

Haseltine SEND Information Report for Parents

1. What is SEND?

SEND stands for Special Educational Needs and Disabilities.

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child...has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

We support children with a wide variety of needs. The SEND code of practice divides needs into four main categories:

- Cognition and Learning including dyslexia
- Communicating and Interaction including autism and speech and language difficulties
- Sensory and Physical needs including coordination difficulties, ADHD, a medical need or a sensory impairment
- Social, emotional and mental health including attachment difficulties.

We acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to identify the needs of children individually and make appropriate provision for those needs accordingly.

2. What should I do if I think my child has SEND?

Start by speaking to your child's class teacher. If you require more information you can meet with or e-mail the school's Special Educational Needs Coordinator (SENCo). You know your child best. It is vitally important that we work closely with parents and carers so that we can help your child to achieve as well as they possibly can during their time with us.

Our Inclusion Manager and SENCo is Hilary Tumilty. She can be contacted via the school office on 020 8778 6536 or by e-mail at htumilty.209@lgflmail.org

3. How does the school know if my child needs extra help?

Children's learning in school is a continuous cycle of planning, teaching and assessing. We monitor all of the children's progress through observations, class teacher assessment and pupil progress meetings. We consider the needs of each child on an individual basis. If your child is identified as needing extra help during the school year his/her class teacher will inform you and liaise with the SENCo to discuss the nature of his/her needs. You may be invited into school to talk in more detail with the teacher and the SENCo about your child and the support s/he will

receive. This is also an opportunity for you to find out how you can support your child at home. Further information on our approach to teaching pupils with SEND can be found in our SEND Policy which is on the school's website:

www.haseltineprimary.co.uk

4. How will the school prepare and support my child to join the school?

First and foremost we will liaise with you as parents/carers to plan for a smooth transition to our school. If your child is due to join Haseltine at the start of September in the Reception year we will also liaise closely with his/her pre-school setting. If your child is due to join us at some stage during the course of the school year we will liaise closely with the previous school. We will also liaise with any other professionals who have been involved in your child's educational provision or in meeting their additional needs, such as health visitors, speech and language therapists or paediatricians.

This communication with other relevant professionals will enable us to plan a suitable transition programme for your child, depending on his/her needs, which may include:

- extra visits to our school before your child's start date.
- meeting significant members of staff such as the class teacher and learning support assistant (LSA).
- taking photographs of areas in the school which will be important to your child e.g. classroom, hall, toilets and playground, and using these to create a transition booklet.
- ensuring the correct resources are available and reasonable adaptations to the school environment have been made where relevant.

5. How will the school prepare and support my child to transfer to a new setting?

We have good relationships with all of our local secondary schools and work closely in the second half of Year 6 to ensure that all children make a successful transition. Our Year 6 teachers and our learning mentor meet with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENCo and the SENCo from your child's receiving secondary school also meet early in the summer term to ensure that any child with additional needs is discussed in depth, and that provision to meet those needs is put in place in advance of his/her start date.

If your child has an EHCP (Education, Health and Care Plan) a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend, at which appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review of his/her EHCP so that his/her transition can be planned and prepared for well in advance of the September start date.

As with transition into Haseltine we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know him/her in a familiar and comfortable environment.

If your child is transferring to a specialist provision key staff from that school will visit him/her at Haseltine and meet with the class teacher and SENCo to help plan the transition. A timetable of visits to the new provision by your child, together with key school staff and parents and carers, will be drawn up to ensure that your child

has ample opportunity to get to know his/her new school before making the transition.

6. How accessible is the learning environment?

Haseltine is a three storey school with Years 5 and 6 classrooms on the top floor, Years 1, 2 and 3 classrooms on the middle floor and the reception classes and nursery on the ground floor. The two Year four classes are divided across the top and middle floors. The ICT suite and multisensory room are on the top floor.

There are two halls, on the top and middle floors. The upper floors are not accessible to wheelchair users. On the ground floor there is a library and, adjoining that, our parent/carer Hub, a coffee bar and meeting place for our parents and carers to enjoy at the start and the end of each day and where they can meet and talk with school staff. We have a disabled toilet outside the Hub in the playground. At the front of the school building there is a large playground area which is divided into two parts, one of which is laid with an asphalt football pitch. The nursery and reception classes have their own playgrounds at the back of the school, both of which are accessible at ground level.

We are able to make reasonable adaptations to the school's physical and learning environments for children with additional needs. For example, we have had handrails fitted in the playground toilets to make them accessible to any child with impaired mobility and stability.

We have additional rooms and learning areas for use by adults working with individuals and small groups of children.

We work closely with agencies including the Lewisham Sensory Impairment Team and the Physiotherapy and Occupational Therapy Services who advise us on how to make reasonable adjustments to the environment, for specific children, to render these as accessible as possible. We write personal emergency evacuation plans for any child or adult who may need additional assistance to exist the school in an emergency. Our aim is to make the Haseltine school building as safe and welcoming as possible.

We welcome visits to our school. Please call the office on 020 8778 6536 to arrange to join a parent tour.

7. How do you support children to develop socially and emotionally?

We believe that happy children learn. We teach our children how to learn by promoting the skills of resilience, reflectiveness, collaboration, curiosity and independence. These skills underpin our teaching and learning. In addition, we teach regular PSHE lessons. Our core values in PSHE are kindness, trust and honesty and these are embedded through whole school assemblies and cross-curricular application. Each half term we focus on a further six values including responsibility, friendship, self-control, empathy, respect and tolerance. Our management of pupil behaviour ties in with these values and we encourage a restorative approach where pupils have time to reflect and repair.

The Pupil Parliament is the name we have given to our school council. It is made up of representatives from each class in the school from Year 1 upwards. Pupil Parliament representatives are voted for by their classmates, and it is ensured that there is a broad range of abilities, strengths and personalities represented. The Pupil Parliament works hard to be a voice for the children, to ensure their opinions are listened to and to enable them to learn why certain decisions are made. It gives the children a chance to experience democracy in action, and allows them

the opportunity to influence some of the decisions made by the senior leadership team.

Vicky Miller, Learning Mentor, provides targeted support for children who have social and emotional needs and she will work closely with parents and carers to help improve behaviours in the home, eg. through the provision of visual timetables to establish routines.

The school has a multisensory room equipped with specialist sensory equipment which can be used to stimulate mental activity, provide a relaxing environment or promote interaction. It is used regularly by staff to provide a therapeutic space for children with limited communication skills and/or emotional needs.

We have two Family Support and Attendance staff, Katie Harman and Emma Bird, who work closely with those families where the child's punctuality and attendance are a concern. Their role is to support the parent or carer in any way they can to ensure that punctuality and attendance improve. They can also offer a range of supports to parents and carers when circumstances at home are challenging, and both are trained to deliver the Triple P Positive Parenting programme. Emma Bird is also trained to help deliver the Parent Gym programme.

Where parents and carers are struggling significantly we can refer them to a family support service which provides practical interventions for the family and child in the home.

If there are significant concerns about a child's mental health we can, with parent/carer consent, refer to the Lewisham Child and Adolescent Mental Health Service (CAMHS) where an in-depth assessment can be undertaken and a specialist therapeutic provision be put in place if appropriate.

8. How does the school allocate resources to match children's SEND?

It is the Governing Body's responsibility to ensure that resources in school are allocated to support appropriate provision for all pupils requiring it. These resources include learning materials/apparatus for the children, training for staff and staffing levels. It is important for children to have a balance of support from teachers and LSAs as well as opportunities to work independently and with their peers. The Headteacher, together with the Senior Leadership Team and the Inclusion Team - ie. the SENCo and the Learning Mentor - meet regularly to review and monitor pupil progress and to ensure that resources and additional provision are allocated according to need.

Our decisions are informed by many things including progress data, book looks, observations, advice from external agencies and feedback from staff, pupils and parents. We encourage volunteers to work at our school and we allocate this additional support to enable identified pupils to read daily on a 1:1 basis.

9. How does the school evaluate the effectiveness of the provision made for children with SEND?

We hold pupil progress meetings once a term to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. This forms part of the plan, do, assess, and review cycle of support. Progress in interventions is tracked half termly and if an intervention is seen not to be working then we explore why and modify our provision accordingly. Reading and spelling

ages are also assessed termly to track progress in these. Our aim is for all pupils, no matter what their needs, to make good progress with their learning each year. We monitor progress not only through academic achievement but also through identifying progress in other areas, for example improved attendance, an improved attitude to learning or the ability to focus and concentrate in class for increased periods.

10. What training have members of staff had to enable them to support my child?

We share good practice with each other and across the federation. Our SENCo has been a primary school teacher for 25 years and a SENCo for 18 years, 15 of those in Lewisham. We also have a number of highly experienced and skilled support staff.

In the past year members of staff have been trained in:

- supporting reading and writing development in children with specific learning difficulties, including Dyslexia, delivered by a Dyslexia specialist.
- typical communication & interaction development, developing communication friendly classrooms and developing vocabulary. This training has been delivered to class teachers and LSAs by the school's allocated speech and language therapist.
- improving learning in the classroom through the development of working memory, delivered by the school's allocated Educational Psychologist.
- effective use of the multisensory room to improve communication and support social, emotional and behavioural development.
- Supporting children with ASD in the classroom.
- supporting children with ADHD in the classroom.
- Supporting children with English as an additional language (EAL) in the classroom.
- supporting the development of vocabulary in the classroom to develop communication and learning.

We receive regular information on other training opportunities from the agencies on the Lewisham local offer.

11. What specialist services and expertise are available for my child?

Lewisham Local Authority has a statutory duty to develop and publish a Local Offer setting out the support they expect to be available for local children and young people, aged 0-25 years, with SEND. We can refer your child to these services but will only do so after we have met with you and gained your permission. If you are concerned and wish to access a service you are welcome to contact us.

Haseltine's local offer can be accessed here:

<http://www.haseltineprimary.co.uk/about/school-local-offer/>

Lewisham's local offer can be accessed here:

<http://www.lewishamlocaloffer.org.uk/>

12. How is the decision made about what type and how much support my child will receive?

When a child starts at Haseltine the SENCo will note any SEND which has already been identified and liaise with any previous settings he/she may have attended. If your child has had support from other services the SENCo will also liaise with these.

During his/her time at Haseltine we will monitor your child's progress through observations, class teacher assessment and Pupil Progress Meetings. If your child has an Education, Health and Care Plan we will use the information set out in that document, together with any additional information from parents/carers, other professionals and previous settings, to ensure that appropriate support is put into place when your child starts at Haseltine.

13. How are parents/carers involved in the assessment and review of their child's needs?

If your child has an Education, Health and Care Plan (EHCP) your views will have been sought by a SEND Caseworker and other professionals during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child. This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.

If your child has been supported in school by an agency, such as the educational psychology or speech and language therapy services, you will be invited to attend, and contribute your views to, any review meetings organised with these services.

If the school is the only service working with your child then your child's class teacher and the SENCo may meet with you either at a parent and carer evening or at another mutually convenient time to discuss your child's needs and how they are progressing.

14. How will my child be involved in the assessment and review of his/her progress and needs?

We encourage all children at Haseltine to be aware of themselves as learners and identify where their strengths and needs lie. A younger pupil may indicate how they feel they are progressing towards a target visually using a 'thumbs up' or a drawing. As pupils get older we might ask them to complete a questionnaire. We also seek pupil's views via the adults who know them best, eg. their parent or carer or the learning support assistant who works with them 1:1. It is important to us that your child is enjoying the support we are offering them so we welcome feedback as it allows us to make improvements to provision.

If your child has an Education, Health and Care Plan (EHCP) their views about school and their progress will always be sought and recorded as part of the Annual Review process.

17. How will my child be included in activities and events in school and outside the classroom?

We want all the children at Haseltine to enjoy the same educational opportunities and to feel included in our school community. Every effort is made by the staff to ensure that all children are integrated into all aspects of school life. If your child has an allocated LSA providing individual support s/he will accompany your child

on school trips. We may also increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support.

18. Who can I contact for further information and how?

We would always advise you to contact your child's class teacher first and arrange to meet. If you still have a concern or complaint then please contact our SENCo or head teacher. Here is a link to our complaints procedure:

<http://www.haseltineprimary.co.uk/wp-content/uploads/2016/07/Complaints-Policy-2015.pdf>

There are some very useful parent support groups which we can sign post you to, including:

Contact a Family, for parents with disabled children:

<http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/lewisham/>

SENDIASS, which provides support to families of children with SEND:

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/lewisham-send-information-advice-and-support-service-sendias/>

We would welcome feedback on our SEND information report. If you have any questions you feel we have not answered or suggestions of how we could improve this information then please contact us.

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