
SEN Information Report



Date: Spring 2 2017-18

Review Date: Spring 2 2018-2019

Chair of Governors Initials

1. The kinds of SEN for which provision is made at the school

Opossum Federation Schools make provision for a wide range of SEND. The current profile of the schools include pupils identified having SEND such as;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical conditions

Neither Dawlish, Newport nor Thorpe Hall schools have specialist provision through Resourced Provision Units.

2. Identification and assessment of pupils with SEN

A large number of our teachers have considerable experience of classroom teaching. They are very aware of the learning expectations of each year group and the developmental milestones that children typically meet in each phase of the school. Those new to teaching are well supported by more experienced colleagues if they have queries or concerns about a child. If a child is not meeting those milestones or is not making expected progress, this will 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 their line manager and/or the school's Special Educational Needs Co-ordinator (SENCO) or SENCO Assistant. Teachers will then employ a range of strategies to support the child's learning and monitor closely to see if these have had impact. Either teachers will discuss their concern with parents at the scheduled open evening or they will make a separate appointment to discuss it. If parents have concerns and think that their child may have a special educational need, they should discuss this with the child's class teacher. Together they will agree strategies to try at home and school. A range of school based assessments such as Running Records, maths skills checks and classroom/playground observations may be undertaken. The child will be monitored closely at school over the next period (usually a half term). If concerns remain, a referral will be made to the school's Inclusion Team and the child may be registered as requiring SEN 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.

3. Provision for Pupils With SEND

Arrangements for assessing and reviewing pupil progress

Assessing pupils' learning progress is a continuous process and an integral part of the teaching and learning cycle. Plans are adapted for future lessons based on the outcomes of current tasks. Learning progress is formally assessed at a number of points throughout the year and across key stages. An assessment period is timetabled during each term and these are followed by formal pupil progress meetings. During a pupil progress meeting, teachers and leaders review the progress of individual pupils and groups and adapt action plans to respond to current needs.

Pupil progress is shared with parents in a number of ways.

- A written report is provided at least annually.
- Open Evenings are scheduled each term to provide parents/carers with an opportunity to discuss their child's learning with the teacher and to review their child's books.
- Parents or teachers may request a meeting at any time throughout the year to discuss concerns or share successes.
- Additional Needs' Profiles are reviewed to assess how pupils have progressed towards their specific targets and to identify next steps. Review meetings are attended by parents, class teacher, relevant support staff and where appropriate, the child.
- Pupils who receive specialist intervention e.g Educational Psychology, Speech and Language therapy, CAMHS support will receive reports from those agencies.
- A Person Centred Annual Review is undertaken each year for every child with a Statement of Special Educational Need/Education Health Care Plan.

Approach to teaching pupils with SEND

At Opossum Federation Schools, we believe that all pupils deserve high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated pupils.

Adapting the Curriculum and Environment

Great emphasis is placed on Quality First Teaching to ensure that all lessons deliver the best opportunities for each pupil to make progress. Learning activities may be adapted in a variety of ways to support individual pupils' learning. For example, modified learning objectives, scaffolded independent tasks, differentiated outcome, adult supported learning either inside or outside the classroom, intervention groups, targeted support e.g. social skills groups.

Additional Support for learning available for Pupils with SEN

Additional Provision

At Opossum Federation Schools, we provide short-term, individual or small-group interventions for children who experience barriers to learning. These can be different in each year group and include:

- Targeted small group learning interventions, usually in Literacy and Numeracy to boost progress in specific areas
- Speech and language groups run by trained members of the Inclusion Team following plans written by the Speech and Language Therapist or Waltham Forest Education Project
- Motor Skills groups
- Phonics groupings to target learning for each phase
- Transition Groups (for children moving into secondary) to develop language
- Transition Groups (for children moving into secondary) to develop social skills
- Social Skills Groups
- Individual Behaviour Support plans
- Saturday School (Year 6- all schools and Year 2 Dawlish and Newport)
- SHINE on Saturday (Dawlish and Newport)
- Reasonable adjustments such as touch typing facilities
- Year 5 and 6 Study Breakfast (Year 5& 6)

The school may also access support from services such as Speech and language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy, Child and Family Consultation Service, School Nurse, SEND Success (Whitefield Outreach Service) or other appropriate agencies.

Specialist Provision

At this level it is likely that a number of specialists or agencies will have had contact with the child/family and they will provide support, advice and guidance to support school and home; these may include:

- An Additional Needs Profile which is devised using all available advice and strategies to meet the unique needs of the child.

- An allocated caseworker from the school's Inclusion Team who will offer direct learning support (timetabled), co-ordinate provision for the child, attend appointments/consultations as appropriate, and act as a key contact for you regarding your child's SEND.
- Visits from specialist teachers for children who have Autistic Spectrum Disorder (ASD), Global Delay, Teacher of the Deaf, Hospital Teaching Service and other specialists as appropriate
- Assessment by an Educational Psychologist
- Speech and Language Therapist (SALT), a child will be on their caseload and have blocks of direct provision.
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- Consultant from Behaviour and Children Missing Education service (BACME)
- Occupational Therapist
- Medical staff
- Physiotherapist
- Strategies/Resources such as Makaton, PECS, Social Stories
- Individual mentoring
- Individual Behaviour Support Plans
- Adaptations to the classroom/school layout as necessary to make all relevant areas accessible to those with mobility needs.

How the school enables pupils with SEN to engage with the activities of the school including PE together with pupils who do not have SEN.

At Opossum Federation Schools, all pupils are included in the full life of the school. The schools recognise that additional provision may need to be made to ensure that pupils with special educational needs are enabled to access the full life of the school. For example, this can mean 1:1 support on a school trip. Risk assessments are completed as necessary. Parents are welcomed to accompany trips, as appropriate, to further support their child's experience.

Teachers plan for the inclusion of each individual in their class across all aspects of the curriculum; this is known as differentiation. Materials and resources are adapted as necessary to ensure that all pupils can access learning materials.

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.

Support that is available for improving the social, emotional, mental development of pupils

Staff at Opossum Federation Schools are alert to pupils' social, emotional and mental development needs. We recognise that these underlying needs can often present in displays of inappropriate behaviour or social withdrawal.

A range of support measures may be taken by the school, including:

- Individual behaviour plans
- Referral to the Behaviour and Children Missing Education (BACME) team for specialist input
- Referral to Child and Adolescent Mental Health Service (CAMHS) or Child and Family Consultation Service (CFCS) for assessment and therapeutic input
- Referral to the Fair Access Panel (FAP) for consideration for a placement in the Pupil Referral Unit
- Wider family support from the Early Help Team via the Early Help Assessment process
- In school peer mentoring
- Individual mentoring with a staff member
- Social skills groups
- A comprehensive Personal, Social, Health Education and assembly programme to support pupils' learning.

Name and Contact Details of SENCO

SENCO at Dawlish – Michele Moir

SENCO at Newport – Nicola Forsyth

SENCO Assistant (Newport) Dorota Radecka

SENCO at Thorpe Hall – Joanne Mosely / Robin Spencer (2017-18)

Behaviour Lead at Dawlish – Mariette Bester
Behaviour Lead at Newport – Nighat Aslam
Behaviour Lead at Thorpe Hall – John Dodd
SEND Governor – Sally Davey

Dawlish staff may be contacted via the Dawlish office or on 020 8558 1566
Newport staff may be contacted via the Newport office or on 020 8539 4552
Thorpe Hall Staff may be contacted via the Thorpe Hall office on 020 8527 4062

Expertise and Training of staff in relation to children with SEND and how specialist expertise will be secured

A number of staff members have attended training to develop skills in specific areas or to work with particular programmes such as ASD or Makaton. Staff identify training needs via their performance management procedure; these are usually in response to specific needs in their current class of pupils.

Tutorials are held throughout the year, which are available to all staff members on topics relating to SEND. All Newly Qualified teachers and teachers new to the school receive induction into the school's procedures.

Neither Dawlish, Newport nor Thorpe Hall School has specialist resource provision to cater for specific needs. The schools do not have specialist teachers for specific SEND, however each school's Inclusion Team includes members who have training and experience in a range of SEND.

How Equipment and facilities to support pupils with SEND will be secured

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.

Arrangements for Consulting and Involving Parents of Children with SEND

Parents/Carers are invited to participate in all learning review meetings for their children; every attempt is made to hold meetings at times, which are suitable for the parent. The schools view 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 regularly reviewed, 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.

Arrangements for Consulting and Involving Children with SEND

Pupils are at the centre of all planning and provision at Opossum Federation schools. Pupils' views are sought regularly regarding all aspects of school life.

Class Ambassadors represent the views of their peers during Pupil Parliament meetings and an annual survey is completed to gather pupils' thoughts about provision and areas for development.

Pupils meet with school leaders on a rotational basis to discuss their learning in class and the practices which help them to learn best. At times, focus groups comprised of pupils with SEND are taken for these pupil conferences.

Pupils with Additional Needs' Profiles are included wherever possible in the review and target setting process and pupils with Statements/EHCP are always included in the Annual Person Centred Review process.

Pupils with the most significant/complex needs at Dawlish and Newport Schools have an allocated caseworker from the Inclusion Team. Opportunities are taken during support sessions to gather pupils' views and understand their learning experience more clearly.

Arrangements made by the Governing Body relating to the treatment of Complaints from Pupils or Parents Concerning the SEND provision in the School

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

How the Governing Body Involves other Bodies such as Health and Social Services in Supporting the Families of Pupils with SEND

Opossum Federation 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 GOSH 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.

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

SENDIASS (formally Parent Partnership)

Parkside Children's Centre,

Peel Close

Chingford, London

E4 6XQ

Phone: 020 8496 5230 or Free phone 0800 587 2521

Email: wf.sendiass@walthamforest.gov.uk

Waltham Forest Parent Forum

http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/organisation.page?id=04m07_ls9iU&familychannel=2

London Borough of Waltham Forest Special Education Team

020 8496 6505 / 6503

<https://www.walthamforest.gov.uk/Pages/Services/send-whatiss.aspx?l1=100005&l2=200167>

The Arrangements for Supporting Pupils with SEN in a Transfer between Phases of Education

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, informally get to know their new teacher and use tools such as social stories to prepare for the change.

All pupils are prepared for the transition to secondary school by developing their learning skills and independence throughout their years in primary education. 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.

Information on Where the Local Authority's Website is Published

Information relating to local services can be found on the Waltham Forest website. This information is updated regularly

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Received by the Governing Body March 2018

