

SILVER BIRCH ACADEMY TRUST

Draft Special Educational Needs Information Report

ADOPTED BY:

Chingford Hall Primary Academy LAC

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Vision

The Silver Birch Academy Trust values the abilities and achievements of all our pupils. Through our emphasis on personalised learning, all schools within the Trust aim to ensure that each child's needs are addressed and that they are supported in their environment and their learning. We endeavour to help every child make as much progress as possible and reach their full potential, irrespective of their level of need and any barriers to learning they may face.

Current schools within the Trust

Currently The Silver Birch Academy Trust (SBAT) comprises four schools –Chingford Hall Primary Academy, Longshaw Primary Academy, Whittingham Primary Academy and Winston Way Primary Academy. Chingford Hall Primary Academy is currently under expansion from a one-form to a two-form entry school. Whittingham Primary Academy is currently a two-form entry school from Nursery to Year 6. Longshaw Primary Academy is also a two-form entry school from Nursery to Year 6. Winston Way is a three-form entry school in Redbridge.

SBAT was set up to run, manage and develop Chingford Hall Primary Academy in July 2012, an established primary school in East London, which received Outstanding for overall effectiveness from Ofsted in 2011 following a history of underperformance. Whittingham Primary Academy, based in Walthamstow, East London joined SBAT in February 2013. It was rated as Good in July 2016. From its low performance on conversion to academy status, it was judged as good for overall effectiveness at the last inspection. SBAT was requested to lead Longshaw Primary School after an adverse Ofsted in 2015. Winston Way joined SBAT voluntarily in 2016.

With specific reference to Special Educational Needs and Disabilities (SEND), the Ofsted inspection reports highlighted the following:

Chingford Hall Primary Academy – *'Pupils with special educational needs and/or disabilities receive expert support which enables them to make huge strides successfully towards their targets.'*

Whittingham Primary Academy - *'Pupils who have special educational needs or disabilities make similar progress to other pupils because leaders and teachers check individual progress and identify potential underachievement quickly'*

Longshaw Primary Academy–
'Leaders provide well for pupils with special educational needs. These pupils make good progress.'

Winston Way Primary Academy –
'Disabled pupils and those with special educational needs achieve well because their progress is closely monitored.'

What are Special Education Needs?

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition if special provision was not made for them.

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need. It might be specific work differentiated in class, additional adult support in class, physical adaptations to the learning environment, and support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

The types of SEND provided for within the Trust:

The schools within the Trust make provision for a wide range of SEND. However, we do not provide a specific specialism for SEND. Pupils' SEND fall into the following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans (EHCP) and those without.

How does the school know if my child requires additional support?

A large number of our teachers have considerable experience of classroom teaching. They are aware of the learning expectations of each year group and the developmental milestones that children typically meet by the end of each year group and phase in the school. Those new to teaching and/or the school are well-supported by experienced colleagues to address any concerns they may have about a child. If a child is falling behind and not meeting the age related expectations, this could trigger additional support or action within the school.

If a teacher has a concern about a child's learning, they will discuss and seek advice from the school's Special Educational Needs Coordinator (SENCO). Teachers will employ a range of strategies to support the child's learning and monitor closely to see if these have made an impact. Teachers will discuss their concerns with the child's parents or carers. If a parent or carer has concerns and thinks their child has special educational needs, they should discuss this with the child's teacher. Together they will agree strategies to try at home and at school. We place emphasis on the early identification of needs. This includes:

- Close liaison with parents and other schools (where relevant) prior to admission. This includes home visits in the Early Years Foundation Stage (EYFS) by the class teacher, key worker and/or SENCO
- The SENCO, teacher and/or teaching assistants spending additional time with a new cohort of children to identify any emerging issues
- Meetings with class teachers, Senior Leadership Team (SLT), and SENCO to identify any emerging concerns regarding individuals or groups.

The school will conduct a range of school-based assessments, such as classroom observations and Running Records. The child will be monitored closely at school over a period, usually for half a term. If concerns remain, there will be a referral meeting at school and the child may be registered as requiring SEND support. Parents will be informed if this action is taken. Where an immediate or severe need is identified, action is taken immediately, rather than completing the monitoring period.

How are parents involved in the school and how can I be involved?

We welcome and encourage the involvement and support of our parents and carers and the whole community.

Parents play a key part in how a school meets the needs of pupils with special educational needs. Parents are invited to participate in all learning review meetings for their child. Every attempt is made to hold meetings at times that are suitable for the parent. The school views parental involvement in this process as essential as important decisions about the child's next steps in learning and required support are made during these meetings.

Policies relating to SEND are reviewed regularly, in line with the school's review cycle. Parents have the opportunity to comment on policies during the review process via the school's website and school office.

Here are some examples of how schools in the Trust promote the involvement of parents:

- Early involvement through the teacher as concerns emerge
- Home/school agreement
- Consultation about our SEN practice on an informal and more formal basis
- Drop-in opportunities with our SENCO
- Academy and SBAT website – Information for parents

- Use of home/school books to maintain lines of communication
- Discussion with parents about targets and 'next steps' on a termly basis (parent meetings/consultations)

We support parents with relative sign posting to organisations that may be able to support further e.g. local children's centre, parent partnership, and London Borough of Waltham Forest SEND local offer: <http://walthamforest.childreusservicedirectory.org.uk>

How will the curriculum be matched to my child's needs?

The Trust actively promotes the view that all pupils deserve a high quality education that engages, inspires and challenges them so that they are able to achieve their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. The schools in the Trust are committed to providing opportunities which promote the celebration of our rich and diverse communities, so that all are able to contribute positively to society. We are committed to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined to ensure that the pupils who leave our schools are confident and highly educated, well equipped to face the challenges of their next phase of education. A strong emphasis is placed on Quality First Teaching so that all lessons provide the best opportunities for each pupil to make strong progress. Learning activities may be adapted in a variety of ways to support individual pupils. For example, modified learning objectives, scaffolded independent tasks, differentiated outcomes, adult supported learning in the class or outside the classroom in intervention groups.

How do you know the SEN provision for my child is effective?

Class teachers and SENCOs monitor the attainment and progress of pupils with special educational needs as part of their role. Pupils with SEN, including those with Educational Health Care Plans, receive termly reviews of progress against the specific targets identified in their Support Plans. Reviews are led by the SENCO who gathers the views of the pupil, parent, teacher and other relevant staff. Assessment reports are provided by all staff who lead interventions. As a result of monitoring a pupil may be removed from the SEN register, additional support may be identified and provided. Pupils with an Educational Health Care Plan will have an annual review.

How will I know how well my child is doing?

Assessing pupils' learning is a continuous process and an integral part of the teaching and learning cycle. Teachers make informal assessments lesson by lesson. Progress is formally assessed half-termly and these are followed by pupil progress meetings. During pupil progress meetings, teachers and leaders review the progress of individual pupils and groups and adapt their plans to respond to current needs.

A child's progress is shared with parents in a number of ways:

- Open evenings are scheduled each term to provide parents with an opportunity to discuss their child's learning with the teacher and to review the child's work in their books
- Curriculum evenings provide an opportunity for parents to find out about what their child has been working on over the term
- Parents or teachers may request a meeting at any time to discuss concerns or share successes
- SEND review meetings are attended by parents, class teachers and where appropriate, the child.

Pupils who receive specialist intervention e.g. speech and language therapy, educational psychologist, CAMHS support, will receive written reports from those agencies. A Pupil Centred Annual Review is undertaken each year for every child with an Education Health Care Plan/Statement of Special Educational Need.

How is additional support provided for my child?

- Intervention programmes addressing specific needs of individuals
- Differentiated curriculum with planning supported by the SENCO
- Flexible grouping within the class to ensure children are supported when they need it and are allowed independence when not needed
- Staff development/training involvement of the learning and behaviour support in assessing and drawing up programmes for learning
- Involvement of specialist outside agencies (e.g. the educational psychologist) where appropriate
- Speech, Language and Communication support by trained teaching assistants following the Waltham Forest Speech and Language Team's guidance
- Motor skills groups
- Specific phonics groupings to target learning for each phonic phase Individual behaviour support plans
- Booster groups on Saturdays (for Year 6)

What specialist services and expertise are available at the school?

All the SBAT schools are mainstream schools and do not have a specialist resource unit for SEND. We work closely with external agencies that we feel are relevant to individual children's needs. Relevant agencies include the following:

- Educational Psychologist
- Speech and Language Therapist (SALT), a child will be on their caseload and have blocks of direct provision
- Child and Family Service (CFCS)
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapist
- Health visitors

- School nurse
- Community paediatrician
- Whitefield's school outreach team – Global delay and hearing impairment/Autism
- Joseph Clarke School for visual Impairment outreach
- Social Services
- Adolescent Support Team
- Social Inclusion Team
- Early Help

How do schools in the Trust enable pupils with SEND to engage with all the activities in the school?

All children are included in all parts of the school curriculum. The school recognises that additional provision may be needed to ensure that pupils with special educational needs can access the full life of the school. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and choose visits that are accessible to all. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Where a child has additional needs this will be taken into account at this stage and additional control measures put in place to enable them to participate fully. For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.

PE lessons and sports activities are adapted as necessary to enable all pupils to participate. Adaptations may include use of alternative or specialist equipment, peer or adult support or individualised targets/objectives.

What staff training takes place in relation to children with SEN?

We believe in continuous professional development and training for all staff. We consider it very important to keep up to date with the most recent research and its findings regarding SEN.

- Staff receive regular in-house training, as well as sessions delivered by external experts.
- Our SENCo attends regular training provided by the Local Authority to keep abreast of initiatives and research related to SEND.
- Staff receive regular training over the year as part of their professional development, for example:
 - SENCO: two days' training minimum to update on the latest developments in relation to special needs (including external providers).

- Training for teaching assistants:
- Relevant training for teachers/TAs for pupils with asthma/EpiPen needs as well as additional medical needs where appropriate (e.g. diabetes training). Please also refer to our Administering of Medicines Policy.

No school within the Trust has specialist resource provision to cater for specific needs.

How are resources allocated and matched to support a child with SEN?

Regular review of pupils' specific needs drives provision. Resources are allocated according to need and to ensure equality of access to learning for all pupils within the class. Resources to support children with SEND are mostly kept in classrooms. However, the SENCO does have some specialist equipment and access to an additional bank of materials, which are available on request.

Additional resourcing implications may emerge from discussion around the strategies to be used with individual children. These will be considered by the Executive Headteacher and School Leadership Team. The SEND budget includes money for teaching assistants as well as to purchase additional resources and services. Careful assessment of children's progress helps to provide an indication of value for money against different activities and interventions.

How can pupils with SEN contribute their views?

Pupils are at the centre of all planning and provision at the Trust schools. Pupils' views are sought regularly regarding all aspects of school life. Special Council members represent the views of their peers during School Council meetings and an annual survey is completed to gather pupils' thoughts about provision and areas for development.

Pupils meet with school leaders on a regular basis to discuss their learning in class and the practices which help them to learn best.

Children who are on the SEND register will be involved in drawing up a profile of themselves as a learner for their SEND Support Plan. They are asked what is important to them as a learner, what helps them learn and what people who teach them need to know. Pupils with Profiles are included wherever possible in the review and target setting process and pupils with EHCP/Statements are always included in the Annual Pupil Centred Review process.

How will the emotional and social development of my child be supported?

Staff across the Trust school, are alert to pupils' emotional, mental and social development needs. Through the Personal Health and Social Education curriculum children have opportunities to discuss and consider a range of issues that have an impact on the social and emotional aspects of learning. A range of support measures may be taken by the school including:

- Individual Behaviour plans
- Referral to the Child and Adolescent Mental Health Service (CAHMS) or Child and Family Consultation Service (CFCS)
- Referral to the Fair Access Panel (FAP)
- Wider family support from the Early Help Team via the EHA (Early Help Assessment) process
- Individual mentoring with a staff member
- Small group interventions for social and emotional needs.

Preventing bullying

Bullying can be defined as behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual, either physically or emotionally. The Trust understands that pupils with special educational needs or disabilities are a nationally recognised vulnerable group in relation to bullying. The schools in the Trust take all allegations of bullying seriously and respond to concerns. The schools take action to prevent bullying by raising awareness in pupils and developing an inclusive culture within each setting. Information about the school's approach to bullying can be found in the Anti-Bullying document that is available on each school's website.

Transition arrangements for pupils with SEN

Pupils with SEND may find the transition between year groups challenging as they move into a new space, get to know a new teacher and adapt to small changes in routine/expectation. Where this has been identified as a potential barrier to learning or cause of distress, a transition plan is devised well before the end of the academic year. Pupils have the opportunity to visit their new classroom more frequently and where possible informally get to know their new teacher.

For children transferring to another school, the administration officer is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENCo will discuss any particular issues and the kinds of support and intervention that the child has been receiving with the receiving school.

The teacher, in conjunction with the SENCO, has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through, to the new school. This might include observations from Teaching Assistants and additional staff/professionals. The same is expected for children coming to the school. The SENCo will aim to discuss any particular issues as well as support and interventions an individual received at the previous school. Records from the previous school will be transferred to the academy. All pupils are prepared for the transition to secondary school

by developing their learning skills and independence throughout their time in the primary school. Pupils in Year 6 with SEND participate in a transition project before moving to secondary school. The programme explores organisational aspects of secondary school such as using timetables and asking for help. Most secondary schools offer pupils with SEND a special transition day where they can become familiar with the new setting and meet relevant staff.

How the Local Governing Body involves other bodies such as Health and Social Services in supporting the Families with of Pupils with SEND

Staff in Trust schools liaise closely and work in partnership with representatives from the health service and with social care teams. When needs are identified which require specialist input, advice for the school or support for the family, referrals are made to the relevant service. Support and advice from specialists/experts is sought from the school's Speech and Language Therapist, Educational Psychologist and via referral to external agencies. Good communication with specialists e.g. specialist nurses at Great Ormond Street Hospital is maintained via telephone and email and less regular formal meetings.

With parent's consent, professionals are welcomed into the school to work alongside individual pupils and teachers, providing advice and support. The schools facilitate the work of social care agencies by providing meeting spaces and developing joint plans to support families during times of additional need or to manage issues relating to disabilities/special needs.

Name and contact details for raising concerns

A parent can address any concerns initially with child's class teacher. Alternatively, parents can also ask to speak to the SENCo for each school within the Trust who can be contacted via the school office.

Please also refer to our SEN, DDA, Administration of Medicines and Inclusion policies which can also be found on each school's website. N.B Our offer to Children with Special Educational Needs and Disabilities was reviewed in October 2017 in light of the revised code of practice. It will be reviewed in line with our SEND policy in October 2018.

Arrangements made by the Local Governing Body relating to the treatment of complaints from Pupils or Parents concerning the SEN provision in their School

Any complaints which have not been resolved by the school should be directed to the Chair of Governors via the school office. The Complaints Procedure is available on the school website.

The Local Offer

Information relating to local services can be found on the Waltham Forest website a link to the Local Offer can be found on each school's website.

The Contact Details of Support Services for the parents of Pupils with SEN

Waltham Forest SENDIASS (formally Parent Partnership)

Parkside Children's Centre, Peel Close, Chingford, London E4 6XQ

Phone: 020 8496 5230 or Freephone 0800 587 2521

Email: Waltham Forest Parent Forum London Borough of Waltham Forest Special Education Team 020 8496 6505

/ 6503 <https://www.walthamforest.gov.uk/Pages/Services/send-what-is.aspx?l1=100005&l2=20016>

