

Myatt Garden Primary School SEND information Report 2017-18

Introduction

All Lewisham Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

Myatt Garden Primary School is a mainstream school with an inclusive ethos. We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress

Definition of Special Educational Needs and Disability

The Code of Practice (January 2015) states that:

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. (xiii, page 15)

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

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What is the Local Authority Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. Lewisham's Local Offer can be accessed via the following link:

www.lewishamlocaloffer.org.uk/#/

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

What kinds of special educational needs might the children at Myatt Garden Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

Communication and interaction

Cognition and learning

Social, emotional and mental health (previously behavioural, social and emotional difficulties)

Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD); where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour e.g. self-harming, eating disorders or physical symptoms that are medically unexplained. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Setting targets and sharing and reviewing these with children regularly and parents during parents' meetings
- If appropriate, providing personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing any support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.

The SENCO: Ms Elaine Dempsey

Responsible for:

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

The Head Teacher: Ms Sally Williams

Responsible for:

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

The SEN Governor: Ms Maureen Boyle

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality policy

The SEND Governor is a member of our Governing Body. She takes a special interest in SEND, and she meets with our SENCO on a regular basis. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, who has SEND.

You can contact the school via the school telephone number: 0208 691 0611 or email address: admin@myattgarden.lewisham.sch.uk

How are children with Special Educational Needs identified and assessed?

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with members of the SLT and teaching staff using whole school tracking data as a potential early identification indicator.

In addition to tracking individual pupil progress over time we use a range of data and means to identify **possible** indicators of special educational needs:

- analysis of entry profile, Foundation Stage Profile
- tracking information
- screening materials and tools
- information from other services
- liaison with the previous educational setting
- liaison with external agencies
- health diagnosis
- concern raised by pupil

- concerns raised by parents
- concern raised by school staff

What are the different types of support available for children with SEND in our school?

1. Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, is able to do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child's learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

2. Specific group work

For your child this might mean:

- Targeted learning with a focus group that is facilitated by an adult.
- An intervention programme which might be run in the classroom or a group room/area by a teacher, teaching assistant (TA) or a specialist professional

3. Specific individual support

For your child this might mean:

- Targeted learning that is facilitated by an adult.
- An intervention programme which might be run in or outside the classroom by a teacher, a teaching assistant (TA), specialist professional or trained volunteer

4. Specified Individualised support

This type of support is available for children whose learning needs are severe, complex and lifelong. This might be provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and targeted intervention.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process.

After the request has been made to the 'Panel of Professionals' (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 current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, you will be involved with the professionals in writing an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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 amount of funding the school will receive from the LA to support your child. It will also outline 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.

An additional adult might be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

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

If you have concerns about your child's progress, please speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENCO).

The Head Teacher or the school SEND Governor can also be contacted for support and advice.

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

If your child is identified as not making progress, or if staff have a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Lewisham LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:

- children who currently receive additional support
- children needing extra support
- children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- where possible, the children's own view; this may not always be possible with very young children / children with delayed development.

The school identifies the needs of pupils with SEND on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND at Myatt Garden?

School provision

The Pastoral and Learning Support Manager (PLSM), Teaching Assistants/Learning Support Assistants and trained volunteers work with individuals to support reading.

Local Authority Provision available to school

These include Drumbeat ASD Outreach Service; STEPs – Specialist Teachers and Educational Psychology Service; Speech and Language Therapy Service; Children's Occupational Therapy Service; Children and Adolescent Mental Health Service; Community Paediatric Team; Sensory Service for children with visual or hearing needs; School Nursing Team; Parent Partnership Service and SENDIAS.

If your child still needs extra support the SENCO might access further support by using a referral form for one or more of the specialist teams. 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 you and the school to understand your child's particular needs better and therefore be able to support them more effectively in school.

The specialist professional will observe/assess/work with your child to understand their needs and make recommendations as to the ways your child is given support

Your child might be identified as needing some extra specialist support in school from a professional outside the school. Your child might be offered some specific therapy by one of the Services, e.g. Occupational Therapy, Speech and Language therapy. Generally these are delivered at Kaleidoscope, Lewisham's specialist Centre for Children and Young People or possibly one of the local health centres.

How are the teachers in school helped to work with children identified as having SEND and what training do they have?

The SENCO supports class teachers, Teaching Assistants and Learning Support Assistants in planning for and supporting children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

The SENCO or Headteacher sources additional training provided by specialists in specific areas of SEND

Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children e.g. from the Drumbeat ASD Outreach Service.

How will the teaching and learning be adapted for my child with SEND?

Class Teachers plan and differentiate lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of particular children where necessary.

Specific resources and strategies might be employed to support your child individually and in groups.

Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

His/her attainment and progress is assessed at least once a term in reading, writing and numeracy. His/her progress is reviewed formally with members of the senior leadership team every term in reading, writing and numeracy through pupil progress meetings.

All Y1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in Y2.

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 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

All children have personal targets which are reviewed regularly and further targets set.

Regular 'book looks' and lesson observations are carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high and consistent across year groups.

The progress of children with an 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 work and in any group that they take part in.

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

In addition, the SENCO 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 by the professional involved or where this is not possible, in a report.

Personal progress targets will be reviewed with your involvement.

Homework will be adjusted as needed to suit your child's individual needs.

A home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child.

The Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is: www.iassnetwork.org.uk/find-your-iass/london/lewisham/ and e-mail: Lewisham.pps@family-action.org.uk

How is Myatt Garden Primary School accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements. For further information please refer to the Disability Equality Scheme and Accessibility Plan

We recognise that transitions can be difficult for a child with SEND 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 school SENCO and ensure he/she 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.

If your child would be helped by a transition book/passport to support them in understanding moving on, we will liaise with the new school to ensure one is made for them.

You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

When moving classes in school:

Information will be passed on to the new class teacher in advance during a specific hand over meeting between the current and new class teachers.

Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

In some cases, a Transition Book will be made for your child, in order to help them understand and prepare for moving on.

All children receive a transition slip with information about their new class, e.g. class teacher(s), TA, LSA and first topic to be studied.

Year 2 to Year 3 Transition:

The Year 2 transition from KS1 to KS2 can be difficult for all children. To this end all children spend some time at the end of the second half of the Summer Term working in their new classroom, eating lunch in the junior dining hall and having playtime with the other KS2 children.

In Year 6:

The Local Authority arranges an annual Secondary Transfer Day attended by the SENCO and PLSM. The SENCO and PLSM will discuss the specific needs of your child with the SENCO, and additional staff, from your child's secondary school.

Where necessary a specific meeting will be held with you and members of both staff from both schools to discuss needs and plan the transition.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Myatt Garden.

When your child is joining us:

Home visits are carried out by staff from the Early Years Foundation Stage for all children. If your child has a Special Education Needs and/or Disability the SENCO may also be involved in the home visit. When joining our Nursery or Reception your child will be able to visit our school and stay for a 'play date'. Parents are encouraged to stay during this first visit. To support the children's' understanding about moving on, all children are given a booklet with information about their new school. You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. The Emotional Health and well-being of all our pupils is very important to us. We have a robust Safeguarding Policy in place; we follow national & local authority guidelines.

We have a Pastoral and Learning Support Manager who supports children in a number of different ways. Additional referrals to other agencies are completed as necessary. We have vigorous Behaviour and Anti Bullying Policies

The Head, Deputies, and all staff continually monitor the emotional health and well-being of all our pupils; this may be, for example, via pupil survey.

We have trained Lunch Mentors who support their peers. We offer a range of extra-curricular activities which all children are invited to join. All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. Each class from Year 2 to Year 6 have class representatives on the School Council. In their words, *"School council are here to make Myatt Garden an even safer and happier place, not only from their perspective but from everyone's perspective and with everyone's help. That is why we try and talk to lots of different children, so that we can share a big range of views at School Council meetings."*

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on the website or on request from the school.

Next full review due November 2019