



Gallions Primary School

SEND Information Report

Gallions Primary School, like all schools in Newham, is committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEN). Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need –this means doing everything we can to meet the pupils special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs.

We will review and update this information report regularly to reflect changes and feedback.

The date for the next annual review of this report is Summer Term 2019.

If you need any more information please see our SEN Policy or contact our Assistant Head for Inclusion, Marie Smith via our school office.

Frequently Asked Questions:

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Gallions Primary School is a mainstream primary school and Resource Provision Base for 14 pupils with ASD and we welcome children with SEN in one or more of the following needs:

Communication and Interaction:

e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.

Cognition and Learning:

e.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), global developmental delay, dyslexia, dyscalculia and dyspraxia, Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health Difficulties:

e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

Sensory and/or physical needs:

e.g. vision impairment (VI), hearing impairment (HI) or a multi - sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy (the building is fully accessible to pupils with mobility difficulties).

Medical needs

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils. We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

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

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils.

3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

4. How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO and the Resource Provision Manager, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective. The SENCO, The Resource Provision Manager and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

5. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly and this information is shared with both parents and pupils. We provide an annual report to parents on their child's progress at the end of the school year.

Where a pupil is receiving High Needs Funding we also have review meetings three times each year (one of which is the annual review). Reviews are usually led by the SENCO and the Resource Provision Manager and attended by the parents/carers, the child, and the class teacher, the TA who supports the child and where appropriate other professionals who support or work with the child. Reviews normally last between 30 minutes and 1 hour.

We always aim to allow sufficient time to plan effectively. Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes and targets for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

6. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with Ms Mirza the Resource Provision Manager and Ms Pottle the SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

7. What arrangements are in place regarding complaints from parents of pupils with SEN concerning the provision made at the school?

The complaint procedure for special educational needs mirrors the school's other complaints procedures which can be found in the school. However, it is very important that parents are made aware of this especially as the LA now has conciliatory services to assist both parents of children with special educational needs and schools.

If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then it should be addressed to the Phase Leader and/or the SENCO or Resource Provision Manager.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parent concerns should be put in writing to The Chair of Governors.

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of topics annually before the spring term parents' meeting. A summary of these findings are discussed with parents at the parents meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and

take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

9. What is the school's approach to teaching pupils with SEN?

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants, Learning Mentors and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. The type of SEN support provided is based on reliable evidence of what works.

The SENCO and the Resource Provision Manager work with the Senior Leadership Team to ensure all staff to ensure have sufficient skills and knowledge to deliver the differentiated support that pupils need.

10. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access

associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

The school is able to access specialist training from a range of different support services.

11. How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all pupils including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the SENCO and the Resource Provision Manager to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN.

Pupils within the resource provision follow the national curriculum, although it is highly differentiated to meet their needs. We track children's progress using development journals, B squared the P scales and set targets for them based on their prior attainment. These are further linked to the support plan which is put in place in collaboration with the child, parents/carers, 1.1 support staff, class teacher, Resource lead and any other external agencies involved. All pupils attend their class for registration and other activities as planned throughout the day. To further support the children's sensory and emotional regulation needs, children have access to the physical interaction area, sensory room, calm room and life/multi skills room. Learning is further adapted to support both verbal and non verbal children by the use of visual aids, intensive interaction sessions, assistive technology and the use of sign along.

12. What additional support for learning is available to pupils with SEN?

The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

13. What extra-curricular activities are available for pupils with SEN?

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 7:45-8:40.
- After school clubs including homework club, sports, arts and music activities

We try to make sure that all pupils with SEN can engage in the activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed.

14. How are equipment and facilities to support children and young people with SEND secured?

The governors ensure that the needs of pupils are met by employing a full-time SENCO, Resource Provision Manager, TAs and specialist teachers (e.g. music interaction teacher) as well as appropriate equipment to support pupils. The Head Teacher, SENCO and Resource Provision Manager use part of the school budget, the Higher Needs Funding for specific pupils and pupil premium to identify the areas of pupil need and to make appropriate provision and interventions.

A number of pupils in the school are in receipt of Higher Needs Funding (HNF) from the Local Authority. This funding is used to provide adult support, specialist support sessions and equipment.

15. What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school).

16. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families

School works with many other agencies, who will often want to meet with parents and children to discuss the needs of the child. When we review the progress children with SEN make against their outcomes, we will make our best endeavours to involve other agencies. This may be through attending a meeting or providing a report.

Some of the agencies we work with are:

- Speech and Language Therapy (NHS).
- Occupational Therapy (NHS)
- Physiotherapy (NHS)
- Child & Family Consultation Service (NHS)
- Educational Psychology Service
- Language, Communication & Interaction Service
- Behaviour support Service
- Complex Needs and Dyslexia Team
- Visual Impairment Team
- Newham Parent Partnership

Further to this the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families.

The NHS trust also provide school's with a School Nurse who will work for half a

day a week for the school. The nurse can provide support with Individual Health Care Plans (see Medical Needs Policy) and training staff. The School Nurse will only work with children over 5. For children under 5, the health visitor service will need to be contacted to offer support.

The contact details of support services available for parents of children:

Newham Parent Partnership Service

020 8470 9703

743-747 Barking Road, Plaistow, E13 9ER

The 3H's (Newham's Independent Parent Forum)

07805181084/ 07528562902 the3hs@hotmail.com

St Marks's Community centre, 218 Tollgate Road, E6 5YA.

Complex Needs and Dyslexia Service

Brampton Primary School

020 3475 2311

Language Communication & Interaction Service

Lathom Junior School

020 3373 3837

Sensory Service

New Tunmarsh Centre

020 3373 8372

Educational Psychology Service

Building 1000

020 3373 2705

Special Educational Needs Section

Building 1000

020 3373 2705

Behaviour Support Service

New Tunmarsh Centre

020 3373 0935

Speech Therapy Service

Physiotherapy Service

Occupational Therapy Service

Child Development Centre

Specialist Development Centre

West Ham Lane Clinic

020 8250 7300

Child Family Consultation Service

York House. Barking Road

020 7055 8400

17. Who are the SENCo and the Resource Provision Manager?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. Our Resource Provision Manager is an experienced qualified teacher who is the lead for the children identified by the SEN section of borough with a diagnosis of autism. They work closely with the Assistant Head for Inclusion, the head teacher and governing body as well as all teachers.

If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO and the Resource Provision Manager are responsible for:

- overseeing the day-to-day operation of the school's SEN policy and the Resource Provision
- coordinating provision for children with special educational needs and those in the Resource Provision
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

18. What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Additional arrangements for children with SEN (examples)

- Swift transfer of records
- Home visits
- Transition meeting with the previous setting
- Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')

- We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
- Transition meeting with the new setting
- Transition meetings are held within school with the new class teacher.
- Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.

Pupils with special educational needs will be admitted to Gallions in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information, plan a relevant differentiated curriculum and transition into school.

19. What are the school's arrangements for supporting children who are looked after by the Local Authority and also have SEN?

Please refer to the LAC Policy.

20. Where can I find more information about SEND services in Newham and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer

- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Newham Local Offer: <http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>