



## Stepney Greencoat Church of England Primary School

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament

**Learning:** We encourage learning through a broad and balanced curriculum, which meets all our learners at their point of need. We value each child as an individual and recognize that SEND reflects a wide range of needs.

**Together:** We build strong partnerships between school, parents, families and the wider community in order to support our pupils' achievement. We are an inclusive school community who celebrates diversity.

**Life:** We provide a safe, healthy and happy environment for our pupils and strive to prepare them for life beyond Stepney Greencoat school.

### School Contact for Special Educational Needs and Disabilities

**Shelley Corsinie** is our Special Educational Needs Coordinator (SENCO)

She can be contacted by request via the main office on 0207 987 3202 – Mon-Weds

### Type of school

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.

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 can be moved to more suitable rooms as required to ensure fair access for all. For further information, see the Accessibility Policy available to read on the policy page of our school website.

### Ofsted Rating

May 2017 - Good

### The kind of special educational needs for which provision is made at our school:

At present, the proportion of pupils with SEND within each broad area of need is:

Communication & Interaction- 41.51%

Cognition & Learning- 26.42%

Social, Emotional & Mental Health- 26:42%

Sensory &/or Physical- 0

A number of children have secondary needs that are not presented in the data.

### Related Policies

The following school policies provide further detail on the identification, assessment and care of pupils with special educational needs.

- Special Educational Needs and Disabilities Policy (available on the policy page of our school website)
- Accessibility Policy (available on the policy page of our school website)
- Child Protection and Safeguarding Policy (available on the policy page of our school website)

All Stepney Greencoat policies have been written with the Equality Act 2010 in mind. We believe that our policies are in line with this act and are therefore fair and do not prioritise or disadvantage any member of our school community and ensure that equality is promoted.

### School Admissions

The school welcomes admissions from all families. Applications to our school are made through the Tower Hamlets [e-admissions portal](#) where you are able to provide additional information regarding your child's needs.

To apply to Stepney Greencoat C of E Primary School you must also complete a separate Supplementary Form that can be found on our school website under [Admissions](#)

### Our provision for pupils with special educational needs – with and without Educational Health Care (EHC) plans

- The progress and attainment of all pupils is reviewed every term by the Senior Leadership Team, SEND Co and class teacher at our pupil Tracking and Progress meetings following a period of assessment. Children needing further support or intervention in a specific area of the curriculum are identified at these meetings.
- Class teachers in all years have regular contact with the SENCo who is available to advise them regarding support strategies for individual children.
- We regularly monitor our records of behaviour to screen for children who might have a Social or Emotional difficulty so that we can plan appropriate intervention for them.
- The SENCo may carry out observations or in school assessments to gain further information about a child's needs.
- An EHCP assessment may be made for a child if the school's available special educational provision, including purposeful interventions overtime, does not enable the child to make the progress that is expected for him or her.

### ASSESS – PLAN – DO - REVIEW

- We follow the 'Assess, Plan, Do, Review' model at our school

**ASSESS** – We carry out observations and hold discussions with key staff and parents/carers to identify and analyse the child's needs. We arrange assessments from outside agencies where necessary.

**PLAN** – We hold discussions and meetings with parents, colleagues and any other specialists who are involved to plan for what support will be put in place for the child.

**DO** – We implement the support as planned with class teachers, EYFS practitioners, support staff members with support from the SENCO. We continue to make observations to monitor the impact.

**REVIEW** – We discuss with all involved the effectiveness of the current support and the impact on the child in line with the review date. We check back against observations and planned outcomes. We decide upon next steps which are carefully planned with parents, outside agencies and the child themselves.

#### **EYFS**

- Every child who enters Reception receives a home visit prior to their start date. At this meeting we ask parents if they have any specific concerns about their child. Pupils might enter school with previously unidentified 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 are assessed closely during their first seven weeks in Reception through staff observations. 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 and work collaboratively with the SENCO where necessary.

#### **SCHOOL TRANSFERS**

- Children who transfer from other schools are assessed on entry in reading, writing and maths and contact is made with the previous school to find out about any concerns or additional needs.

#### **HOW WE TEACH PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- Class teachers are expected to meet the needs of individual children on a day-to-day basis through the use of adaptive learning (e.g. visual timetables, key vocabulary, ability grouping), Assessment for Learning (e.g. steps to success, self-evaluations) behaviour Management (Zones of Regulation, rainbow chart, class rules/class charter), Inclusive Learning Strategies (physical resources, modelling work, success criteria)
- Where children present additional needs, teachers are supported and advised to make reasonable adjustments to include all pupils in day to day lesson

##### **Communication and Interaction Needs**

- Frequent opportunities for speaking and listening are woven into 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.
- Our curriculum incorporates many opportunities for drama to help children orally rehearse their thinking before committing it to paper.
- Where staff and/ or parents have any concerns regarding communication, a speech therapist is available to carry out assessments and provide support strategies and intervention programs.
- Children with more profound difficulties may have an Individual Education Plan (IEP) that outlines key strategies to be used in class.

- Teaching assistants may deliver intervention programs outside of the class for part of the school day.
- Children with Educational Health Care 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 will work alongside a teacher of the deaf/ teacher of the visually impaired to support those 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 endeavor 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.

#### **Medical needs**

- Children with identified medical needs such as asthma, epilepsy and diabetes have health care plans drawn up by the school nursing team.
- These plans are reviewed regularly and kept within classrooms.
- More detail can be obtained from the school's Asthma and Allergy Policy and Supporting Pupils with Medicines and Medical Conditions Policy

#### **Learning difficulties**

- Quality teaching is provided in all classes, adapted to meet a wide range of different needs.
- Children in the Early Years and Key Stage 1 learn phonics in class with smaller, target groups where needed for children requiring further input.
- These groups are re-assessed regularly and children change groups as required.
- Our English co-ordinator has oversight of the programme to make sure it is delivered as effectively as possible and staff are regularly trained to assess progress.
- Children who are not making expected progress in Mathematics, Reading, Writing and/or Phonics may receive additional support either in a small group or 1:1.
- Children are referred to the local authority specific learning difficulty service as required and the school will endeavor to put any advice into practice.

### **Autistic Spectrum Condition**

- Where concerns are raised about the possibility of a child being on the Autistic Spectrum, then a referral will be made for assessment in consultation with parents.
- A meeting will take place with the SENCo and parents and an Autism screening tool will be used to ascertain the most suitable service to refer to.
- Where a child is already identified as having an ASC, 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 their own personal 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 small parts of the school day.

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

- We have a positive behaviour policy that enables a calm and positive ethos
- We follow a Zones of Regulation Curriculum to support children with their emotional regulation
- The school ethos and culture celebrates difference, positive relationships, independence and personal responsibility through assemblies, projects and the wider curriculum.
- Children receive regular teaching on fostering emotional literacy, conflict resolution skills and self-awareness through the PSHCE Jigsaw Curriculum.
- We have a dedicated Nurture Space for individualised support outside of the classroom environment
- Where children have additional difficulties, they may be highlighted to receive 1:1 additional support from a member of the pastoral team.
- Where difficulties persist, referrals may be made to Children's and Adolescent Mental Health Service (CAMHS), the Behaviour team (BASS) or Docklands Outreach.
- We have a dedicated Welfare Lead who works with target children with a variety of needs.

### **CURRENT INTERVENTIONS AVAILABLE**

- Toe by Toe 1:1 reading intervention
- Wordshark – spelling intervention
- Colourful Semantics – speaking and writing intervention
- Language Groups
- Sensory Circuit
- Sensory Story
- Writing like a Pro- handwriting
- Circle of friends
- Zones of Regulation Group
- Motor skills
- Lego Therapy
- HFW practice
- Friendship Group

### **Our expertise and training in relation to children with special educational needs**

- The school places a high priority on training and developing staff
- The SENDCo has the SEN Co National Qualification accreditation and attends SENCo training as well as the termly SENCo conference.
- 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 SENDCo advises class teachers on successful strategies for the children in their class with special educational needs formally through training sessions and informally 1:1.
- This year, the whole school staff have received Trauma and Attachment training from an external specialist.
- We have a number of staff training sessions timetabled for this year including a session on Dyslexia Friendly schools.
- CPD opportunities are shared with staff at line management meetings and are decided upon based on the needs of the pupils at the school at that time.

### **How equipment and facilities to support children with special educational needs is secured**

- The SENCo and Head teacher 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, 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.
- We buy in a Speech & language therapist who works at our school once a week. She carries out language assessments, and supports the SENCo to set up language groups at school and offers advice and recommendations on how best to support children with speech and language difficulties.

### **How we consult with and involve parents of children with special educational needs in the education of their child**

- Parents and carers can make arrangements to speak to / meet with the SENCO via the school office by phoning the main office or emailing the school admin team and signposting FOA: the SENCO

Main Office: 0207 987 3202

School Admin Email: [admin@stepneygreencoat.towerhamlets.sch.uk](mailto:admin@stepneygreencoat.towerhamlets.sch.uk)

- The SENDCO and members of the pastoral/ Inclusion team will sign post parents to services provided locally, for example support for parents who have English as an additional language.
- The school formally consults all parents in an annual review meeting and feeds the findings from this into the school development plan as required.
- The school will meet and communicate with parents of children with special educational needs throughout the year as part of the ongoing support.
- For children with more complex needs, an annual review is convened by the SENDCO 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.
- This information feeds into the school's action plan for Inclusion and is a valuable part of the

school improvement process.

- Parents can contribute their views about their child's education at parent evenings, annual reviews and via the annual parental questionnaire

#### **How we consult pupils with SEN and involve them in their education**

- SENCo carries out a pupil voice for children on the SEN register to find out what is going well at school and which aspects of their learning are more challenging.
- Pupils' views are sought when an application is submitted to the local authority for a Needs Assessment
- SENCo speaks informally with children regarding the interventions and support that they are receiving regularly
- Children with an EHCP prepare a poster for their annual review to share what is working well/ likes dislikes and what they find hard or need help with

#### **If you are unhappy with the provision made available to your child**

- Make an appointment to meet with the class teacher and SENDCO to discuss your concerns
- If you are unhappy with the provision made available following discussion with the class teacher and SENDCO, make an appointment to discuss any concerns with a member of the Senior Leadership team
- If you remain unhappy with the provision following the above informal process, the school's Complaints Policy (found on the school website) details to formal complaints process in detail.
- If a formal complaint is made, you may wish to seek support from [Tower Hamlets SEND Information, Advice and Support Service](#)

#### **External services used by the school to support children with special educational needs and their families**

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Teams
- CAMHS
- Local Authority Behaviour Team BASS
- Phoenix Outreach Team (ASC)
- Support for Learning Service
- Stephen Hawking School
- Teacher for children with complex medical needs
- School nursing specialist medical needs team
- Respite holiday Care
- Social Care
- School Inclusion Panel
- Police

#### **Contact details of support services for parents / carers of pupils with special educational needs**

- For information, advice and support relating to Special Educational Needs and Disabilities', please contact the Tower Hamlets SEND Information, Advice and Support Service

Telephone: 02073646489

Email: SENDIASS@towerhamlets.gov.uk

**How we support pupil with SEND transitions between phases of education (including Year 6 to Secondary transfer and new pupils to the school)**

- Each family receives a home visit prior to joining us in Reception
- At the annual review of Year 4/5/6 children, the school will discuss with parents their options for transfer into secondary provision.
- A team around the child meeting (TAC) of involved professionals and parents may be convened to plan for the transition process.
- Year 6 children are invited to visit their new school prior to leaving
- Additional visits are provided for more vulnerable children, accompanied by the learning mentor or teaching assistant.
- Class teams and the SENCO meet prior to the arrival of any new children with diagnosed special needs to plan and discuss their transition

**Tower Hamlets local offer**

Information about Tower Hamlets Local Offer can be found on their website. This provided detail of the support available for children and young people with special educational needs or disabilities, and their families. [Tower Hamlets Local Offer website](#)

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

- There is a school council for children in Years 1-6. 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 SENDCo uses pupil interviews to gain pupils' perspectives about the intervention groups they take part in.
- 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 if a child feels unable to do so themselves.