

# Michael Faraday Primary School

## SEND INFORMATION REPORT 2016-2017

### 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 SENDCO, 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 are in place.

Frontier virtual learning platform is available.

E-safety / CEOP training is provided for staff and learners.

The school's website provides links to a range of resources.

Workstations & working walls used in classrooms.

A well-being programme is provided which helps maintain a healthy and supportive working environment for staff and pupils 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;
- deliver a broad and rich curriculum;
- provide a curriculum differentiated to meet additional needs.

## **PASTORAL CARE**

Positive behaviour in school is essential; our behaviour policy reflects this and can be accessed on the school's website. We hold high expectations of the whole school community and we value working jointly with our families, forming relationships based on trust.

We reward children's positive behaviour and attitudes to work in our achievements assemblies. 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. Staff endeavour to make sense of a behaviour a child may present and ascertain underlying causes. Our child counsellors are able to observe, advise and support.

A small number of children benefit from an individualised approach to managing their behaviour. This may include individualised planning with targets, strategies and support shared and later reviewed with children and parents/carers and staff.

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
Sarah Haley	Assistant Head Teacher Assessment / Pupil Progress
Jacqui Lamport	SENDCo 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
Emily Reardon	EAL Lead / English as an Additional Language
Sarah-Jane O'Hanlon	G&T Lead / Gifted and Talented
Alexandra Paget	Governor for SEND

## **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 Head Teacher morning welcome in the playground
  - 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
- 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, 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 SENDCo, Jacqui Lamport (contactable on 020 7703 5806 or [senco@michaelfaraday.southwark.sch.uk](mailto:senco@michaelfaraday.southwark.sch.uk)).

During a child's 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), then a referral to the SENDCo is made so that further observation and assessment of SEND can be 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 SENDCo. 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:**

○ SENDCo	Jacqui Lamport
○ SEND Governor	Alexandra Paget
○ Trained PDC / Speech Bubble Teacher	Catherine Davies
○ SEMH Child Counsellor / Parent Adviser	Aleks Forsythe
○ SEMH Consultant	Dom Hendrick
○ SpLD Specialist Teacher	Ruth Delvin
○ SEND Support Teacher	Paivi Kuusela
○ Teaching Assistants – (intervention trained)	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.

The school requests assessment, support or advice via a variety of referral processes (e.g. a CAF form for the Early Help Service, a Specialist Services form for Health or individual service forms such as the Autism Support Team, Bloomfield Learning Centre or Educational Psychology Service). These record strengths and difficulties and parents/carers contribute information. Once a referral is accepted the process of involvement begins and includes consultation with the child, parents/carers, school staff and other professionals.

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

- Mainstream Speech & Language Therapists                      Stephanie Pugh / Kate Mentis
- Specialist Speech & Language Therapist                      Susanna Lutman
- Hearing Support Specialist Teacher                              Andrieux DeJean
- School Nurse    Rachael Constance
- Educational Psychologist    Dr William Bulman
- Local Authority EHCP Co-ordinators                              Ashley Michel (Mainstream)  
    Shani Stewart (0-5)
- Local Authority Inclusion Practitioner                              Joanne Bleau

The range of **outside agencies** which work with our school includes:

- Local Authority SEND Teams – Inclusion and Monitoring / Assessment and Placement / EHCP Co-ordination / Secondary Transition
- Early Help Service – Family Support Officers / Family Focus Team / Safeguarding Hub
- Children's and Families' Centres – First Place / Cambridge House
- Educational Psychology Service
- Speech and Language Therapy Service – Under 5s Team
- Community Paediatricians / NHS medical practitioners / Clinicians
- School Nursing Service
- Specialist Nursing Service – Epilepsy / Sickle Cell Disease
- Physiotherapy Service
- Occupational Therapy Service
- Sensory Impairment Service – Vision Support Service / Hearing Support Service
- The Bloomfield Learning Centre – Specific Learning Difficulties / Dyslexia / Dyscalculia
- Child and Adolescent Mental Health Service
- Summerhouse Pupil Referral Unit – behavioural difficulties linked to SEMH needs
- Cherry Gardens School Outreach Service
- Southwark Autism Support Teams – Post-Diagnosis / Early Years / Mainstream
- Social Services / Children's Social Care
- 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 SEND Support

Every class teacher is responsible for every child in their class. The SENCo also has a responsibility to ensure that provision is made for children with more complex needs. Systems are in place to monitor how children 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 **E**ducation, **H**ealth and **S**ocial **C**are. 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. (**EHCPs** used to be called Statements of SEN). Having an EHCP means a child needs a very significant amount of individualised and specialist support that exceeds the notional 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 a Parent-Teacher meeting or a TAC (Team Around the Child) meeting; these are held at least termly. For children with an EHCP (or Statement until conversion) one of the reviews will be a formal statutory SEND Annual Review.
- Children are involved in reviews wherever possible as they are at the centre of the process; they are encouraged to discuss areas that might impact on their progress including likes, their strengths and difficulties; this is recorded on a record a 'Pupil View' form.
- 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 within funding limits, etc.

- If it is felt a child needs more help than the school can provide at the SEND Support level, there is the option of asking the local authority for a statutory assessment to decide whether an EHCP is needed.

## **EDUCATION HEALTH and CARE PLANS**

### **Requesting a Statutory Assessment – EHCP**

- The school or parents/carers can request that the local authority carry out an assessment of a child's special educational 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 proceed with an assessment** they will ask the school to continue with school-based support and one of the Southwark SEND Team will meet with the school and parents to discuss the decision.
- If the decision is **to proceed with an assessment** they will ask parents/carers and all professionals involved with the child to write a report with detailed information and recommendations.
- After the reports have all been sent in, the local authority SEND panel will consider all the information carefully. The decision may be **not to proceed with an EHCP**, in which case a team member will meet with parents/carers and the school to discuss the reasons for the decision and to ensure provision is in place at SEND Support level to ensure progress. SIAS can support parents to take further action if they are dissatisfied with the decision.
- If the decision is **to proceed with an EHCP** a SEND specialist will draft the EHCP and discuss this in detail with parents/carers and the school at a **co-production meeting**, when the plan is fine-tuned and updates are included before a proposed plan is sent to parents/carers for agreement and finalisation.

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

Since September 2014 the staged process to convert Statements into EHCPs has been underway. A transfer meeting takes the place of the Annual Review for this purpose involving parents/carers, school staff, specialists and the child. The SENDCo drafts the plan which is then quality assured by the Local Authority SEND Team.

### **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. developmental delay, learning difficulty, learning disability, dyslexia, dyscalculia, etc.)
- **Social, Emotional and Mental Health** (e.g. anxiety, attachment issues, depression, eating disorders, trauma, challenging behaviour, 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 needs of all children with SEND 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 Early Help Service;
- 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 Team;
- 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 interaction, attention, listening, vocabulary development, grammar, comprehension and confidence;
- drama / speaking and listening intervention spanning the academic year in Year 1 and Year 2 (Speech Bubble) monitored by outreach drama specialists (London Bubble) and a trained teacher, and delivered by trained support staff;
- 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;
- SpLD screening by SENDCo / SpLD Specialist Teacher;
- specialist assessment from SpLD (Dyslexia/Dyscalculia) Assessor;
- specialist individual lessons weekly from SpLD Specialist Teacher for pupils with a diagnosis of dyslexia where recommended;
- daily individual multisensory reading and spelling programme for dyslexics delivered by trained Teaching Assistants;
- dyslexia-supportive classroom environment, strategies and resources and individualised provision from a large group of dyslexia trained Teacher Assistants in KS2;
- small group support for mathematics from trained Teaching Assistants delivering the 1<sup>st</sup>Class@Number1 and 1<sup>st</sup>Class@Number2 intervention programmes 3-4 times weekly for 5 weeks;
- training and advice from the Educational Psychologist to improve teaching and learning across the school;
- specialist assessment by the Educational Psychologist for individual children
- additional small group phonic support from Teachers and Teaching Assistants using the Letters and Sounds framework;
- 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;
- individual reading support from our trained Beanstalk Volunteer Reading Helpers twice weekly spanning the academic year;
- ICT software and assistive technology;
- personalised or small group work spaces / strategies to support independent learning and skill development (TEACCH / Precision Teaching / SEN Support group).

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

- class based pupil support from Class Teachers, Teaching Assistants and our SEMH and Inclusion Teams;
- weekly individual specialist therapeutic support from our SEMH Team (Child Counsellor trained by the Place2Be or our SEMH Consultant including play and talk therapies);
- weekly individual support from our 2 ELSAs (Emotional Literacy Support Assistants);
- outreach advice and support from specialist staff at Summerhouse Pupil Referral Unit;
- outreach advice and support from the Early Help Service;
- support for the development of social skills from our SEMH Team, Speech and Language Therapists and outreach Autism Support Services and SEND Support Teacher including group activities, social stories and tailored programmes;
- personalised behaviour support programmes shared with parents/carers;
- targeted family support, advice and guidance from our SEMH Team
- access to advice for parents/carers from the school's Parent Adviser, SENDCo and Safeguarding Leads including signposting to support from our local Children's and Families' Centre at First Place, SIAS and Southwark's Local Offer;
- play sessions for targeted pupils at lunchtimes;
- referrals for specialist support for children and their families from the NHS Child and Adolescent Mental Health Service (CAMHS).

### **Sensory and Physical:**

- class based support from Class Teachers, Teaching Assistants and the Inclusion Team;
- delivery of generic occupational therapy advice provided by a comprehensive pack of guidelines and resources from the NHS OT Service as necessary;
- referral for assessment to the NHS specialist services including Community Paediatricians, the Occupational Therapy Service and the Physiotherapy Service;
- delivery of advice or an individual programme compiled by the Occupational Therapist by a trained Teaching Assistant;
- delivery of advice or an individual programme compiled by the Physiotherapist by a 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's and Families' Centre;
- mobility, self-care and medical management plans drafted by specialist staff including health professions and our School Nurse in liaison with parents/carers and school staff;
- sports coaching sessions to develop health and fitness;
- fine and gross motor skills groups including Write Dance, touch-typing and handwriting interventions;
- assistive technology.

### **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 SEND Team, for pupils with 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 have the necessary and permitted support and arrangements to access assessments and tests. The school adheres to statutory guidance provided by the DfE in relation to end of KS1 and KS2 assessments. 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 Head Teacher in liaison with Class Teachers and the SENCo makes applications for access arrangements as necessary; these may include, for example, additional time, a reader, a scribe, transcription, resources for visual or hearing impairment or a distraction-free space.

### **Caveat and Disclaimer**

Due to the personalised and highly differentiated nature of our support for learners with SEND and staffing availability, 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**

### **SENDCo**

The 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 SEND 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 SpLD Specialist 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 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 outcomes possible.

### **Class Teachers**

Class Teachers are responsible for:

- liaising with parents about their child's learning, identifying any needs and discussing these with the SENDCo;
- checking on the progress of pupils regularly (formally each term) in line with the school's Assessment Policy;
- identifying the needs a child may have or any additional help required and informing the SENDCo know as soon as possible;
- writing and delivering individual learning plans in liaison with the SENDCo, 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 make the best possible progress towards achieving outcomes – 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 provision for children with SEND;
- ensuring that your child's needs are met through effectively delegating responsibilities to the SENDCo and Class Teachers;
- keeping the Governing Body of the school updated about any issues in the school relating to SEND.

- making applications for special access arrangements for pupils with SEND in relation to end of key stage assessment.

### **Governing Body**

- The Governing Body is responsible for deciding the budget for SEND in the school.
- The SEND 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 SENDCo 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 expected 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 SEND 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 Team (Post-Diagnosis, 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 Advice Information and Support (SIAS)
  - Southwark SEND Team (Statutory Assessment/Statements/EHCPs) including SEND EHCP Co-ordinators
  - SEND 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 EHCPs have a separate admissions procedure overseen by the Local Authority's SEND Team; this involves a formal consultation with the school about whether needs can be met by the school. Applications for children with SEND will be treated fairly.

Those pupils who have SEND but do not have an EHCP are admitted via the general 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 a child has an EHCP or if s/he has special needs but does not have an EHCP, 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 SEND Team if an EHCP 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 SENDCo at which:
  - information is shared about strengths, difficulties and successful strategies – this is often in the form of a Pupil Passport;
  - assessment records of progress, achievements and attainment are also passed on and these inform future targets, planning and provision;
- 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 book or social story may be created so that children can refer to it with their parent/ carer during the summer holidays.

### **Transitioning to another setting:**

Following a proposed EHCP or at an Annual Review of an EHCP, the school may not feel it can meet a child's needs for a variety of reasons and a specialist setting or another mainstream setting with different facilities may be recommended. At these times, parents/carers might also decide a specialist or other setting would better meet their child's needs. The Southwark SEND panel meet to discuss the case and consult everyone involved. If transition is agreed, thorough transition procedures take place including meetings with the receiving school, the sharing of all relevant information and the transfer of records.

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

- For children with an EHCP, discussion about secondary transition begins in Year 4 and Year 5 with parents and staff and specialists involved. A representative from the Local Authority SEND Team attends the Year 5 EHCP Annual Review meeting to contribute to this.
- Parents/Carers 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, SENDCo 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 SENDCo meet parents/carers of pupils with SEND to discuss their choice of preferred settings prior to submitting preferences.
- For children with an EHCP, the Local Authority EHCP Co-ordinator formally consults the preferred settings.
- For children receiving School SEND Support parents/carers make an application through the PAN London admissions arrangements, completing a CAF.

- The SIAS Team are available to advise and support parents/carers of pupils with EHCPs throughout the process.
- The SENDCo and Class Teacher discuss the specific needs of a child with the SENDCo of the receiving secondary school. Secondary staff are invited to the final EHCP Annual Review meeting or TAC (Team Around the Child) meeting. This supports preparation for arrangements and provision which need to be in place in the new setting and information is shared about strengths and difficulties, strategies, achievements, progress and attainment;
- All SEND documents relating to assessment, plans and reviews are passed on. Latest information on development and learning, target setting and 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 and 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 parents/carers wishing to apply for transport services on transition, school staff or SIAS are able to support with application 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.
- Classrooms are communication friendly and some staff are trained to use Makaton (a key word signing approach) and have some experience of using 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 the SENDCO, Jacqui Lamport, the 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>

## **FURTHER SUPPORT AND INFORMATION**

### **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 SEND Team**

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

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

Tel: **020 7525 4278**

### **Speech and Language Therapy Service**

Website: [www.evelinalondon.nhs.uk/our-services/community/community-speech-and-language-therapy](http://www.evelinalondon.nhs.uk/our-services/community/community-speech-and-language-therapy)

Facebook: [www.facebook.com/EvelinaLondonSLT](http://www.facebook.com/EvelinaLondonSLT)

YouTube: <https://www.youtube.com/watch?v=kqDjJAIrCq8>

Email: [gst-tr.contactslt@nhs.net](mailto:gst-tr.contactslt@nhs.net)

Tel: **020 3049 8181**