



Gallions Primary School

SEND Information Report

Agreed by Governors: November 2020

Date to be reviewed: November 2021

This is our full SEND Information Report; a summary document for parents/carers is published on the school website in addition to our SEND policy.

*Please note-Due to the Covid-19 pandemic, the government can at any time temporarily change aspects of the law around SEND, particularly the level of support expected. The duties in law can be modified from an 'absolute duty' to 'reasonable endeavours', as a result of schools and agencies having to adapt and work in different ways. At Gallions we will always endeavour to support children's needs, however given the exceptional circumstances currently in place, not all interventions previously offered may be available due to restrictions on staff and pupils.

<p>School Ethos for SEND</p>	<p>At Gallions we create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.</p> <p>We provide a broad and balanced and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>At our school, we aim to promote positive learning for our children with SEND through:</p> <ul style="list-style-type: none"> • Ensuring they feel a valued part of the school • Providing a safe and supportive environment • Having access to a range of teaching and learning strategies to suit their needs • Promoting independence and resilience as a learner, without over reliance on adult support Identifying and addressing needs to ensure early intervention • Communicating their needs appropriately throughout the school • Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development - for example, through attending Parent-Teacher Consultation appointments, and follow up on recommendations made with input at home. <p>Gallions Primary also has a resource provision for children with Autism - See below</p>
<p>1.Partnership Ethos with the School The</p>	<p><i>"The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained</i></p>

arrangements for consulting with parents/carers of pupils with SEND.

school performance" (Harris and Chrispeels 2006)

We appreciate and encourage support from parents/carers in their child's education and firmly believe that home and school should work in partnership. We have an "open door" approach where parents are encouraged to maintain close communication links with school staff.

For some SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written report in the summer - which may be discussed face to face with the teacher if appropriate.

For some children with SEND, further meetings take place with the class teacher and/or SENCO - to discuss pupil progress and targets.

Assessment data on pupil progress is shared at these parent meetings. Where specific outcomes/targets are set for a pupil, progress to date is shared and new outcomes/targets may be set for the pupil.

At Gallions we encourage parents/carers to initially contact the class teacher regarding any concerns they may have about their child. This is because ultimately teachers are responsible and accountable for the progress and development of each of the pupils in their class, regardless of any SEND they may have. They also have a deep knowledge of the child's strengths and next steps, where they work with them daily. This information is then shared with the SENCO and further action/s if required are agreed.

Parents/carers may have the opportunity to meet face to face with a variety of professionals, such as Specialist Teachers, Educational Psychologists, Inclusion Partners, Speech and Language Specialists etc. who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, EWMHS and Physiotherapists etc...

The Headteacher/SENCO are able to signpost parents/carers to various support services as appropriate.

The Governing Body (GB) has a representation of Parent Governors. The GB as a whole regularly communicates with, and seeks the views of parents/carer and pupils. The SENCO reports to the Chair of Governors/SEND governor (TBC) on a regular basis and provides a detailed report annually. At other times the SENCO reports to the

	<p>governing body at their request or as matters arise.</p> <p>There is a specific SEND Governor (TBC) whose role is to regularly support and challenge the SENCO about the provision for SEND pupils. Meeting takes place on a termly basis (at minimum) to discuss SEND in detail.</p> <p>Parental/carers views are sought via questionnaires, feedback comments and at review meetings. Parents are encouraged to contribute their opinions.</p> <p>Relevant policies, including the SEND Policy, are available from the school website - paper copies can be obtained on request via the school office.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure the school building is fully accessible and well maintained. Gallions is entirely on one level and two fully functioning disabled toilets. In addition the school also has a hoist, a changing bed and shower facilities.</p>
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Pupils are involved in their educational support plan and are encouraged to contribute their views/aspirations. They also create their own Pupil Profile. Pupils are aware of their individual outcomes, which are constructed in a 'child friendly' manner. This helps to ensure that pupils have ownership over their learning.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable using themes to provide a context for learning. In line with Newham we are an inclusive school and we always seek to include all pupils in all aspects of the curriculum.</p> <p>If pupils are uncomfortable in sharing their views in a formal setting we encourage them to record their views with an adult which is then shared with parents/carers and other professionals at review meetings. Pupils are encouraged to attend review meetings.</p> <p>Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. School Councillors are elected by their peers. All children are eligible to stand for election. Children with SEND may receive additional adult support in the election process.</p> <p>At times of transition, our children are prepared through additional</p>

	visits, and individualised/group activities set at school.
<p>3. Contact details of the SENCO</p>	<p>Assistant Head for Inclusion/SENCO - Miss Marie Smith Contact via the school office 0207 476 1252 or email: info@gallions.newham.sch.uk (marked for F.A.O. SENCO)</p> <p>Marie Smith has been teaching at Gallions since September 2018 and has been a SENCO since September 2016. She is highly knowledgeable and experienced and qualified as both a teacher and SENCO (achieving both the National award for SEN Coordination and a Masters Degree in Education (Equality and Diversity)). She plays a key role in the life of the school and meets regularly with senior staff, teachers, LSAs, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Head Teacher and Bursar she helps to manage the SEND budget. With the Headteacher and Governors she determines the strategic development of the SEND Policy and provision.</p>
<p>4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school has an "open door" policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.</p> <p>A parent's first port of call is to arrange for a meeting with the class teacher. If necessary, they would then go to the SENCO, after which, the matter progresses to the Head teacher.</p> <p>In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy can be obtained from the School Office on request.</p>
<p>5. Information on where the Local Authority's Local Offer is published.</p>	<p>The LA's Local Offer can be found on the website www.families.newham.gov.uk</p> <p>0-25 Special Educational Needs and Disability (SEN) Service London Borough of Newham Newham Dockside 1000 Dockside Road London E16 2QU</p> <p>Telephone: 0203 373 2051, Mon - Fri , 10am - 2pm</p>

	Email us: local.offer@Newham.gov.uk
<p>6. Identification and early intervention Information about the school's policies for identification, assessment and provision for pupils with SEND, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.</p>	<p>The method of identification and provision follows a graduated response. We use on - going assessment to identify specific needs and aim to address these through adjustment of "quality first teaching", teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent/carer may pass on a concern which leads to further investigation.</p> <p>It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.</p> <p>Children will automatically be placed on the Special Needs register if they have a specific condition that requires interventions additional to the interventions that a class teacher can reasonably be expected to offer. Supporting evidence from health and educational professionals will be required in order to facilitate this. Examples of specific conditions are dyslexia, DCD (dyspraxia), dyscalculia and autism. Children with health conditions (both physical and mental) that are/can be a barrier to learning will also be placed on the register. In addition if a child has long periods of absence due to illness, operations etc they then may be placed on the Special needs register (if only for a short period of time).</p> <p>If despite 'Quality First Teaching', differentiation and class interventions being in place a child is showing little evidence of making progress or levels of attainment are below the expected average range, the SENCO will be consulted and with the parent/carers agreement the child will be placed on the special needs register. Prior to this external agencies (e.g. Educational Psychologist, Paediatrics, Occupational Therapy, Speech and Language, CAMHS etc.) may be involved to help identify specific areas of need.</p> <p>The class teacher/SENCO and other outside agencies will construct outcomes and strategies to be used, which will be recorded on an education support plan, which is discussed with the child and the parents. The education support plan is reviewed on a termly basis and follows a continual assess, plan, do and review cycle, with the teacher and those involved in the child's education, continually adapting and adding interventions according to the child's needs/progress made.</p> <p>If a child continues to demonstrate significant cause for concern despite accessing additional support the Head teacher or</p>

parents/carers may request that the Local Authority (LA) carry out an Assessment for an Education Health Care Plan (EHP)

The school must provide written evidence of or information about:

- The school's actions and impact of interventions
- Individual Education Support Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels/points of progress of attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service

The LA will then liaise closely with parents, the school and other agencies in considering and if necessary, conducting an assessment. This assessment may lead to an Educational Health Care Plan being issued, or the LA may indicate ways in which the school can meet the child's needs without this being necessary.

The class teacher, SENCO, Educational Psychologist and other support agencies plan strategies to support the pupil's progress and attainment and an Education Health Care Plan is written. The EHCP is reviewed once a year with parents and the child. An LA review is completed on an annual basis (this is conducted by the SENCO on the LAs behalf).

Further details regarding EHP assessment can be found in the SEND Code of Practice (January 2015).

Pupils with SEND who are entitled to the Pupil Premium Grant will receive interventions that meet their needs. This is outlined on the school website.

The SEND budget is used to partly fund the deployment of LSAs, equipment and resources, and training and CPD of LSAs. Schools currently have to fund the first £6000 of high quality appropriate support after this the Local Authority will provide funding for any additional support deemed necessary.

	<p>The school currently subscribes to NASEN which gives us access to training opportunities for all staff for a variety of needs.</p> <p>Children with SEND are expected to make the same level of progress as their peers. Progress is measured according to their baseline assessment in Key Stage One and tracked throughout the course of their time in school</p>
<p>7. Information on the kinds of SEND provision made in the school.</p>	<p>We currently have access to local authority Specialist Teachers who between them have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments and Emotional difficulties. We currently have limited access to an Educational Psychologist who may make observations and meet with parents. We also liaise with outreach workers from Special Schools to share strategies, ideas and advice.</p> <p>We ensure that we purchase high quality resources to support learning and run interventions. E.g. Rapid Dyslexia, Core board, Zones of Regulation, LAnguage Enrichment Group, Toe by Toe, Numicon, Lego Therapy etc.</p> <p>We have a comprehensive Equality and Accessibility Plan which can be found on the school website.</p> <p>School staff regularly attend relevant and appropriate CPD. They also engage with training online via the Open University portal.</p>
<p>8. Information about the expertise and training of staff in relation to children and young adults with special educational needs and about how specialist expertise can be secured.</p>	<p>Marie Smith has been teaching at Gallions since September 2018 and has been a SENCO since September 2016. She is highly knowledgeable and experienced and qualified as both a teacher and SENCO (achieving both the National award for SEN Coordination and a Masters degree in Education (Equality and Diversity)).</p> <p>She plays a key role in the life of the school and meets regularly with senior staff, teachers, LSA's, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Head Teacher and Bursar she helps to manage the SEND budget. With the Head Teacher and Governors she determines the strategic development of the SEND Policy and provision.</p> <p>The SENCO regularly attends training and upskilling. She also keeps up to date with current documentation and initiatives.</p>

	<p>Support Assistants are currently employed on a needs basis to classes. All our Support Assistants are trained to support the children that they are working with and all are trained in Safeguarding and CHild Protection. Within our team of Support Assistants, we also have extensive knowledge on Dyslexia, Autistic Spectrum Disorder, DCD (Dyspraxia), ADHD, Emotional Needs and Physical Disabilities. We also currently have two qualified Staff members who ELKLAN trained (Speech and Language) and am in the process of training two more.</p> <p>Staff are encouraged to attend/access CPD courses.</p>
<p>9. Quality First Teaching and Personalisation Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.</p>	<p>All staff are informed of the principles of Quality First Teaching and their responsibilities for teaching all pupils in their class. We highly differentiate learning in lessons in all subjects. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are too different from and additional to their peers and "they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school" (SEND COP 2014), a variety of additional strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.</p> <p>Wider support may be required for emotional needs. At this point, we would consult with parents first before referring to extended services.</p> <p>Pupil data is analysed to inform the SENCO and parents about pupil progress. This data is also used to inform staff about the effectiveness of interventions and next step outcomes.</p>
<p>10. Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>The Complex Needs Service comes into school to undertake an assessment regarding equipment, furniture or access to the building. The SENCO and/or Head Teacher will meet with parents to discuss particular needs and requirements for individual pupils. Currently, the Local Authority provides some equipment and some items are purchased by the school.</p> <p>The Complex Needs Service periodically checks and maintains equipment they have provided.</p>

	<p>In addition where appropriate, The Sensory Service will support the school, where necessary, with resources to support children with visual or auditory impairment, for example hearing aid supports and microphones.</p>
<p>11. How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose.</p> <p>The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHC plan.</p> <p>The SEN Governor (TBC) visits and reports back to the Governing Body.</p> <p>The Headteacher reports to the Governing Body.</p> <p>The school works closely with the following agencies:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Occupational Therapists • Physiotherapists • Inclusion Partner Specialist Teachers • Educational Psychologists • Social Care Community • Paediatricians • Psychiatrists <p>(This list is not exhaustive and may change according to the needs in the school).</p>
<p>12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Complex Needs and Dyslexia Service Brampton Primary School (Group Manager-Raj Mistry) 020 3475 2311 12 18 raj.mistry@newham.gov.uk</p> <p>Language Communication Interaction Service Lathom Junior School (GroupManager-JudyRoux) 020 3373 3837 judy.roux@newham.gov.uk</p> <p>Sensory Service New Tunmarsh Centre (GroupManager-DavidCanning) 020 3373 8372 david.canning@newham.gov.uk</p> <p>Educational Psychology Service Building 1000 Acting Principal Educational Psychologist 02033732725 valerie.jackson@newham.gov.uk Acting Principal Educational Psychologist 02033732725 don.ford@newham.gov.uk</p> <p>Special Educational Needs Section Building 1000 (GroupManager-</p>

	<p>Andrew Blow) 020 3373 1810 andrew.blow@newham.gov.uk</p> <p>Behaviour Support Service New Tunmarsh Centre (Interim Manager) Louise Bolton 020 3373 0935 louise.bolton@newham.gov.uk</p>
<p>13. School arrangements for supporting pupils transferring between stages of education.</p>	<p>SENCOs and key staff from Secondary Schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews/ Education Health and Care Plan transfers. Some Secondary Schools arrange additional transition visits for pupils with SEND. The SENCO works on a transition programme for Year 6 SEND pupils. Copies of essential paperwork are transferred to the Secondary School in the Summer term, prior to the child leaving.</p> <p>Information regarding the Special Educational Needs of Looked After children is reported to the placing Local Authority on a termly basis.</p>

Gallions Primary's Resource Provision for pupils with autism.

Gallions Primary is one of only six resourced schools in the borough, focusing on delivering a specific educational programme for children identified with Autistic Spectrum Disorders (ASD).

Gallions Primary School has 14 places for children with ASD under the Resource Provision umbrella, although there are other pupils in the school with a diagnosis of ASD. These children follow a semi formal curriculum with activities specific to the child's needs that are offered by a team of trained support staff and qualified teachers. Children work 1:1, in small group activities, and whole class lessons. In addition, they are also part of their mainstream classroom which they attend where possible. The children are included in class activities such as school trips etc.

What we do

- We provide high quality staff who are well trained to meet the exceptional needs of the children.

- We provide structures that help with the organisation and making sense of what can be a very confusing world, and carefully planned targets and activities to reduce anxiety.
- We provide a variety of learning environments to address the pupils' very specific learning needs.
- We adopt a multidisciplinary approach that is informed by the principles of TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children), Attention Autism, Core Vocabulary Boards (VB), TACPAC, intensive interaction and sign-along.
- We provide each child with SEND Targets that acknowledges and challenges the triad of impairments, setting out specific activities and interventions.

Parents and professionals are welcome to visit the school to see the provision offered to pupils with ASD