



November 2016

## Stepney Greencoat Church of England Primary School

### HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

#### Our vision and how we hope to achieve it

Helping children to flourish in a safe, diverse and inclusive, Christian environment. We will value each child as an individual and encourage learning through a broad and balanced curriculum. Our school will be seen as a role model and be recognised as a place of excellence. Very high standards of teaching and learning will be integrated with strong links to the local community. Our Christian ethos, which celebrates our diverse community will be shared and valued by all. All these qualities will ensure that the school is both local and successful.

#### Type of school/college we are

Stepney Greencoat is a one form entry inclusive, multi cultural Church of England Primary School with children aged 4-11 years old. We welcome children of all faiths and none.

#### Our Ofsted rating

Good. February 2013.

#### How we give pupils/young people a voice

- There is a school council for children in years 1-6. In early years there are regular class meetings focusing on problem solving. For both of these, the children set the agenda. Children of all abilities, including children with SEND are part of the school council.
- The senior leadership team carry out regular interviews enabling children to have their say about what happens in school.
- The Inclusion Manager uses pupil interviews to gain pupils' perspectives about the intervention groups they take part in.
- The learning mentor provides a listening ear for children who have particular concerns or worries.
- We have an open house culture. Parents are welcome to make an appointment to see their class teacher to discuss any issue regarding their child at any point during the school year.
- Parents can contribute their views about their child's education at parent evenings, annual reviews and via the annual parental questionnaire
- We employ a Parent Support Partner (post currently filled by Senior SEN TA) who can work alongside parents who have concerns or worries.

#### How we know if a child/young person has special educational needs

- Every child who starts at Stepney Greencoat Primary School receives a home visit prior to entry. At this we ask parents if they have any specific concerns about their child. Pupils might enter school with previously identified Special Educational Need or Disability. Where children already have an identified need, we liaise with the professionals already working with the family to ensure our provision is appropriate.
- Children new the early years are assessed closely during their first seven weeks with us by staff observing them. This contributes to our ongoing assessment of every pupil and can sometimes highlight previously unidentified special needs. Through the early years, staff continue to make regular observations of children's learning and development, which are shared with parents.
- Where observation indicates there might be a speech and language difficulty, our speech therapist does further assessments.
- Children who transfer from other schools from year 1 upwards are assessed on entry in reading, writing and maths. Contact is made with the previous school to find out about any

concerns or special needs.

- The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher.
- Every child throughout the school is assessed termly for their progress in phonics, reading, writing and maths. Termly pupil progress meetings are held where the class teacher meets with the Inclusion Manager and senior members of staff to review the progress of every child and to plan for interventions to accelerate progress where this is indicated. These are then discussed with parents at parents' meetings.
- We monitor our records of behaviour half termly to screen for children who might have a social or emotional difficulty so that we can plan to help them overcome this.
- Parents who have concerns can make an appointment to see the class teacher, the Inclusion Manager, the Parent Support Partner, learning mentor or headteacher to discuss this. If a parent is unsure which professional is best to approach for a particular concern, see the class teacher in the first instance.

### **What we do to help children/young people with special educational needs**

#### **Communication, speech and language**

- High quality teaching is provided in all classes
- Rich opportunities for speaking and listening are woven into all lessons. In the early years, the environment is very well planned to ensure that the children have stimulating opportunities for free play, with well trained adults supporting their language development. In years 1-6, children routinely work with talk partners and in collaborative groups. Drama is used across the curriculum to help children orally rehearse their thinking before committing it to paper, as well as in its own right.
- The speech therapist assesses children where staff and/or parents have concerns.
- Children with more profound difficulties may have an individual education plan that outlines key strategies to be used in class.
- This may also include specific work with a teaching assistant on their own programme outside of the class for part of the school day.
- Children with statements or personal educational plans which indicate a communication, speech or language need receive additional assessment from the local authority speech and language service, who plan for these children and train staff to deliver it.
- Children with stammering or other speech production difficulties are referred to specialist clinics and may be offered therapy by this service.
- Children with other speech and language difficulties may also be referred to the speech and language service for assessment. The school will endeavour to put into practice any advice given.

#### **Sensory difficulties**

- Where children are identified as having a hearing and visual impairment, the school works alongside with the teacher of the deaf/ teacher of the visually impaired to support children in accessing the curriculum and providing training for staff.
- Identified children may work in a small adult led focus group or 1:1 for part of the time

#### **Physical needs**

- The school is mostly on one level, has ramps and disabled toilet access and is wheelchair accessible.
- Children may be referred to the occupational therapy or physiotherapy services. The school will endeavour to put into practice any advice given.
- Where children have identified physical needs, we work with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs and providing training for staff.
- Identified children may work in a small adult led focus group or 1:1 for part of the time.

#### **Medical needs**

- Children with identified medical needs such as asthma, epilepsy and diabetes have health care plans drawn up by the school nursing team
- The nursing team trains staff where this is necessary

#### **Learning difficulties**

- High quality teaching is provided in all classes, differentiated to meet wide range of different needs within each class
- Children in the early years and ks1 learn phonics in small, groups led by well trained adults according to their current level of phonics development. This is re assessed regularly and children change groups as required. All staff are well trained in our phonics programme. Our Assistant Head has oversight of the programme to make sure it is delivered as effectively as possible. Staff are regularly trained to assess progress . This is very effective and children make rapid progress on this scheme.
- Children who are not making expected progress in phonics may receive addition support either in a small group or 1:1.
- Alongside phonics, children are exposed to a rich reading environment with regular access to high quality literature.
- The curriculum for each class is centred on a high quality piece of literature.
- From Reception upwards, children have guided reading every day
- Staff are trained in 'Reciprocal Reading' and use this in their teaching.
- Children from Reception onwards have daily reading homework and this is monitored via the Parent and Child Together Books (PACT Books)
- Early morning catch up reading club is provided daily for children who are behind with their reading homework.
- Reading partners from the local business community read once a week with children in years 2 and 6 who need to develop their confidence and/or their understanding of what they have read.
- Children who are not making expected progress in reading may receive additional support during guided reading or in a small group out of class or on a 1:1 basis.
- Children are referred to the local authority specific learning difficulty service as required and the school will endeavour to put any advice into practice.
- The maths co-ordinator and the Senior Leadership Team, oversees maths teaching to ensure it is always high quality.
- Children from year 1 upwards receive regular maths home work in the form of number facts to learn at home. Homework is provided at an appropriate level for the child's prior achievement.
- Catch up maths club is provided for children who are behind in learning their number facts in Key Stage 1. The school also run a 'Mathletics' Club for children in years 3 and 4 and a Booster Maths club for children in Year 5 and 6. Furthermore, the school runs a gifted and talented Level 6 Maths Club in Year 6 for those children who are secure in their level 5 maths.
- Children who find maths very challenging may small group intervention for a term .
- Children are provided with meaningful opportunities to write in a range of cross curricular contexts
- Drama is used across the curriculum to help children orally rehearse their thinking before committing it to paper
- Where children in years 5 and 6 are not making expected progress in their writing, they may be targeted for small group writing intervention with our intervention teacher

#### **Autistic Spectrum Disorder (ASD)**

- Where concerns are raised about the possibility of a child having ASD then a referral will be made for assessment

- Where a child is already identified as having ASD, then the school works in partnership with Phoenix Outreach Team and the educational psychologist to support children in accessing the curriculum, in meeting their personal , communication, learning and care needs and providing training for staff. For example, children might have a visual timetable and might communicate using PECS.
- This may also include specific work with a teaching assistant on their own programme outside of the class for part of the school day.

#### **Social, Emotional and Mental Health**

- We have a positive behaviour policy that enables the school to have a calm and positive ethos where learning behaviour is outstanding.
- All children receive regular teaching through our PHSE programme which fosters emotional literacy, conflict resolution skills and self-awareness
- Where children have additional difficulties, they may be referred to the school learning mentor for small group or 1:1 additional support. This may help children overcome bereavement, difficulties with friendships or anger management issues.
- Where difficulties persist, referrals may be made to CAMHS or the Cherry Trees Behaviour Outreach service. We also employ the services of an Educational Psychotherapist who can work on a 1:1 basis with children who need a higher level of individual support.
- The school also runs a 12 week therapy intervention under the Caspari Foundation. This intervention is for children who may struggle in one or more areas such as self-confidence, making friends, focusing on their learning, autism, to name but a few.
- Some children have specific plans and targets, and may have additional support for part of the day from a teaching assistant to help them meet these.

#### **How we adapt our teaching for children/young people with special educational needs**

- Teachers plan lessons based on the most recent assessment of each child’s learning to make sure it is appropriate to learning needs.
- The Inclusion Manager observes lessons and looks at pupils work in their books to check that this happening
- She also looks closely at the progress data for children with special educational needs and meets termly with each teacher for pupil progress meetings.
- Where progress isn’t being made, plans are changed to find a more effective approach.

#### **How we decide what resources we can give to a child/young person with special educational needs**

- The Inclusion Manager and headteacher use assessment and observation evidence to decide on what additional resources are needed for children in the school who have additional needs.
- Where needs are complex or have a major impact of a child’s learning, development or ability to access the curriculum, then parents will be closely involved in deciding precisely what will enable their child to thrive. The school may also draw on the advice of other professionals such as the educational psychologist and specialist services.

#### **How we check that a child/young person is making progress and how we keep parents informed**

- All children in the school have their progress reviewed at least half termly
- For children with more complex needs, an annual review is convened by the Inclusion Manager, with parents and other professionals fully involved in this. The views of the child will also be sought. This review looks at the effectiveness of previous provision and makes changes where necessary, including referrals to other services.

- The school hosts a range of workshops for all parents. For example, to learn about our phonics or maths programmes.
- The school signposts parents to the Parents Advice Centre who run a range of course and also can support parents at annual reviews and other meetings concerning their child.

### **Support we offer for children's/young people's health and general wellbeing**

The following staff provide additional pastoral, medical and social support for pupils and their parents

- Learning mentor
- Parent Support Partner
- Educational Psychotherapist
- School social worker
- School nurse
- School dentist team
- Local authority healthy eating team
- Attendance and welfare officer

### **Specialist external services we use when we think extra help is needed**

The school works closely with to the following external specialist services as required

- Educational Psychologist
- Educational Psychotherapist
- Speech therapy
- Occupational therapy
- Physiotherapy
- Sensory impairment teams
- CAMHS
- Cherry Trees Behavioural Outreach team
- Phoenix outreach team (ASD)
- Support for Learning service
- Physical disabilities specialist team
- School nursing specialist medical needs team
- Respite holiday scheme
- Social services
- School Inclusion Panel
- Police

### **The training our staff have had or are getting**

- The school places a high priority on training and developing staff so that all children receive high quality learning experiences that enable all children to succeed
- More specialists training is also provided. For example, the early years and year 1 staff team have just been trained in 'Talk Boost'. We have two teachers trained in the Numbers count intervention and all our staff receive regular training in phonics.
- The Inclusion Manager is currently training in the accredited NASENCO course.
- Teaching assistants who work closely with key children receive training either in house, or from external professionals to help them meet the needs of the children they work with
- The Inclusion Manager advises class teachers on successful approaches for the children in their classes with special educational needs

### **How we include children/young people in activities and school trips**

Trips are always planned with the needs of children with special needs in mind. For example, where a class are travelling by public transport, then a child who would find this difficult may be taken on the trip in a taxi with a friend and an escort. Parents views would be sought to make sure the trip was a success.

In the very unusual event of a planned activity being completely unsuitable for a child, then an

alternative experience of equivalent value would be provided.

After school club is open to all children for a charge. This includes children with special needs. The school will pay for additional staff to enable this where this is necessary.

#### **Our school environment**

- The school is mostly on one level, has ramps and disabled toilet access and is mostly wheelchair accessible with the exception of two classrooms and a toilet. Activities are moved to more suitable rooms as required to ensure fair access for all. Further information on how we ensure the school environment provides equal accessibility to all can be found in the school's Accessibility Plan. This is available to read on the school website under the 'School Information' tab.

#### **How we prepare for children/young people joining our school and leaving our school**

- Each family receives a home visit prior to joining
- The year 5 annual review will discuss with parents their options for transfer into secondary provision at the end of year 6
- A team around the child meeting of involved professional and parents may be convened to plan for the transition process.
- Year 6 visit their new school prior to leaving
- Additional visits are provided for more vulnerable children, accompanied by the learning mentor or teaching assistant.

#### **How parents are involved in school life**

- The Parent Support Partner organises many different activities to involve parents in the life of the school. For example, a half termly coffee morning, Parents' View Sessions and workshops.
- She also sign posts parents to services provided locally, for example support for parents who have English as an additional language.
- SEND Parents Forums are held once a half term, where parents can come and meet with the Inclusion Manager and other members of the SEND team in the school to discuss the services we provide and how we can improve.
- The Inclusion Manager also consults parents of children with SEND via a questionnaire once a year in the summer term. This feeds into the school's action plan for Inclusion and in the past the suggestions from parents and carers has proven invaluable in helping the school review what it does and striving to improve its service.
- The school formally consults all parents once a year via a questionnaire and feeds the findings from this into the school development plan as required.
- The school is able to provide oral translation for parents in Sylheti, Bengali, and Spanish. Translation services will be bought in by the school for other languages for annual reviews, and other meetings where appropriate.

#### **Who to contact for more information or to discuss a concern**

- Parents should make an appointment contact their class teacher in the first instances to discuss any concerns or difficulties.
- If they are still worried, they can make an appointment to see the Inclusion Manager Olga Browne (if it is regarding a special need) on 0207 9873202 on Monday afternoons and Thursday afternoons. At other times, please contact the school office who will be able to take details and arrange for a call back from the Inclusion Manager.
- If it is a more general concern, they can make an appointment to see the Head Teacher Vivian Onwubalili. On occasion, a different member of the senior management team may deputise for her.
- If a parent whose child has special needs wishes to visit the school and explore further whether or not this is a suitable place for their child, then should contact the Inclusion Manager, Olga Browne who will meet with them and show them our facilities.

- Should parents decide to apply to Stepney Greencoat, applications to the school need to be made to the Local Authority.

**Our offer to children with special educational needs and disabilities was revised on 17<sup>th</sup> November 2016**

**It will be reviewed in November 2017.**