

THE SEN INFORMATION REPORT- SCHOOL OFFER

School Inclusion Statement for Children with Special Educational Needs:

Our inclusion vision is that we are committed to giving all our children every opportunity to achieve the highest standards. Through early identification and suitable provision equal opportunities are provided so that all children will thrive because barriers to learning and achievement are removed. By ensuring full participation where everyone works together, all children will 'Respect, Believe, Achieve'

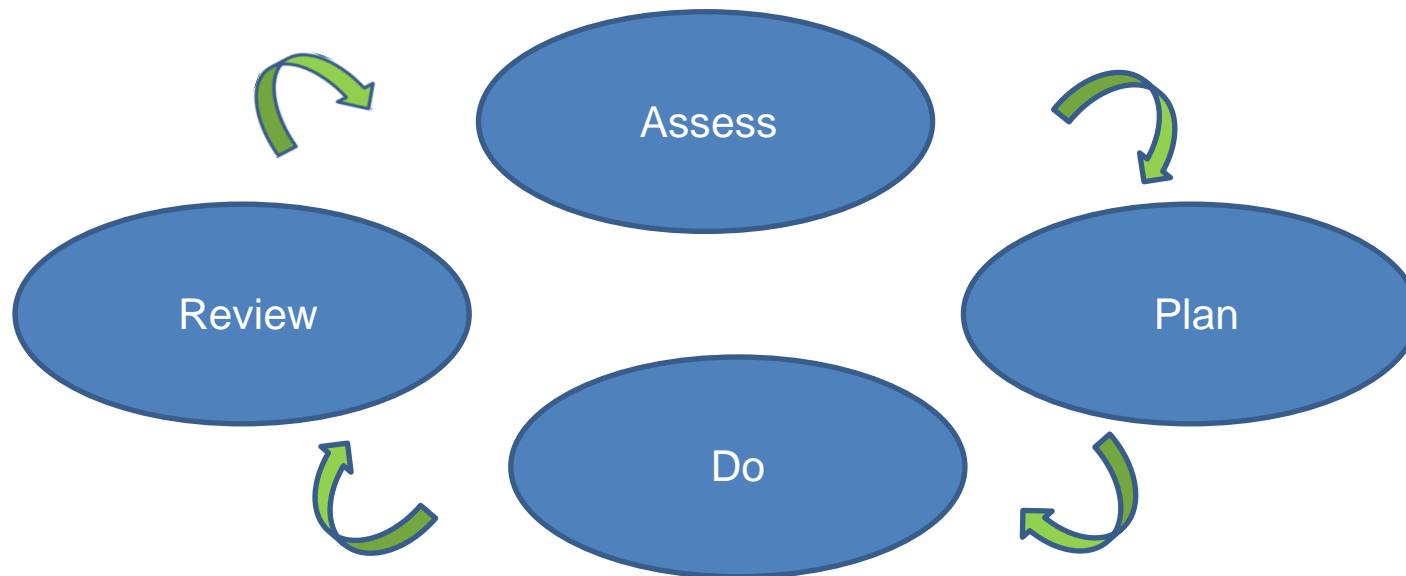
Roles and Responsibilities in the School for children with SEN

Role	Responsibility
Class Teacher	To provide good quality first teaching by: <ul style="list-style-type: none">• Taking into account the views of parents/carers and young people;• Identifying and assessing individual need and tracking progress;• Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children;• Using prior knowledge as a starting point for learning;• Providing continuous assessment to influence and adapt teaching to meet the needs of all learners;• Providing classroom structure and tools, where all pupils understand expectations and know where to find support;• Creating a classroom atmosphere which encourages all children to contribute;• Supporting the identification, planning and provision for children who need extra support outside of the classroom e.g. before school groups in literacy and maths.• Devising personalised Additional Support Plans, with support from the Assistant Head (Inclusion).• Liaising with outside agencies to seek specialist advice and implementing this in classroom practice.

Role	Responsibility
<p>Inclusion Manager Mrs Stevens</p>	<p>To develop, alongside the Head Teacher and Governors, the strategic development of SEN provision, within the school, by:</p> <ul style="list-style-type: none"> • Creating an overview of the needs across the school; • Training and supporting staff to meet these needs; • Ensuring tailored provision is in place, which will impact on progress; • Working in partnership with pupils and parents/carers to improve outcomes. This will include parent training to support home learning; • Liaising with a range of agencies and ensuring the implementation of support programmes; • Reporting to parents and governors on a yearly basis.
<p>Specialist Support Staff</p>	<p>To support the work of the class teacher by:</p> <ul style="list-style-type: none"> • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting the children within the classroom and targeting areas of focus from their Additional Support Plans (including additional provision). • Contributing to planning and feeding back to the class teacher at the end of each lesson; • To work in partnership with the class teacher, providing pre-coaching to address areas of weakness through continuous assessment.
<p>Head Teacher Mrs Murphy</p>	<p>The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disability (SEND).</p>
<p>SEN Governor/Governing Body Mrs Montgomery</p>	<p>Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs and Disability (SEND)</p>

How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the Inclusion Manager to seek further advice
- If a teacher is concerned they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support
- Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



	What does this mean?
Assess & Review	<p>Meetings are held each term to look at progress of all children. There will be discussions with key staff to plan for additional support and the outcomes expected from this intervention. You and your child will be invited to contribute to these discussions. In some cases it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent.</p> <p>At the parents evenings you and your child will be invited to review the support and the targets that have been in place and work together to plan for the next term.</p>
Plan & Do	<p>Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an Additional Support Plan. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review.</p>

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children though:

- Learning differentiated to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning
- Integrating resources and strategies as recommended by specialist agencies

How are staff kept up to date with the Special Educational Needs in the school?

The Inclusion Manager actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND. Regular meetings are held for all teaching assistants which also include a training programme.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Behaviour Support Team (Victoria House Outreach)
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Education Welfare Service
- Educational Psychologist
- Occupational Therapy
- Parent Partnership
- School Nurse
- Social Care
- Special School Outreach Support
- Speech and Language Therapy
- Virtual School for Children who are Looked After

A full range of the support available can be found in the Croydon Local Offer for pupils with SEN (www.croydon.gov.uk/sendoffer). The school is happy to discuss referral to any relevant agency with individual parents; please contact the school.

How can the school help my child with transition?

Some children with SEN can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

When moving to secondary school the Inclusion Manager will liaise with all of the receiving schools, regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving

school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder	NC	National Curriculum
ADHD	Attention Deficit and Hyperactivity Disorder	OT	Occupational Therapist
ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan
BESD	Behavioural Emotional and Social Difficulties	PSP	Pastoral Support Programme
CAF	Common Assessment Framework	P&FSW	Pupil and Family Support Worker
CAMHS	Child and Adolescent Mental Health Service	SaLT	Speech and Language Therapy
LAC	Looked After Child	SEN	Special Educational Needs
CoP	Code of Practice	SENCO	Special Educational Needs Co-ordinator
CP	Child Protection	SpLD	Specific Learning Difficulty
DCD	Developmental Co-ordination Disorder	TA	Teaching Assistant
DDA	Disability Discrimination Act	VI	Visual Impairment
DfE	Department for Education		
EAL	English as an Additional Language		
EH&CP	Education, Health and Care Plan		
ELP	Enhanced Learning Provision		
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UIFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		
ISR	In School Review		
KS	Key Stage		
LA	Local Authority		
MLD	Moderate Learning Difficulty		