



# SEND Report

## 2016 – 2017

### **Vision Statement**

At William Davies we celebrate our diversity and achievement. Children enjoy and get the best out of learning opportunities in a caring and positive environment. Through imaginative and flexible focussed learning, children strive to achieve well.

We aim to create reflective, confident learners. Our child centred culture enables children to develop, grow and establish positive attitudes. Children learn to respect themselves, others and the world in which we live.

William Davies is a forward thinking school. We adapt to evolving technologies and global developments. Our children are prepared for the challenges of the future.

### **Introduction**

*As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with Special Educational Needs and Disability in the local area. The local offer aids schools to be as inclusive as possible, with the needs of pupils with SEND being met in the mainstream wherever possible. Newham's local offer is available on the Newham website and tells parents how to access services in their area and what to expect from these services.*

This report describes the arrangements we have at William Davies Primary School that are additional and different for pupils with SEND. This information is reviewed annually.

This report should be considered alongside our other policies, some of which can be viewed on our website.

## **Overview**

At William Davies Primary School we aim to provide high quality teaching in order to meet the needs of every child.

### **All pupils will access:**

- High quality teaching and learning;
- A broad and balanced curriculum which may be differentiated and which includes Educational Visits;
- Reasonable adjustments to the environment and equipment for pupils with disabilities;
- Personalised target setting;
- Assessment and tracking of progress and attainment;
- Flexible working groups;
- Access to after school clubs;
- Parent meetings with school staff each term.

### **Some pupils with SEND will access:**

- Targeted intervention and support tailored to their needs;
- Personalised target setting;
- Personalised assessment and tracking of needs;
- Additional support for certain tasks when required;
- Additional parental meetings with the SENDCO

### **Pupils with complex or significant SEND needs will access:**

- A more personalised timetable;
- Access to specialist services and therapists in liaison with the Local Authority offer;
- Higher levels of adult support in class, some of whom may receive additional training;
- Parental meetings with external agencies and therapists.

## **Accessibility**

An accessibility Plan is available on our website.

## **Admissions**

Information about Nursery admissions can be found on our website. Admissions are processed through the Local Authority.

## **Needs Provided For in Our School**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health and Sensory Needs

## **Points of Contact and Support for Parents**

The delivery of Quality First Teaching and SEND provision is a joint effort involving staff throughout the school.

Class teachers are responsible for ensuring that your child receives Quality First Teaching in the form of planning, delivering and supporting all learning styles, interests and abilities.

The SENDCO at William Davies Primary School is Ms A. Warren. Please contact the SENDCO through the school office. The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- Developing and reviewing the school's SEND policy;
- Coordinating support for children with SEND;
- Ensuring that parents/carers are fully involved in the provision of support for their children through effective communication regarding the support and intervention that their children are receiving;
- Liaising with outside agencies to help with support.
- Updating SEND information on the school tracker, which is our system for ensuring that all SEND needs of children are recognised and recorded.
- Providing specialist support for teachers and support staff in the school.

The Headteacher is responsible for the day-to-day management of all aspects of the school. This includes ensuring that support for children with SEND is effectively planned, monitored and delivered. The Headteacher is also responsible for:

- Giving responsibility to class teachers and the SENDCO, and ensuring these responsibilities are managed so that the needs of children are met;
- Making sure the Governing Body is kept up to date with issues about SEND.

The link governor for SEND Ms S. Phillips. The link governor can be contacted through the school office.

## **Support for Parents**

Providing comprehensive support for children of all needs and abilities requires an effective partnership between parents and the school.

If you are concerned about your child's progress, your initial contact should be with their class teacher. Class teachers are available to discuss progress, concerns and questions parents may have. Class teachers are also available to exchange information about effective strategies at home and at school to maintain progress. Please make an appointment if you wish to speak to your child's class teacher.

If you continue to have concerns about your child's progress, you may arrange to speak to the SENDCO. The SENDCO is available to discuss progress, concerns or worries parents may have about their children with SEND.

If a child is making little or no progress, the school will set up a meeting with parents to discuss concerns in more detail. Where appropriate, children will be invited to meetings to discuss their progress and needs. The school will arrange additional support if it is considered necessary, as well as providing parents with information about support available from external agencies.

All information from external professionals will be discussed with parents directly.

## **Complaints**

We hope we are able to resolve any complaints within the school. There are procedures that will be followed if complaints cannot be resolved internally. For further information please consult our *Complaints Procedure*, which is available on our website.

## **Allocation of Support**

The school budget, received from Newham Local Authority, includes money for supporting children with SEND. The Headteacher allocates funding resources for SEND children in consultation with the school governors and based on the needs of children in the school.

The Headteacher and SENCO discuss all available information about SEND in the school, including:

- Children already receiving support;
- Children who require additional support;
- Children who have not made as much progress as expected.

Based on this information, the Headteacher and SENCO discuss the provision of resources and training. The school identifies the needs of SEND children on a provision map. This identifies all support given within the school and is reviewed regularly.

## **Graduated Approach to SEND at William Davies Primary School**

### School Provision

William Davies Primary School employs a graduated approach to supporting children who experience difficulties learning or have a specific and/or identified need or disability.

We use a 6 step plan which defines the different levels of severity of a child's needs and the relevant, corresponding support.

A child will graduate through to the next step when evaluation of the support given for a step has been deemed not effective enough and does not support the child in progressing adequately (close to the expected progress rate of 1 WDPS point (William Davies Point Score) during one term or 3 WDPS points a year (regardless of attainment).

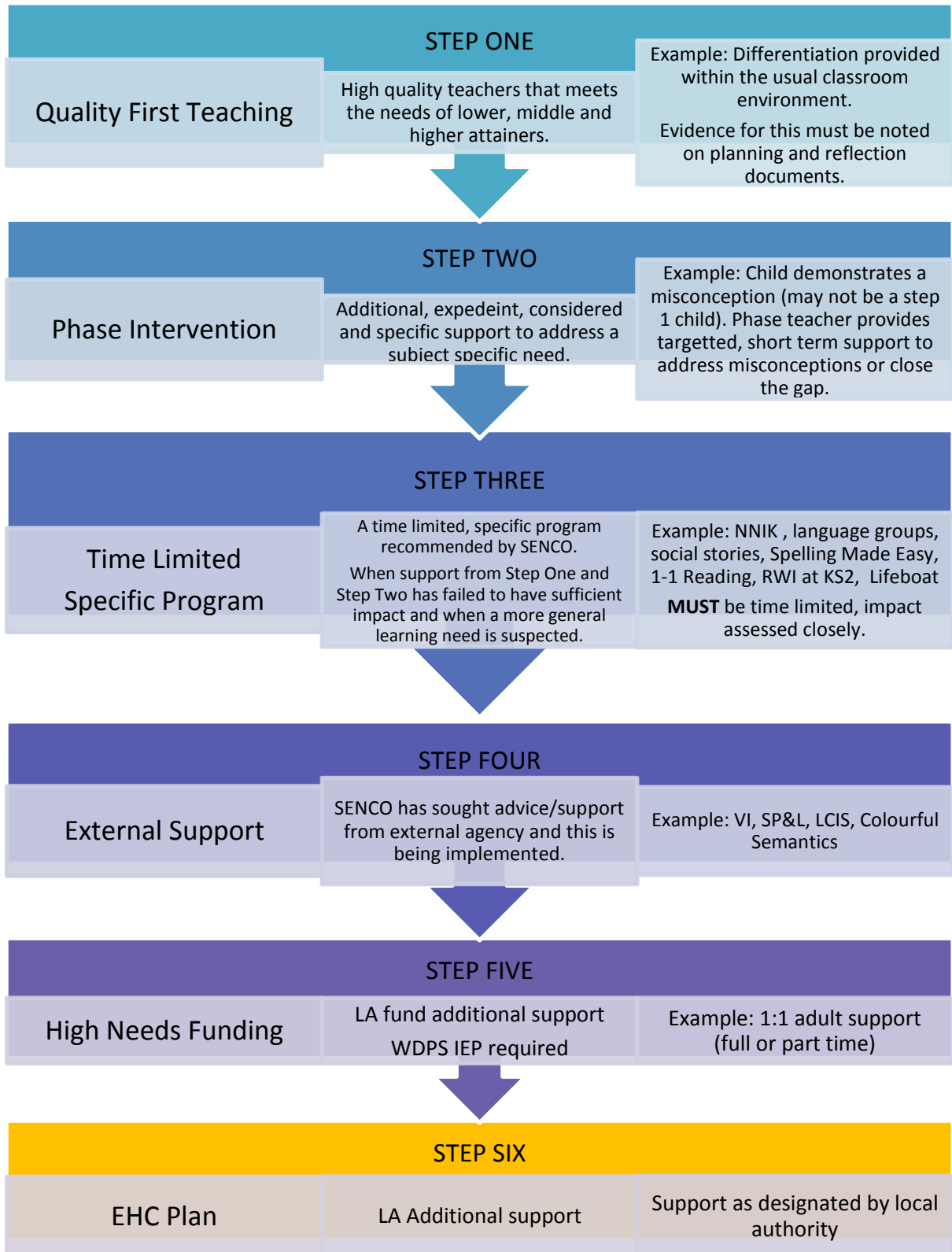
(See Flow Chart).

The SENDCO supports the class teacher in planning for SEND children. The School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This may include, for example, whole school training on SEND issues such as Autism Spectrum Disorder and Speech and Language difficulties. Individual teachers and support staff attend training as needed run by outside agencies that are relevant to the needs of specific children in their class.

Other staff and external professionals may be involved in the provision of support for SEND children. This includes:

- Teachers responsible for teaching groups and individuals within a phase;
- Small group reading, writing and maths interventions led by teachers and other members of staff.

## SEND at William Davies - Flowchart



### Local Authority Provision Delivered in School

- Autism/ADHD/ADD assessment
- Education Psychology Service
- Developmental Assessment Service
- Behaviour Support Service
- Speech and Language Therapy
- Complex Needs Service
- Learning Support Services
- Family Support Service

### Health Provision that may be delivered in School

- Additional Speech and Language Therapy
- School Nurse
- Occupational Therapy Service
- Physiotherapy Service

### **Monitoring Provision**

Provision of our offer is monitored by our Governors, Senior Leadership Team, and the Head Teacher. The Head Teacher makes a termly report to Governors. The link governor for SEND meets with the SENCO at least once a year.

## **Degrees and Types of Support Available**

At William Davies Primary School, different degrees and types of support are available for children with SEND.

Providing Quality First teaching through differentiation enables class teachers to meet the individual needs of children by through awareness of your child's existing knowledge, understanding and abilities. The use of group work including interventions, which may take place in or out of the classroom, led by the class or phase teacher may target specific areas of understanding.

If a child has been identified by the SENDCO or class teacher as needing specialist external support, the school will refer them to a local authority or central service for assessment. Once referred, children will be assessed by a specialist who will make recommendations for support. The school will not be able to access support from external agencies without your permission.

External agencies include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Child Development Centres
- Behaviour Support Services
- Child and Family Consultation Services
- Complex Needs and Dyslexia Services
- Language, Communication and Interaction Services.

For children whose learning needs are more complex, specific individual support is provided. This level of support is provided through an Education, Health and Care Plan (EHCP). EHCPs are provided for children identified as needing a particularly high level of individual or small group-based teaching. In most cases, children with EHCPs will also need specialist support from external agencies or professionals. This involves:

- A request from the school or parent/carers to the Local Authority for a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child.
- Following the request, a panel of professionals will consider if a child's needs are



complex enough for assessment. If they decide they are, they will ask the parents and all professionals involved with the care of their child to write a report outlining the child's needs. If they decide the needs of the child are not complex enough for assessment, the panel will ask the school to continue providing their current level of support.

- After the report has been submitted, the panel will decide if the needs of the child in question are severe, complex, and lifelong. If this is the case, an Education, Health and Care Plan will be written. If this is not the case, they will ask the school to maintain their current level of support, and liaise with the school to ensure an effective plan is in place to support the progress, learning and development of the child.
- If a child receives an EHCP, it will outline the number of hours of individual or small group support your child will receive from the local authority and how the support should be used.

William Davies Primary School will liaise with the appropriate local authority for Looked After Children who have SEND needs.

### **Teaching children with SEND**

Class teachers plan lessons according to the specific needs of all groups of children in their class. Specific resources and strategies will be used to support learning of individual children or those working in small groups. Planning and teaching are adapted on a daily basis to meet the needs of the children. By differentiating tasks for a range of needs, they ensure children's individual needs are met. Support staff work under the direction of the class teacher and can adapt planning to support the needs of children as necessary.

Class teachers are also responsible for:

- Monitoring your child's progress;
- Recognising when your child might need additional or different support in order to make progress, and informing the Special Educational Needs and Disabilities Coordinator (SENDCO)
- Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with SEND.

### **Supporting Emotional and Social Development**

At William Davies Primary School we recognise that some children have extra emotional and social needs. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and lack of communication.

All classes follow a structured PSHE curriculum to support their emotional and social development. For children who find aspects of this curriculum challenging we offer other

forms of support to encourage their development in these areas.

### **Measuring Progress**

Progress of children with SEND is continually monitored by the class teacher, and reviewed formally with the SENDCO every term.

- Children with an EHCP have their progress formally reviewed at an annual review, where all adults involved in the child's education will be present.
- Learning walks and regular lesson observations are made by the Senior Leadership Team to ensure that Quality First teaching is provided across the School, and that the needs of all children are met.
- At the end of each key stage (in Years 2 and 6), all children are formally assessed using Standard Assessment Tests (SATs).

### **Transitional Support**

At William Davies Primary School, we understand that transitions and change can be difficult for children with SEND. We take steps to ensure that any transition is as smooth as possible.

#### Children joining WDPS from another school

The SENDCO may visit schools with when the child has an additional need. Children with SEND will be able to visit our school prior to starting, and if required a structured transition programme can be organised and implemented.

#### Children leaving WDPS to join another school

We will contact the SENDCO and ensure they are informed of any special arrangements or support required for children with SEND. Where possible, a planning meeting will be organised with the SENDCO of the new school in order to liaise regarding needs and provision. All records regarding children with SEND are passed on to the new school as soon as possible either in person or by recorded delivery.

#### Children moving classes within the school

Information about children with SEND is passed onto new class teachers in advance. In most cases, a planning meeting will take place with the new teacher where support plans and other information will be shared

#### Children leaving WDPS at the end of Year 6

The SENDCO will discuss the specific needs of children with the SENDCO of the secondary school. In most cases, a transition meeting involving parents will be arranged. Where

possible, children will visit their new school on several occasions, and in some cases staff from secondary school may visit children at WDPS. Children with SEND will participate in focused learning related to aspects of their transition which will support aspects of their learning in secondary school, and help them to understand the changes ahead.

### **Further Information**

For additional information, including a link to the Local Authority Offer, please visit our website [www.williamdavies.newham.sch.uk](http://www.williamdavies.newham.sch.uk)