



Shapla Primary School

SEND Information Report

September 2017

Shapla Primary School's SEND Information Report

Shapla Primary School is an Inclusive School, every teacher at Shapla is a teacher of special needs. We work hard to remove barriers to learning and aim to provide high quality learning experiences for all children. We have high aspirations at Shapla and use resources, funding and expertise to enable children with special needs to develop their knowledge, skills and understanding.

How does Shapla Primary School identify children with SEND?

From September 2014 the four categories of Special Educational Needs and Disabilities (SEND) are:

- 1. Communication and Interaction;** children who are unable to or have difficulty in communicating their needs or children who find it difficult to make friends.
- 2. Cognition and Learning;** children who are learning at a slower pace than the other children in their class, and even with extra help they are not making progress.
- 3. Social, Emotional and Mental Health Difficulties;** Children who seem isolated, withdrawn, displaying challenging, disruptive behaviour.
- 4. Sensory and/or Physical Needs;** Children who have a visual, hearing or multi-sensory impairment. Children who have a physical disability.

Just before children join the **EYFS unit** at Shapla, Shapla staff will make home visits. This is the ideal opportunity for parents to speak to staff about concerns about children **who have** or **may have** special Educational Needs (SEN).

The information that parents give staff home visits during is vital as it enables us to arrange assessments or put support in place before the child starts school.

At Shapla **we monitor childrens' progress termly** through **pupil progress meetings** with curriculum coordinators. If children are struggling to make progress other factors such as;

- **Attendance and punctuality**
- **Summer born**
- **New to English**
- **Medical issues-including visual and hearing issues.**

are investigated and attended to before further observations or assessments are made to investigate the possibility of SEN.

Sometimes children's' behaviour can be challenging, while behaviour is not a special educational need, challenging behaviour will be investigated as a symptom of an underlying special educational need.

Class teachers will discuss their initial concerns with parents. Parents are encouraged to speak to **class teacher, Tim or Don Jacobs - SENCo (LA support)** if they have any concerns.

How do we support children with SEN at Shapla .

If children have special needs they are supported in a number of ways at Shapla, the **assessments** and **observations** that we carry out help us to plan the level of and type of **support** that we offer the children.

The **support is tailored to target the specific needs of the children** and will be carried out by a teacher, a teaching assistant, learning support assistant or other professional (Speech and language therapist, Occupational therapist, Educational Psychologist or other)

Usually children will be supported in their classrooms, however sometimes children will need to be withdrawn to receive support.

Parents will be informed **when the support starts and of its outcomes.**

The effectiveness of support and progress is monitored and reviewed half termly by the Class teacher, SENCo and the Senior Leadership Team (SLT).

At Shapla **we support children with SEN in the following ways:**

- Differentiation of learning by class teacher.
- Differentiation of learning environment.
- Small group support-phonics, spelling, reading, speaking and listening, reading comprehension.
- 1:1 Learning support from a Learning Support Assistant.
- Specialist 1:1 support from a Speech and Language Therapist, Occupational Therapist or and an Educational psychologist
- Support from Stephen Hawking School, Phoenix School or the visual impairment team.
- CAHMS (Child and Adolescent Mental Health Service)

Parental consent is always obtained before support is requested.

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

At Shapla class teachers and support assistants differentiate the learning and their teaching to meet the needs of all children.

Sometimes teachers will liaise with teachers from specialist schools (Phoenix or Stephen Hawking) in order to obtain advice as to how to do this for children with Education and Health Care plans (statements of SEN)

How will I know how my child is doing?

You can speak to your child's class teacher at any time or Don Jacobs (LA support – SENCo on Tuesdays).

There are regular parents meetings at school.

All children who have an Education Health Care plan (EHC) will have a yearly review.

You will be able to meet and speak to all professionals who work with your child.

What support will there be for my child's overall well-being?

At Shapla we have a learning mentor (Debbie) who works with children from Y4-6. Children are referred to Debbie by class teachers. This can be for a number of reasons; low confidence, low self-esteem, poor behaviour during break times, anger or sadness.

Parents are welcome to contact Debbie at school if they have concerns

We have a school nurse who is available to speak to parents regarding medical issues. Sometimes staff will refer children to the school nurse, but they will always discuss this referral with parents first.

The school nurse is contactable via the school office.

Sometimes children need to keep **medicines in school**, we do have a policy **please contact the school office**.

Always tell the school office immediately if your child's medical status changes.

How do we support transition at Shapla.

As mentioned earlier we visit children at home before they join EYFS . Shapla staff attend transition meetings organised by preschool settings which enable us to carefully plan for children with SEN joining Shapla.

Often children with SEN find moving into a new class difficult, therefore where possible, we prepare children and families fully and sensitively in advance of the changes that will take place.

Moving to Secondary School is a huge transition for all children and at Shapla we provide support for all children and families in Year 6.

For **some** children with SEN we start the transition process in year 5. This ranges from discussing and arranging visits to specific schools with families to organising a program of visits to the school for the children.

We also invite staff from secondary schools to attend planning meetings at Shapla, and Shapla staff attend planning meetings at secondary schools.

What training are the staff supporting children and young people with SEND had or are having?

Staff at Shapla received training outlining the new SEND code of practice in June 2014.

Throughout the year all staff attend specialist training from NASEN, Phoenix School, Stephen Hawking School as well as training provided by LBTH.

What specialist services and expertise are available at or accessed by Shapla?

At Shapla we work with a number of professionals;

- Speech and Language Therapists.
- Educational Psychologists.
- Occupational therapists.
- CAMHS (child and adolescence mental health service)
- Visual impairment team
- ASDAS (Autistic Disorder assessment service)
- Stephen Hawking outreach
- Phoenix Outreach

How will my child be included in activities outside the classroom, including school trips?

Trips and outings are planned to include children with SEN. Very occasionally we may decide that a trip is not suitable a particular child, due to the specific nature of a child's special needs. This decision will be discussed fully with families if this situation arises.

How accessible is the school environment.

All classrooms at Shapla are fully accessible. The main corridors of the school are carpeted which promotes a calm and quiet environment in which children can learn. There is an accessible bathroom next to the school office which contains a shower and a hoist.

How are the school's resources allocated and matched to children's special educational needs?

Shapla receives a fixed amount of money to provide for children with special Educational needs. Decisions about how to use this money effectively as possible are made by the Head teacher and the SENCo.

Sometimes we are unable to support a child from the school budget alone. In these cases it is necessary for us to request **extra funding from the local authority** (Tower Hamlets) In order to access extra funding we will request a **statutory assessment** and if this is agreed the family, Shapla and Tower Hamlets will draw up an **Education and Health Care plan (EHC)**.

Parents are also able to request Statutory Assessments.

Who can I contact for further information?

Your child's class teacher

Tim Barnes - Head Teacher

Don Jacobs – SENCo (Local Authority support 1 day per week)

Dawn Pritchard / Kieran Baker - Assistant Head teachers

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.