SEN INFORMATION REPORT

How will the school know if my child needs extra help and what should I do if I think my child may have special educational needs?	Special educational needs and provision can be considered as falling under four broad areas:- - Communication and interaction - Cognition and learning - Social, mental and emotional health - Sensory and/or Physical At The Learning Federation a child is considered to have special educational needs if he/she has significant difficulty following the National Curriculum at his/her level whilst functioning in a class appropriate to his/her age. The school recognises the importance of early identification, as well as the assessment and provision for any child with SEND. Miss Calitz is our Assistant Headteacher of Inclusion at Mead Primary School who is supported by Harveen Heer (SENCO) and Mrs Wallis is our Assistant Headteacher of Inclusion at Broadford Primary School who is supported by Mrs Hallowell (SENCO) and Mrs Rice (SENCO). They oversee the identification of those children with special educational needs and the provision being made for them in school. If you are concerned that your child may have special educational needs, please ring the school and ask for an appointment. The class teacher will remain responsible for implementing provision stated in a child's EHCP, planning

	and working with children with SEN on a daily basis. **Miss Calitz and Mrs Wallis will support the class teacher in the further assessment of your child's particular strengths and weaknesses and on the effective implementation of support.** **In judging whether a child has Special Educational Needs initial information required would include:-** ● **National Curriculum Assessments** ● **Individual Records** ● **Class Teacher assessment and experience of the child, and parental feedback** ● **Consultation with previous Class Teacher/Inclusion Manager/Support Teacher** ● **Information from outside agencies (if appropriate)** ● **Assessments or similar liaison with, and information from, our feeder schools.**

How will school staff support my child?	If your child has special educational needs we will take action to remove barriers to learning and put effective provision in place in the following ways: • High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have SEND. All year groups have teaching assistants (TAs) allocated to them and this resource is amended according to the needs of the particular cohort. • If children fail to make expected progress then planned, targeted provision will be put in place. Interventions offered include support for reading, maths, spelling, social skills and speech and language. For example, a child who experiences communication difficulties might be supported by a speech and language programme (e.g. *Time to Talk)*, and a child who finds social interactions difficult might be supported in a nurture group. There are Social clubs for KS1 and KS2 to support social skills and play at lunchtimes. • Children can be supported by an adult available to read tests for them and, in some cases, extra time for tests can be requested. A provision map is completed, detailing what extra support each child is receiving.

	• Where needs are identified and children require more than the usual teaching assistant/learning support assistant support, we aim to put additional, short term support in place using funding from the general SEND allowance (e.g. Precision Teaching, *Toe by Toe* reading intervention programme). An Individual Education Plan may be put in place detailing specific targets to be worked on. . • Children with greater needs may have an Education Health Care Plan (EHCP) in place, and these children will have a range of interventions and support provided allowing them access to the curriculum; this could be in whole class, small group or individual sessions . As a school we fund the initial twelve hours of support from our budget, with any hours above and beyond this funded by the local authority in line with the outcomes and provisions on the statement or EHCP. Where school believes that where more support is needed, or for children who need substantial support but have not progressed to the assessment for EHCP stage of the 'assess, plan, do and review' approach we top up this funding ourselves. • Miss Calitz(Mead) and Mrs Wallis (Broadford) co-ordinate support for Looked After Children (LAC) in school receive an enhanced Pupil Premium allowance to enable the school to provide inclusion

	(e.g. the budget may be used for the purchasing of equipment, funding to enable inclusion in activities outside of school hours and for additional adult support, if needed, to narrow any achievement gaps). We liaise regularly with Social care and other external agencies to create meaningful Support plans and to discuss any concerns. • Support is generally provided during school timetabled hours and where parents are in agreement, children may be withdrawn from assemblies etc. in order to work on individual targeted support. This support ensures earlier decisions; actions are revisited, refined and revised with a growing understanding of your child's needs as we learn what supports your child in making good progress in order to secure good outcomes.

What specialist services and expertise are available at or accessed by the school?	There may be times when the school will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Educational Psychology, Speech and Language Therapy, Behaviour Support Services, Occupational Therapists, Advisory Teachers for the hearing impaired, Visually impaired and Autism. If your child has a special educational need that we had not encountered before, we will ensure that staff are suitably trained in order to provide effective support. Mead have an Additionally Resourced Provision for Autism that can be consulted about through the LA CAse officer for your school. See ARP page

What support will there be for my child's overall well-being?	We as a Learning Federation are committed to meeting the academic, physical and emotional needs of every child. We have a medication policy and a policy for intimate care which are reviewed annually. Health specialists are invited into school to share their expertise as needed (e.g. diabetic nurse, school nurse and occupational health). Where children are known to have areas of need and are already known to external agencies before coming to school, these needs are fully discussed as part of a transition meeting and visit. When we receive recommendations from health professionals, we aim to provide specialist equipment such as adapted furniture which is provided by the local authority to meet Health recommendations. Other small equipment needs (e.g. writing slopes, iPads and anti-glare screens etc.) are met via the school's general budget which includes the general needs SEND allocation. The Federation has employed Learning Mentors (Mrs Kinchella(Mead) and a Home School Support Worker Ms Perkins(Broadford) and a School Based Councillor (Mead 1 day /week) /Play Therapist (½ day Broadford) to provide support for children with emotional needs such as building self-esteem, learning to co-operate with others and family support (e.g. when there is a bereavement in the family or a relationship breakdown). Part of the funding for the Learning Mentors comes from our Pupil Premium allocation and monies given to support our Looked After children (LAC

	funding); other salary costings for pupils not falling within these groups comes from the school's general budget. Referral for this service is via a mixed stream; either dependent upon advice from external professionals or through agreement with Miss Calitz(Assistant Headteacher of Inclusion) and Mrs Wallis (Broadford Primary School). The Federation also buys into both the SEMH team provided by the local authority. These services provide advice to school staff working with SEND and specific support to individual children. We use their training provision to work with our midday assistants and for PRICE Positive Handling training. Training is funded from the school's general budget unless a particular child receives Pupil Premium funding, some of which may be used to support individual children. Some children receiving support may have a Behaviour Plan in place to show all adults in school how best to respond to the child and their specific needs.

How will both the school and I know how my child is doing, and how will the school involve me in my child's learning?	**Specific interventions are monitored by the class teacher and Miss Calitz(Mead) and Mrs Wallis(Broadford), and your child's progress will be regularly reviewed in consultation with the Senior Leadership Team and class teachers to ensure that this additional support has had an impact on your child's progress.** **Support and interventions, as well as a review of targets and progress to date will be discussed with you and your child at our parents evenings with the class teacher. Miss Calitz(Mead) and Mrs. Wallis(Broadford) will arrange annual review meetings between the class teacher, parents and children.** **If your child is receiving support from external services, you will also receive notification of assessments, invitations to speak with advisors and reports of visit outcomes.** **Children with special educational needs will be expected to complete homework, differentiated if necessary, to help support their learning. Reading with your child should be completed regularly as should the learning of set spellings and number bonds/times tables; there is a home-school reading record to encourage contact between home and school. You may also be involved in working on individual programmes such as Speech Therapy activities.** **The schools in our Federation will always be happy to talk to you about your child but if you have any concerns or worries,**

	please do not hesitate to speak to your class teacher or Miss Calitz (Mead) or Mrs. Wallis (Broadford) who will do their best to resolve any issues. You may also speak to the Head teachers (Ms Holmes and Mrs. Nicholls-Broadford). We hope you are happy with the service you receive, but if this is not the case you may wish to follow our Complaints Procedure and a copy of our Complaints Policy is available on the school website.

How accessible is the school both indoors and outdoors?	The schools in our Federation are accessible for wheelchair users; we have disabled toilets and disabled parking available.

How will my child be included in activities outside the school classroom, including school trips?	**At The Learning Federation, there are many opportunities for extra- curricular activities and school trips. All of our clubs are open to all of our children and any special considerations/adaptations required will be considered on the risk assessment. Similarly, all trips are risk assessed to consider any accessibility issues. Where there is a difficulty, the office will check coach availability, lunch arrangements etc. to ensure fair access for all (e.g. the implications of double decker buses, wheelchair storage). The cost for trips is the same for all children. In many cases, parents of SEND children are invited along to support their children if they so wish, on school trips.**

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	**If your child is joining us from a nursery setting or another school we will set up initial meetings for a tour and short taster sessions so that your child can meet the adults with whom they will be working and their new classroom. We will liaise with staff from feeder schools and records will be handed over and discussed. Similarly, if your child is transferring to secondary school, as well as the Induction days, there will be opportunities for extra visits to ensure your child feels supported in their move. In some cases, you**

	may be invited in for a Person Centred Review which will also be attended by the Inclusion Manager of the secondary school to draw up an Action Plan to ensure the smooth transition between the two schools. Again, all records will be passed on and children will be discussed at transition meetings for both Inclusion Managers.

What is the Local Offer and where can I find it?	The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and can be found on the Havering website at www.havering.gov.uk/directory.

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Stage	What school provision looks like	Support/ resources available ** This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams.*
1 Universal	**Quality First Teaching (QFT) – to engage and support the learning and development of all pupils** ➢ Ensure QFT and reasonable adjustments in place - additional intervention and support cannot compensate for a lack of good quality teaching (SEND Code of Practice, 2015, 6.37) ➢ Use of assessment to inform day-to-day teaching ➢ Track and evidence progress against targets ➢ Ordinarily available provision e.g. booster groups and catch up programmes ➢ SENCO observation and consultation with class staff *When to move to next stage* Class teacher to identify pupils who are not making expected progress and discuss with SENCO to evaluate whether targeted support is required **Monitored by** ➢ Class Teacher, Senior Leadership Team	➢ Whole school SEND resources and training ➢ Whole school training sessions with CAD 5-19 team* ➢ The Havering SEND Training offer - This includes video trainings and resource packs ➢ LEANS – Learning About Neurodiversity in Schools ➢ Education Endowment Foundation (EEF) ➢ Havering Local Offer
2 Targeted	*In addition to stage 1* ➢ Assess, Plan, Do, Review cycle: assess – baseline, plan – intervention and outcomes identified, do – implementation, review – progress check (SEND Code of Practice, 2015, 6.44 – 6.56) ➢ School staff to undertake an assessment of individual pupil's needs in order to provide a baseline for targeted interventions with a clear purpose, specific outcomes and timescales ➢ Ensure all staff are aware of pupil needs and take action to remove any barriers to learning and generalise skills learnt within interventions ➢ School to produce a costed provision map ➢ Gain pupil and family views on their provision and progress within school (One-Page or individual profile to be completed at this stage) *When to move to next stage* If after a minimum of 2 cycles of 'assess, plan, do, review', there has been no significant change or progress, move to stage 3 **Monitored by** ➢ Class Teacher is responsible for planning and monitoring impact of interventions with support from SENCO and support staff	➢ Stage 1 support ➢ **Systemic level work** – SEND Audits and work looking at provision on offer in the school.* ➢ Training for staff on specific areas of need or interventions (*details of training available via Havering Education Services portal*). ➢ Pupil highlighted at caseload meetings if there are concerns to identify next steps and appropriate actions ➢ Corbets Tey Resource Library ➢ **Group level consultation** for areas of need (i.e memory and retention) or groups of students (Year 9 boys)* ➢ Consultation for an un-named child/young person or staff 'drop-in'* ➢ Modelling of strategies and interventions and staff coaching * ➢ Pupil participation link ➢ Havering SEN tracker
3 Collaboration	*In addition to stage 1-2* ➢ Ensuring strategies and interventions have been distributed and put in place by staff and skills generalised from interventions within class ➢ Ongoing Assess, Plan, Do, Review (including IEPs/ Pupil passports) ➢ Formal tracking of progress through interventions and adaptations made where necessary ➢ Evidence of at least one additional cycle of 'assess, plan, do review' showing implementation of specialist advice from link EP/ Advisory teacher/ other external professionals (in most cases) *When to move to next stage* If interventions requiring resources beyond the school's delegated SEND budget appear likely to be needed in the long term, SENCO to hold discussions with parents and professionals regarding an EHC Needs Assessment application **Monitored by** ➢ Class Teacher, SENCO and Senior Leadership Team	➢ Stage 1-2 support ➢ **Individual level work (consultation/ assessment/observation/ bespoke training)** between school staff and the CAD Team regarding individual pupils* ➢ Reviews of provision in place which could include observations of intervention delivery and other practice ➢ Person Centred Reviews ➢ Inclusion Consultation** ➢ Joint Observation with SENCOs* ➢ Supportive reintegration meetings ➢ Transition meetings *** Booking/ requests via inclusion gateway referral form returned to inclusions@havering.gov.uk*
4 EHC Needs Assessment and individualised provision	*In addition to stage 1-3* ➢ If schools require additional provision beyond their own resources in the long term, there should be clear evidence that appropriate intervention has been implemented as outlined in the graduated approach ➢ An application for an EHC needs assessment can be made using evidence collated throughout stages 1-3 to demonstrate that the school has taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person (SEND Code of Practice, 2015, 9.14) ➢ Evidence of advice given at stages 2 and 3 (including external involvement) should be submitted alongside evidence of how this has been implemented and evaluated (SEND Code of Practice, 2015, 6.63) **Monitored by** ➢ Class Teacher, SENCO, Senior Leadership Team and CAD Assessment and Placement team	➢ Stage 1-3 support ➢ Advice on submission of EHC needs assessment ➢ Commencement of EHC needs assessment ➢ Reviews of needs and provision*