher may meet with you to discuss how to support your child with strategies to use if you are having difficulties with your child's behaviour or emotional needs
- If specialist agencies (such as Speech and Language Therapy) are involved, suggestions and programmes of study are often given to parents to use at home

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

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- 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, LSS and Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.

- Specialist training for staff in the designated special provision, including a post graduate qualification in many cases. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo/ Inclusion Manager.

| Who are the other people providing services to children with SEN in this school? | |
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| A. Directly funded by the school | <ul style="list-style-type: none"> • Counselling • Family Support Worker • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • Additional clinical psychologist input to provide a higher level of service to the school. • 1:1 or small group teachers or tutors • Literacy and Numeracy Support Service (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) |
| B. Paid for centrally by the Local Authority but delivered in school | <ul style="list-style-type: none"> • Autism Outreach Service-Garratt Park • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • BLSS/Victoria Drive • Parent Partnership Service (to support families through the SEN processes and procedures). |
| C. Provided and paid for by the Health Service (St George's NHS Trust) but delivered in school | <ul style="list-style-type: none"> • School Nurse |
| D. Voluntary agencies | <ul style="list-style-type: none"> • National Autistic Society • MENCAP |

| How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities) |
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| <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. |

| How have we made this school physically accessible to children with SEND? |
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| <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • The school has staff trained to suit children with a range of needs. |

| How will we measure the progress of your child in school? And how will I know about this? |
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- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet at expected standards, a more sensitive assessment strategy is used which shows their progress and attainment in more detail and will also show smaller but significant steps of progress.
- 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, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with a SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The class teacher, SENCO or Head teacher 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 with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Pupil Support Profile will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The Pupil Support Profile can include ideas for how you can support your child at home, following discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment you will also be supported by Wandsworth Special Needs Assessment Services. They will ensure that you fully understand the process.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities 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 new school's SENCO and ensure s/he 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 and in all cases, a planning meeting will take place with the new teacher. All Pupil Support Profile will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6
 - The SENCO may attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

F. GLOSSARY OF FREQUENTLY USED SEN TERMS AND LISTS OF PROFESSIONALS

| GLOSSARY OF TERMS | |
|--------------------------|---|
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHCP | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEN Support | Special educational needs support stage of SEN register |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENCO | Special Educational Needs Coordinator |
| ASD | Autistic Spectrum Disorder |
| AD(H)D | Attention Deficit (and Hyperactivity) Disorder |
| EP | Educational Psychologist |
| TAC | Team Around the Child Meeting |
| TAF | Team Around the Family Meeting |

| GLOSSARY OF PROFESSIONALS | |
|--|--|
| <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS | |
| Garratt Park Advisory Service | ASD/social communication outreach advice, support with provision, resources and assessments. |
| Wandsworth Hearing Impaired Service | Support for students with hearing impairments |
| Wandsworth Sensory Service | Support for children with hearing/visual impairments |
| Early Years Centre (EYC) | Early identification, assessments, and support for children with ASD/social communication difficulties. |
| Wandsworth Speech and Language Therapy Service | Support and assessments and resources for children with communication and interaction difficulties and training for staff-in school or clinic based. |
| Wandsworth Occupational Therapy Service | Support and assessments and resources for children with physical difficulties, fine motor and gross motor and dyspraxic tendencies. Assessments will be done in the clinic and advice/strategies provided to the school and parents. |
| CAMHS (Child and Adult Mental Health Service) via Access | Assessments and support for children with mental or emotional or behavioural difficulties. Different teams for those with additional special needs. |
| Wandsworth Physiotherapy Service | Support and assessments and resources for children with physical difficulties, fine motor and gross motor and dyspraxic tendencies. Assessments will be done in the clinic and advice/strategies provided to the school |

| | |
|--|---|
| | and parents. |
| Wandsworth Literacy and Numeracy Support Service | Assessments and in school provision for children with literacy or numeracy difficulties and who are on the dyslexic spectrum. Advice for class teachers and home support. |
| St Georges Paediatric Service | Assessments for ASD/Social communication and ADHD difficulties. |
| Schools and Community Psychology Service- Educational psychologist or trainee Educational psychologist | Assessments and advice for teachers and parents, some individual work with children eg therapeutic play, CBT, EP services can be found on the Traded Services Website http://info.wandsworth.gov.uk/Schools/Traded-Services/Products/Service-Groups/Schools-and-Community-Psychology |
| Behaviour Learning Support Service (BLSS)- Victoria Drive PRU | Assessments, support and advice for children with social and emotional difficulties. Within school mentor service or at the PRU in small groups working. Can also provide systemic family therapy and clinical assessments through the CAMHS provision within the service. |
| Young Carers | Support for children with ill or disabled parents or siblings including afterschool activities and holiday activities. |
| School Nursing Service | Drop-in/appointments/workshops, assessments, weight/height measurements, child or family support, advice e.g on sleep, bedwetting, eating/diet, monitoring of CLA or children under children's services or where there are safeguarding concerns. |
| Family Information Service | Advice for parents on provisions, resources, groups, contacts etc linked to the SEN Information Report. |
| Positive Parent Action | Advice and support for parents with paperwork, legalities, disputes, school visits, signposting etc. |
| Thrive | Advice and support for parents with paperwork, legalities, disputes, school visits, signposting etc. |
| Wandsworth Bereavement service | Support for families and children with terminally ill parents or siblings and through bereavement. |
| Momentum | Support for children with cancer and life long illnesses. |
| Triple P | Parenting courses and support and advice on managing challenging behaviour at home for children with ASD, ADHD, emotional, mental and social difficulties. |
| Wandsworth Special Needs Assessment Section | Case managers and advisors for children with or going through the process of attaining a statement or EHC Plan. |

Appendix 1



Quality First Education Trust



SEND Identification Process

Step 1 - Whatever It Takes

Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite Q1E; or concerns raised regarding emotional well-being or behaviour (note A)

Parent/carer/outside professional raises a concern

Class teacher puts in place appropriate provisions using advice from A-Z/inclusion folder/Phase/Year leader/ SENDCo/EP and records on WiT tracker. (B)



Good progress. Return to regular tracking. Keep strategies in place where appropriate

Some progress
Repeat cycle of more

Less than expected progress towards agreed outcomes despite Q1E targeted at overcoming concerns/barriers to learning

Step 2 - Pre SEN Support

Teacher Communicate with parents (D)

Class/subject teacher leads on setting outcomes and plans Q1E and 'extra support and other rigorous interventions' targeted at areas of weakness. (B & C)

Class teacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions targets. Set review date. Record & save record as pre-SEN in tracker.

Complete Set review date.



Good progress. Return to regular tracking. Keep strategies in place where appropriate

Some progress made
Repeat cycle **once** more

Step 3 - SEN Support

Class teacher, working with SENDCo:

1. Provides SENDCO with initial concerns record information.

Not SEN

Currently underachieving
Address other causal factors eg attendance

SEN

Begin cycle 1 at SEN support and use **Pupil Support Profile**

Explanatory notes on SEN Support Identification Flowchart

Glossary:

WIT- whatever it takes (pre-sen Step 1)

QFT- Quality First Teaching (Teaching within class and school 'reasonable' expectations to provide for a child at any stage of the process.

SENDSCO- Special Educational Needs and Disabilities Coordinator.

Notes:

A. The Code of Practice (January 2015) identifies less than expected progress as progress which (page 84):

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

B. SENDCo /Phase leaders to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. eg differentiation, targeted feedback, use of in-class support. Has the class teacher been provided with advice, support and training to support this pupil?

C. 'Quality First Teaching' might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.

D. 'Communicate' – ie let parents know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. Can be in playground/parent meeting/informal/formal meeting/phone call.

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN in Code of Practice 2015 (page 4-5)

xiii. 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 him or her. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

*has a significantly greater difficulty in learning than the majority of others of the same age,
or (ie compared to national averages)*

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Appendix 2



Step 2: Pre-SEND Initial Concerns Record:

| | | | | | |
|---|----------|----------|---|--------------------|-------------|
| Name of child: | | Class: | | Age: | |
| Date: | | | Name of teacher: | | |
| Current Band- | Reading: | Writing: | Maths: | Mobile Y/N (+DoA): | Attendance: |
| EAL (+ stage) | PP | CLA | | | |
| Concerns: Highlight and comment as required | | | | | |
| Cognition & Learning: (Below ARE, literacy/maths, gen.learning difficulties) | | | Communication & Interaction: (social communications, Speech & Language) | | |
| Social, Emotional, Mental Health: (anxiety, attachment, friendships, behavioural, etc) | | | Sensory/Physical: (hearing, vision, motor skills, etc) | | |
| Have you spoken to parents? | | Y | N | When & How: | |
| Parent Views: | | | | | |
| What Q1T support has already been provided to address the child's needs and how effective has this been? | | | | | |
| Provision/Support | | | Impact | | |
| What are the desired outcomes for the pupil's progress for this next period of intervention? | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| New Provision: Targeted Q1T/Interventions: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| Review date (<6wks): | | | Present: | | |
| Progress towards outcomes: | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| Review decision: Return to school monitoring: Y / N or Stay on Initial Concerns and further class teacher led intervention: Y / N or Consider SEN support via Step 3 Y / N | | | | | |



Pre SEN → SEN Support Record

Record of individual assessments to be completed to support identification of need, including behaviour plans & meeting to confirm movement to SEND Support.

| Tests/assessments (including outside agencies) | Date referred | Date of assessment | Outcome |
|--|---------------|--------------------|---------|
| | | | |
| | | | |
| | | | |
| Observation of child? Yes/No- Comments: If yes date: _____ By whom: _____ | | | |
| Date of meeting: | | Present: | |
| What are the parents' views? | | | |
| What are the professional's views? | | | |
| What does the pupil think? | | | |
| What are schools views? | | | |
| Conclusion: Return to school monitoring / further class teacher led intervention / Move to SEN support (in which case a Pupil Support Profile needs to be completed & SEND category assigned) SEND Category of need- (e.g. C&L (inc spLD e.g. Dyslexia), C&I (inc SaLT/ASD), SEMH (inc. ADHD, attachment, specific mental health disorders), S&P (VI, HI, MSI, PD, dyspraxia etc) Primary: Secondary: (if required) | | | |

Appendix 4



Quality First Education Trust



SEN Support Profile

ME:

| | | |
|-------|--------|-------|
| Name: | Class: | Date: |
|-------|--------|-------|

| Stage | Communication and Interaction | | Cognition and Learning | | | | Social, mental and Emotional Health | | | Sensory & Physical | | | |
|-------------|-------------------------------|-----|------------------------|-----|-----|------|-------------------------------------|----|----|--------------------|-----|------|-----|
| SEN Support | SLCN | | Lit | Num | Gen | | S* | M* | E* | PD* | VI* | MSI* | HI* |
| EHCP/S | SLCN | ASD | SpLD | MLD | SLD | PMLD | S | M | E | PD | VI | MSI | HI |



| | |
|-------------------------------|--------------------------------------|
| <u>What I am good at....</u> | <u>How I like to be supported...</u> |
| <u>My aims and targets...</u> | <u>What makes me happy...</u> |

| | | | | |
|---------------------|----------------|------------------------|--|---------|
| Date: Autumn | | | | |
| Targets | Support | Outcomes review | | |
| | | Teacher | Child | Parents |
| | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

| | | | | |
|--|--|--|-------------|--|
| | | | | |
| | | | ○ ○ ○ | |



Additional Provision:

Date: Spring

|  Targets |  Support | Outcomes review | | |
|---|--|-----------------|-------------|--------|
| | | Teacher | Child | Parent |
| | | | ○ ○ ○ | |
| | | | ○ ○ ○ | |
| | | | ○ ○ ○ | |



Additional Provision:

Date: Summer

|  Targets |  Support | Outcomes review | | |
|--|---|-----------------|-------------|--------|
| | | Teacher | Child | Parent |
| | | | ○ ○ ○ | |
| | | | ○ ○ ○ | |
| | | | ○ ○ ○ | |

Additional Provision:

Date: (following academic year)

|  Targets |  Support | Outcomes review | | |
|---|--|-----------------|-------------|--------|
| | | Teacher | Child | Parent |
| | | | ○ ○ ○ | |
| | | | ○ ○ ○ | |

| | | | | | |
|--|--|--|--------------------------|--------------------------|--------------------------|
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--|--|--------------------------|--------------------------|--------------------------|

Additional Provision: