

# Michael Faraday Primary School

## SEN INFORMATION REPORT 2014-2015

### INCLUSIVE LEARNING STATEMENT / UNIVERSAL OFFER

At Michael Faraday Primary School we offer all children:

- quality first teaching
- access to a supportive learning environment
- a broad and rich curriculum
- pastoral care
- extra-curricular activities
- support for additional needs
- family involvement

#### **QUALITY FIRST TEACHING**

All children in school should have access to excellent teaching in class. This means:

- the teacher has the highest possible expectations for all pupils in their class, including those with additional needs;
- all teaching is based around building on what a child already knows, can do and can understand;
- different ways of teaching are in place so that children are fully involved in learning in class – this may involve interactive tasks, practical experiences, visual and auditory presentations, etc;
- specific strategies (which may be suggested by the SENCO, specialist school staff or outside agencies) are in place to support children's learning;
- the teacher will have carefully checked each child's progress and will have identified any extra support needed to help ensure the best possible progress in understanding and learning.
- staff participate in both tailored and universal continuous professional development programmes, in order to support a structured whole school approach to learning.

#### **ACCESS TO A SUPPORTIVE LEARNING ENVIRONMENT**

- Safeguarding procedures in place.
- Fronter virtual learning platform.
- E-safety /CEOP training provided for staff and learners.
- Website.
- Workstations & working walls used.

- A well-being programme which helps maintain a healthy and supportive working environment for staff to work and learn in.

## **CURRICULUM**

Through our universal curriculum we aim to:

- foster a culture of lifelong learning, curiosity and independent living skills in all of our learners.
- a broad and rich curriculum
- a curriculum differentiated to meet additional needs

## **PASTORAL CARE**

Positive behaviour in schools is essential, and we have a behaviour policy which can be accessed on the school's website.

We always try to encourage good behaviour through setting high expectations, forming good relationships with parents/carers built on trust. We reward children's positive behaviour and attitudes to work in our achievements assemblies.

Staff endeavour to make sense of a child's behaviour and ascertain its underlying causes.

Challenging behaviour is addressed using a range of appropriate strategies. We always deal with each incident individually, taking into account the age and understanding of the children concerned.

A small number of children benefit from an individualised approach to managing their behaviour. We use individualised support plans shared with children and parents; these plans include targets, what the child, parent/carer and the school will do to foster the shared sense of responsibility for getting behaviour right. Progress is reviewed regularly.

The school community takes a strong stance against any form of bullying. Children and their parents are made aware of the procedures for reporting incidents of bullying including cyber-bullying.

Children are able to drop in to see specialist staff as necessary if they are experiencing any emotional or social difficulties.

## **EXTRA-CURRICULAR ACTIVITIES**

Extra-curricular activities are available to all children and appropriate arrangements are made if necessary for everyone to be able to participate.

## **SUPPORT FOR ADDITIONAL NEEDS**

Our Inclusion Team oversees the assessment and support of pupils with additional needs:

- children with special educational needs and disabilities – SEND
- children for whom English is as an additional language – EAL
- pupils who are gifted and/or talented – G&T
- children in receipt of Pupil Premium funding
- looked after children – LAC
- children with Safeguarding needs



## **Inclusion Team**

Karen Fowler	Head Teacher Pupil Premium / Pupil Progress / Safeguarding
Paul Armstrong	Deputy Head Teacher Pupil Premium / Pupil Progress / Safeguarding / Looked After Children
Jacqui Lamport	SENCO Special Educational Needs and Disabilities / Interventions / Pupil Progress
Catherine Davies	EYFS Lead Inclusion in the Early Years (Nursery and Reception) / Pupil Progress
Dom Hendrick	SEMH Consultant / Social, Emotional and Mental Health
Joanna Holroyd	EAL Lead / English as an Additional Language
Sarah-Jane O'Hanlon	G&T Lead / Gifted and Talented

## **FAMILY INVOLVEMENT**

Involving parents/carers in the life of the school is very important to us and we do this in a variety of ways:

- Communication
  - Head Teacher and Deputy morning welcome at school entrance
  - EYFS Home Visits.
  - Parent evenings with learning targets sheet.
  - Parent Adviser support as needed.
  - Meetings, telephone calls, texts, letters, emails
  - School Newsletters
  - School website.
  - End of year reports.
  - Home-School contact books for some children.
  - Learning meetings.
- Events
  - Friends of Faraday – parent/carer group.
  - EYFS weekly open days for parents and carers.
  - Transition – Class Teas.
  - Parent workshops – maths, phonics, reading, speech and language, learning through play.
  - Open days for parents and prospective parents.
  - EYFS termly assemblies for families and friends.
  - School productions / concerts

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Michael Faraday we aim to identify areas of difficulty or SEND and meet needs effectively. Parents/carers and children are involved at all stages of this process and the child is at the centre. We make assessments of children's needs (**Assess**) and decide on what sort of intervention is necessary (**Plan**). We implement the plan (**Do**) and give it some time to work. We set a date to see how things have gone and we all come back together to discuss whether it has made a difference (**Review**) and we make a new assessment. The process is a cycle and looks like this:



### EARLY IDENTIFICATION

We aim to identify needs as early as possible and put support in place. Some children come to school with their needs already identified by their previous setting/school – we always contact these practitioners to find out what they have been working on and what needs to happen next.

Parents/carers may identify a difficulty or have a concern about their child. This can be shared with the Class Teacher initially and also with the SENCO, Jacqui Lamport (contactable on 020 7703 5806 or [senco@michaelfaraday.southwark.sch.uk](mailto:senco@michaelfaraday.southwark.sch.uk)).

During a child journey through school a difficulty may become apparent. Staff monitor how children respond to quality first teaching and regularly feed this back to parents/carers. If a child is not making expected progress and other explanations have been ruled out (for example, poor attendance or known medical conditions) or if something significant has happened in the child's life, further assessments of SEND are carried out.

### ASSESSMENT

Parents/carers are consulted throughout assessment processes and information is shared openly.

#### School Assessment

The class teacher is responsible for every child, and on a daily basis observes and assesses children's needs, how they are responding to the teaching and what changes might need to be made to this. If the class teacher would like support with assessment or provision, they refer this to the SENCO,

Jacqui Lamport. Staff work together with parents/carers and the child to find out more about what the child needs – this is recorded and action is planned.

Continuous monitoring of each child's progress gives a clear picture of how each child is progressing. Teachers at Michael Faraday use a range of assessment methods to determine what has been remembered, what skills have been acquired and what concepts have been understood. Children are also encouraged to assess their own learning and to let staff know what they find easy or difficult. On-going formative assessment is carried out and recorded by teachers both formally and informally during learning time. This directly informs planning and has an impact on the teaching materials and strategies used.

Summative assessments (tests) occur at defined periods during the academic year such as statutory SATs tests in Year 2 and Year 6, optional tests and end of unit assessments. Summative tests are used alongside teacher assessment to help teachers make end of year and end of key stage assessments. This range of assessment information may highlight areas of difficulty a child may be experiencing. This is used to decide the appropriate type of support or intervention.

When required, further observation and assessment may be carried out by an appropriate member of the school's SEND Team:

#### **School SEND Team:**

○ SENCO	Jacqui Lamport
○ SEN Governor	Alexandra Paget
○ Literacy Teacher	Bridget Hanifin
○ Trained PDC / Speech Bubble Teacher	Catherine Davies
○ Speech and Language Therapy TA	Julie Piper
○ Speech Bubble TAs	Barbara Edwards / Angie Simpson
○ SEMH Child Counsellor / Parent Adviser	Aleks Forsythe
○ SEMH Consultant	Dom Hendrick
○ Voluntary Reading Helper	Anthea Dalton
○ Trained Teaching Assistants (TAs)	Various

#### **Specialist Assessment**

If more specialist expertise is required to meet a child's needs, outside agency advice is sought. The school recognises the importance of working closely with a full range of support services, external agencies and other professionals. Priorities and any financial implications are discussed and agreed with the Head Teacher. Before making any referral to an outside agency, parent/carer permission is sought and the referral is discussed. Liaison between specialists and parents/carers is also integral to the process.

For most services the school requests assessment, support or advice from Southwark's Early Help Service. The school's assessment involving staff, parent/carers and the child (where appropriate) is recorded on a CAF (Common Assessment Framework) form; this record of strengths, difficulties and requests is submitted to request support services.



Once a referral is accepted by the Early Help Service and passed to relevant agencies, specialist involvement begins. Some outside agencies accept a direct referral. Each support service will carry out its own assessment and share it with everyone involved. A delivery plan is also drawn up and later reviewed.

Some named **outside agency professionals** are allocated to the school:

- |  |                               |
|--|-------------------------------|
| ○ Special Support Teacher (Dyslexia)             | Cherry Whitehouse             |
| ○ Mainstream Speech & Language Therapists        | Charlotte Bell / Abbie Moran  |
| ○ School Nurse                                   | Caroline Nwoka                |
| ○ Educational Psychologist                       | Rachel Woodford               |
| ○ EY Autism Support Service                      | Rachael Johnston              |
| ○ Mainstream Autism Support Team                 | Gemma Dunn / Jonathan England |
| ○ Local Authority Assessment & Placement Officer | Clinton Hutchinson            |

The range of **outside agencies** which work with schools includes:

- Local Authority SEN Teams (Inclusion and Monitoring, Assessment and Placement)
- Early Help Service
- Children and Families' Centres (e.g. First Place and Cambridge House)
- Educational Psychology Service
- Speech and Language Therapy Service – Under 5s and Mainstream Teams
- Community Paediatricians / NHS medical practitioners / clinicians
- School Nursing Service
- Specialist Nursing Service
- Physiotherapy Service
- Occupational Therapy Service
- Sensory Impairment Service (Vision / Hearing)
- The Bloomfield Learning Centre (SpLD)
- Child and Adolescent Mental Health Service (CAMHS)
- Summerhouse Pupil Referral Unit (Behavioural difficulties)
- Cherry Gardens School Outreach Service
- Autism Support Teams – Under 5's and Mainstream
- Social Services / Children's Social Care
- Family Support Workers / Family Focus Team
- Education Welfare Officers
- Police Service
- Southwark Information Advice Support (SIAS, a service to support parents of children and young people 0-25 with SEND, contactable on 020 7525 3104 and at [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk))

## **INTERVENTION**

### **Intervention – School SEN Support**

Every class teacher is responsible for every child in their class. The SENCO, Jacqui Lamport, also has a responsibility to ensure that provision is made for children with more complex needs. Systems are in place to monitor how children develop and progress in all areas of development. Interventions aim to aid academic and personal achievement and to remove any barriers to learning. Interventions funded by the school to meet needs are within the category of School SEN Support.

- Some interventions are run by school staff. Specific targeted work within a smaller group of children may be planned and run by teachers or teaching assistants trained by specialists inside or outside the classroom, during before or after the school day.
- Some interventions are run by specialists. Following specialist assessment, specific work and strategies are advised and/or planned; this may be delivered by school staff trained by specialists. The specialist may provide support to the school at a universal level (this would benefit many children) or at a targeted level (this would benefit identified groups of children) or at a specialist level (this would benefit an individual child and be personalised in order to ensure highly differentiated curriculum support).

### **Intervention – Statutory / Education Health and Care Plans**

Intervention for a child may be necessary from services in education, health and social care. This is usually where needs are very severe, complex and likely to have a lifelong impact on their learning and development, requiring individual specialist support in school from outside specialist professionals or teams. These services then join together to make an EHC Plan. (EHC Plans used to be called Statements of SEN). Having an EHC Plan means your child needs a very significant amount of individualised and specialist support that cannot be provided from the budget available to the school.

## **REVIEW**

When we set outcomes or goals for a child, we try to be specific and set measurable targets so that we know if the provision is making a difference.

- Progress towards the outcomes we want is monitored regularly but discussed more formally by school staff, parents/carers and other professionals involved at TAC (Team Around the Child) meetings; these are held at least termly. For children with an EHC Plan (or Statement until conversion) one of the reviews will be a formal statutory SEND Annual Review.
- Children are involved in reviews as they are at the centre of the process; they discuss with staff their targets and how they are working towards them. To record this information a 'Pupil View' form is completed before meetings

- At the review meeting changes are made to plans as appropriate – strategies might be amended, more challenging or less challenging targets might be set, the frequency of intervention might be increased or decreased or more specialist advice might be sought, etc.
- If it is felt a child needs more help than the school can provide, there is the option of asking the local authority for a statutory assessment to decide whether an Education, Health and Care (EHC) Plan is needed.

## **EHC PLANS**

### **Requesting a Statutory Assessment – EHC Plan**

- The school or parents/carers can request that the local authority carry out an assessment of a child's needs. This is a legal process which aims to decide if a child's complex needs require a tailored specialist plan and top-up funds. Parents/carers and young people can ask for support in this process from Southwark Information Advice and Support (SIAS) – this service used to be called Parent Partnership.
- After the school have sent in the request to the Local Authority (with a lot of information about the child, including from parents/carers), they will decide whether they think an assessment should go ahead.
- If the decision **is not** to carry out an assessment they will ask the school to continue with school-based support.
- If the decision **is** to carry out an assessment they will ask you and all professionals involved with your child to write a report outlining the child's needs.
- After the reports have all been sent in, the local authority SEN panel will consider all the information carefully and decide if a child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- Parents/carers can talk with the local authority about the reasons for the decision. SIAS can support parents to take further action if they are dissatisfied with the decision; parents/carers should see relevant local authority's procedures for this.

### **Converting Statements to EHC Plans**

From September 2014 Education a staged process will convert Statements into EHC Plans.

A transfer meeting will take the place of the Annual Review for this purpose. Parents/carers, school staff and any specialists involved will be invited to attend to draw up the plan. The child will be involved directly or indirectly depending on the appropriateness of this.

## **ADDITIONAL AND DIFFERENT SUPPORT FOR PUPILS WITH SEND - DETAIL**

The **Code of Practice 2014** states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism, etc.)
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia, etc.)
- **Social, Emotional and Mental Health** (e.g. anxiety, attachment issues, depression, eating disorders, obsessive, compulsive disorder, etc.)
- **Sensory and Physical** (e.g. visual impairment, hearing impairment, sensory integration difficulties, toileting issues, physical disability, etc)

At Michael Faraday School, we are committed to using our best endeavours to meet the SEND needs of all children who attend the school; a range of programmes and support is evident throughout the school from Nursery and Reception to Year 6 to meet children's needs. These include the following strategies and programmes:

### **Communication and Interaction**

- Learning support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Core and additional Speech & Language Therapy from the Speech and Language Therapists and trained Teaching Assistants providing support at universal, targeted and specialist levels.
- Outreach advice and support from the Walworth and Bankside Early Help Team.
- PECS, Makaton and alternative communication systems from the Speech and Language Therapists and trained Teaching Assistants.
- Symbol support across the curriculum to aid talk and comprehension of print.
- Social skills development programmes.
- Outreach support for Autistic Spectrum Conditions from the Early Years Autism Support Service and the Mainstream Autism Support Service.
- Individual workstations used as needed.
- Personalised social stories drafted by the Speech and Language Therapists, Autism Specialist Teachers or our Inclusion Team.
- Inclusive learning environment throughout the school.
- A range of communication and interaction groups running 1-2 times weekly targeting attention, listening, vocabulary development, grammar, comprehension and confidence.

- Drama / Speaking and Listening intervention spanning the academic year in KS1 (Speech Bubble) from an Outreach Drama Specialist and our trained Teaching Assistants.
- Language monitoring upon entry to Reception.
- Home-School communication books for some children.

### **Cognition and Learning**

- Learning support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Planning which includes highly scaffolded differentiation and intervention.
- Diagnostic tools to assess and highlight strengths and difficulties including upon entry.
- Specialist assessment from an Outreach Specific Learning Difficulties (Dyslexia) Advisor/ Assessor.
- Specialist individual lessons weekly from Outreach Dyslexia Teacher for pupils with a diagnosis of dyslexia where recommended using Sounds-Write programme and a phonic reading scheme.
- Daily individual multisensory reading and spelling programme for dyslexics from Teaching Assistants.
- Dyslexia-supportive classroom environment, strategies and resources.
- Small group support for mathematics from trained Teaching Assistants delivering the 1<sup>st</sup>Class@Number and 1<sup>st</sup>Class@Number2 intervention programmes 3-4 times weekly for 5 weeks.
- Educational Psychology assessment and advisory support from the Walworth and Bankside Early Help Team.
- Small group phonic support from the Specialist Literacy Teacher and from Teaching Assistants using Letters and Sounds resources.
- Individual reading and writing support daily from a trained Teaching Assistant delivering the Fischer Family Trust literacy intervention for up to 20 weeks.
- Individual reading support from trained Teaching Assistants delivering the Better Reading Partnerships intervention 2-3 times weekly for up to 10 weeks.
- Home learning tuition for targeted pupils (Club Learning in partnership with Millwall Community Scheme).
- ICT software and assistive technology.
- Personalised arrangements for end of Key Stage 2 SATs and transition.

### **Social, Emotional and Mental Health**

- Support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Individual therapeutic support from our Child Counsellor trained by the Place2Be.
- Small group therapeutic support for targeted pupils from our Consultant for Social, Emotional and Mental Health and a trained Teaching Assistant.

- Outreach advice and support from specialist staff at Summerhouse Pupil Referral Unit.
- Outreach advice and support from the Walworth and Bankside Early Help Team.
- Support for the development of social skills from our Child Counsellor, our Consultant for Social, Emotional and Mental Health, Speech and Language Therapists and Outreach Autism Support Services.
- Personalised behaviour support programmes.
- Targeted family support, advice, guidance from our Parent Adviser, Child Counsellor, Consultant for Social, Emotional and Mental Health, SENCO and Safeguarding Leads.
- Referrals as necessary to outreach support services including the local Children and Families Centre (First Place) and Walworth and Bankside Early Help Team.
- Open access to play sessions for targeted pupils at lunchtimes.
- A weekly after school play session for targeted pupils from our Consultant for Social, Emotional and Mental Health and SENCO.
- Specialist support for children and their families from the NHS Child and Adolescent Mental Health Service.

### **Sensory and Physical**

- Support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Referral for assessment as necessary to the NHS including Community Paediatricians, the Occupational Therapy Service and the Physiotherapy Service.
- Delivery of occupational therapy advice and programme by the Occupational Therapist and trained Teaching Assistant.
- Delivery of physiotherapy advice and programme by the Physiotherapist and trained Teaching Assistant.
- Sensory and physical aids, resources and equipment to support learning in the classroom and wider school environment.
- Access to the sensory room at First Place Children and Families Centre
- Mobility management plans drafted by specialist staff.
- Self-care Management Plans drafted by specialist staff.
- Medical Care Plans drafted by medical professionals and the School Nurse.
- Liaison with a range of medical professionals as needed.
- Sports coaching sessions to develop health and fitness.
- Fine and gross motor skill groups.
- Touch-typing group.
- Assistive technology used.

### **Unique & different specialist school services**

- Referral for part-time placement at Cherry Outreach Support Service satellite class.
- Referral for placement at Summer House Pupil Referral Unit.
- Transition support (if required), in partnership with Southwark SEN Team, for pupils with Statements/Education Health and Care Plans to specialist settings including special schools and resource bases attached to mainstream schools.

### **Special Arrangements for Tests and Examinations**

Class Teachers ensure children with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with the class teacher and parents about whether or not it is appropriate for their child to participate. The SENCO will then determine whether any pupils with SEND require a reader, a scribe and/or additional time to access the tests.

### **Caveat and Disclaimer**

Due to the personalised and highly differentiated nature of our support for learners with SEND, the programmes we offer are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.

## **SEND ROLES AND RESPONSIBILITIES**

### **SENCO**

Our SEND Coordinator (SENCO), Jacqui Lamport, is responsible for:

- liaising with parents about their child's learning and discussing any needs identified, listening to concerns, planning next steps and making possible referrals to outside professionals for advice and support ;
- planning next steps with staff and specialists and coordinating the support for pupils with SEND provided by the School SEN Team and outside agencies;
- monitoring pupil progress termly across the school to make sure needs are identified and addressed as early as possible;
- monitoring the progress of pupils with SEND (formally each term), making sure that there are records of a child's provision, achievements and attainments in line with the school's Assessment Policy and following a cycle of 'assess-plan- do- review';
- developing the school's SEND Policy to make sure all children get a consistent, high quality response to meet their needs in school;
- ensuring that parents /carers / families are:

- involved in supporting their child's learning (homework is differentiated and learning targets and strategies are discussed and sent home);
  - kept informed about the support their child is getting (including verbal and/or written reports from specialists);
  - involved in reviewing how their child is progressing;
- liaising with all the people at school or who may come into school to advise or help support children's learning and well-being such as the Speech and Language Therapist, the Occupational Therapist, the Dyslexia Teacher, the Educational Psychologist, the School Nurse, the Child Counsellor, Paediatricians, etc;
  - updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known);
  - providing training for specialist support for teachers and teaching assistants and the wider teaching team in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class Teachers**

Class Teachers are responsible for:

- liaising with parents about their child's learning, identifying any needs and discussing these with the SENCO;
- checking on the progress of pupils regularly (formally each term) in line with the school's Assessment Policy;
- identifying, planning and delivering any additional help your child may need (for example, targeted work or additional support) and letting the SENCO know as necessary;
- writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term;
- ensuring that all staff working with a child in school are helped to deliver the planned work/ programme, so children can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially adapted work, strategies and resources;
- making sure that the school's SEND Policy is followed in their classroom and for all the pupils with SEND that they teach.

### **Head Teacher**

The Head Teacher is responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND;
- ensuring that your child's needs are met through effectively delegating responsibilities to the SENCO and Class Teachers;



- keeping the Governing Body of the school updated about any issues in the school relating to SEND.

## **Governing Body**

- The Governing Body is responsible for deciding the budget for SEND in the school.
- The SEN Governor is responsible for monitoring the support provided for any child with SEND who attends the school.

## **FUNDING**

The school budget received from Southwark Local Authority includes money for supporting children with SEND.

- The Head Teacher and the SENCO discuss all the information they have about SEND in the school and makes recommendations to the Governing Body. This includes:
  - the children currently receiving extra support
  - the children who may require extra support
  - the children who have been identified as not making good progress
  - the children who have physical needs as a result of a medical condition or a disability
- Following advice from the Head Teacher on the basis of needs in the school, the Governing Body decides the budget for Special Educational Needs and Disabilities.
- The employment of the School SEN Team is directly funded by the school.
- The following services are paid for by the local Health Care Trust but support or advice may be delivered in school by specialists or TAs trained by them:
  - basic allocation from the Speech and Language Therapy
  - School Nursing Service
  - Community Paediatricians
  - Occupational Therapy Service
  - Physiotherapy Service
  - Child and Adolescent Mental Health Service (CAMHS)
- The following services are provided by the Local Authority:
  - Educational Psychology Service
  - Autism Support Services (Early Years and Mainstream)
  - Dyslexia Advisory Teacher
  - Behaviour, Social, Emotional, Needs Specialists (Summerhouse PRU)
  - Cherry Outreach Support Service (SEND Specialist Schooling)
  - First Place Children's and Families Centre
  - Southwark Parent Partnership Service
  - Southwark SEN Team (Statutory Assessment/Statements/EHC Plans) including an SEN Caseworker– Assessment and Placement Officer
  - SEN Inclusion and Monitoring Team
  - Training packages

- The school plans for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues. All resources/training and support are reviewed regularly and changes made as needed to maximise impact. Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class; also outside agency professionals who work in school train staff by modelling activities and strategies with pupils.

## **SCHOOL ADMISSION**

Children with SEND are allocated places at Michael Faraday in two separate and distinct ways: Those pupils with Statements of SEN or EHC Plans have a separate admissions procedure overseen by Southwark's SEN Team. Applications for children with SEND will be treated fairly.

Those pupils who have SEND but do not have a Statement or EHC Plan are admitted via the normal school admissions criteria.

Our Admissions Policy is available on our school website: <http://michaelfaradayschool.co.uk>

Detailed information and guidance of how to apply for a place at Michael Faraday Primary School, both if your child has an EHC Plan or Statement of Special Educational Needs, or if s/he has special needs but does not have a statement or EHC Plan, can be found on the following website: <http://www.southwark.gov.uk/schooladmissions>

Any additional needs that are identified on or prior to admission are discussed with parents/carers, allowing the school to put into place support mechanisms to cater for the child's SEND.

## **TRANSITION**

Change can be challenging for a child with SEND so steps are taken to ensure that any transition is as smooth as possible. Parents/carers are welcome to arrange to visit the school.

### **New admissions to the school:**

- On admission parents/carers are requested to complete a SEND Information Form to give details of areas of need, outside agencies involved and provision received.
- At Nursery and Reception home visits, parents are able to discuss needs further with the Class Teacher and support staff.
- Information may also be relayed via the previous setting where relevant, or via outside agencies involved including Health, Social Services and the Southwark SEN Team if an EHC Plan (or Statement until conversion) is in place or in progress.
- A transition meeting is arranged, attended by all involved to share information, make plans for transition and provision to support the child's Special Educational Needs or Disabilities. Sometimes

different arrangements are made for admission in order to support a smooth and settled transition.

### **Transitioning to a new class:**

- When moving classes in school a transition meeting is held with the current and receiving class teacher and SENCO at which:
  - information is shared about assessment, targets, strategies and attainment;
  - IEPs, target sheets, planning documents for development and learning and records of provision and progress are passed on.
- Children are supported by becoming familiar with new staff and the new classroom during the summer term. They undertake focused learning to support their understanding of the changes ahead. They have an opportunity along with their peers to spend some time with their new teacher in the new classroom. Children are prepared for new routines and different environments.
- A transition passport is created with children containing information and photographs of the changes so that they can refer to it with their parent/carer during the summer holidays.

### **Transitioning to secondary school:**

- Discussion about secondary transition begins in Year 4 and Year 5 with parents and staff and specialists involved. A representative from the Local Authority SEN Team attends the Year 5 EHC Plan (or Statement until conversion) Annual Review meeting to contribute to this.
- Parents/Carers of children with a high level of need are encouraged to attend the school's secondary transfer meeting earlier than in Year 6 and to visit, ahead of time, secondary school open days in both mainstream or specialist settings as appropriate.
- The Head Teacher, SENCO and Year 6 Class Teachers hold a group meeting with all parents/carers of Year 6 pupils to give information about the secondary transfer process.
- The Head Teacher and SENCO meet parents/carers of SEND pupils to discuss their choice of preferred settings prior to submitting these.
- For children with an EHC Plan (or Statement until conversion) the school's Assessment and Placement Officer at Southwark SEN organises the placement by consulting with preferred settings.
- For children receiving School SEN Support parents/carers make an application through the PAN London admissions arrangements, completing a CAF.
- Southwark Parent Partnership advisors are available to advise and support parents/carers of SEND pupils throughout the process.
- The SENCO and Class Teacher discuss the specific needs of a child with the SENCO of the receiving secondary school. Secondary staff are invited to the final EHC Plan (or Statement until conversion) Annual Review meeting or TAC (Team Around the Child) meeting. This supports

preparation for arrangements and provision which need to be in place. information is shared about assessment, targets, strategies and attainment;

- All SEND documents relating to assessment, plans, actions and reviews are passed on. Latest information on target setting, development and learning, records of provision and progress are transferred.
- A variety of transition visits and workshops take place either delivered at school by staff or specialists or as planned by the secondary school to cover all aspects of school life. These include topics such as uniform, homework, subject lessons, timetables, independence, travel, safety, community support services.
- For more vulnerable pupils a highly resourced independent travel training session is offered, organised by the Local Authority and community services and transport services to equip them with strategies to travel safely independently.
- For SEND pupils requiring transport services at secondary school, parents/carers are advised and supported by school staff and Parent Partnership Services regarding procedures.

## **ACCESSIBILITY**

- Michael Faraday Primary School is a two-story building. Access between floors is via a lift for those with mobility needs and wheelchair users.
- The school is fully wheel-chair accessible, with toilets on both the ground and first floors for children and adults with disabilities.
- Equipment and adaptations are put in place to support each child's individual needs.
- The school has interactive whiteboards in every classroom and there is access to laptops and tablets for all children.
- Our classrooms are communication friendly and some staff are trained to use Makaton (a key word signing approach) and PECS (a Picture Exchange Communication System) to support children who do not use speech to communicate.
- The acoustic design of the school building supports those with hearing impairment.
- Children with SEND are not excluded from activities, including extra-curricular activities, unless medical advice states otherwise or unless a risk assessment warrants this and compensatory measures are beyond the school's resources to put in place.
- Our Accessibility plan is available on our school website: <http://michaelfaradayschool.co.uk>

## **COMPLAINTS**

We sincerely hope that every parent/carer is happy with what is in place for their child at Michael Faraday. Any queries, problems or concerns can be discussed the child's Class Teacher. In most instances, issues are resolved at this stage. However, if parents/carers are dissatisfied in any way or

would like to discuss anything further, they may also speak to our SENCO, Jacqui Lamport, our Deputy Head, Paul Armstrong, or the Head Teacher, Karen Fowler. A copy of the school's complaints procedure can be accessed on the school's website: <http://michaelfaradayschool.co.uk>

## **INFORMATION ON WHERE TO FIND FURTHER SUPPORT**

### **Southwark Local Offer**

(this describes services and activities in the area available to children and young people with SEND, and their parents)

Website: [www.localoffer.southwark.gov](http://www.localoffer.southwark.gov)

### **SIAS (Southwark Information Advice and Support)** (previously known as Parent Partnership)

Website: [www.localoffer.southwark.gov.uk/information-advice-and-support](http://www.localoffer.southwark.gov.uk/information-advice-and-support)

E mail: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

Tel: **0207 525 3104**

### **Contact a Family**

Website: [www.cafamily.org.uk/southwark](http://www.cafamily.org.uk/southwark)

E mail: [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk)

Tel: **020 7358 7799**

### **Parent Carer Council**

Website: [www.southwarkpcc.org.uk](http://www.southwarkpcc.org.uk)

E mail: [info@southwarkpcc.org.uk](mailto:info@southwarkpcc.org.uk)

Tel: **0207 525 1106** or **07944 107019**

### **Southwark Carers**

Website: [www.southwarkcarers.org.uk](http://www.southwarkcarers.org.uk)

E mail: [info@southwarkcarers.org.uk](mailto:info@southwarkcarers.org.uk)

Tel: **020 7708 7799**

(for **ADDitude Group** – for carers of children with autism and behavioural problems:

Tel: **020 7708 4497** Joseph)

### **Family Information Directory**

Website: <http://cypdirectory.southwark.gov.uk>

E mail: [family.info@southwark.gov.uk](mailto:family.info@southwark.gov.uk)

Tel: **0800 013 0639**

**Southwark SEN Team**

Website: <http://www.southwark.gov.uk/info>

Email: [sen@southwark.gov.uk](mailto:sen@southwark.gov.uk)

Tel: **020 7525 4278**