

Selwyn Primary School: SEND Information Report

Last updated: October 2024

Approved by: Local Governing Body, October 2024

SEN Information Report - Contents

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1. Selwyn Primary School - our SEN Information Report

To be read in conjunction with our Inclusion and SEND Policy.

1.1. Introduction

Newham's Local Offer (i.e. the Borough's provision for children with special educational needs) is available on the Newham Website. The Local Offer tells parents how to access services in their area and what to expect from these services.

This is the SEN Information Report for Selwyn Primary school. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN.

This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Selwyn Primary school.

1.2. Our vision for our school

We strive to be a learning community that:

- Cares for every child, so wellbeing and safety come first;
- Sets high expectations in the classroom, making learning enjoyable and exciting;
- Teaches right from wrong;
- Celebrates good behaviour and achievement;
- Prepares children to be good citizens;
- Understands and meets the individual learning needs of our children and their families;
- Equips children for their future through activity and experience;
- Reflects and celebrates local diversity and encourages everyone to aim above and beyond.

Our vision for deaf children at Selwyn:

- To provide all children with a safe, healthy and inclusive environment;
- To deliver enjoyable and challenging personalised learning opportunities;
- To provide high-level, personalised specialist support to empower all children to fully develop their language and communication skills;
- To enable children to contribute positively to the school and wider community

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

The diagram on the next page illustrates the school's graduated response to children's needs. **It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.**

Date: October 2024

Date of Review: September 2025

Date of local governing body approval: October 2024

1.3. Selwyn – Our Local Offer – for all children

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| <p>ALL pupils will access:</p> <ul style="list-style-type: none"> ○ High quality teaching and learning ○ A differentiated curriculum ○ Reasonable adjustments to the environment and equipment for pupils with disabilities <ul style="list-style-type: none"> ○ Assessment for learning ○ Personalised target setting ○ After school clubs and educational visits | <p>Some pupils with additional SEN needs will Access:</p> <ul style="list-style-type: none"> ○ targeted interventions and support matched to need ○ Personalised progress tracking assessment of need and target setting <ul style="list-style-type: none"> ○ Access to flexible working groups ○ Access to additional adult support for specific learning activities |
| <p>A few pupils with complex or significant needs will access:</p> <ul style="list-style-type: none"> ○ A personalised timetable ○ Access to evidence based specialist programmes <ul style="list-style-type: none"> ○ Access to specialist services and therapists ○ Adult support and small group working when appropriate | <p>Children allocated a Resource Provision place will receive specialist targeted provision:</p> <ul style="list-style-type: none"> ○ Access to a Teacher of the Deaf ○ Access to a Communication Support Worker ○ Access to a Speech and Language Therapist ○ Access to other local/commissioned services such as Occupational Therapy, Sensory Service, Audiology, Social Care (dependent upon the child's needs) ○ Adaptations to the learning environment to ensure classrooms have good acoustics and are compliant with acoustic regulations. ○ Adaptations to the curriculum for deaf children e.g. phonics, literacy or working memory. ○ Access to FM systems for children who meet the eligibility criteria ○ Assessing and reviewing pupil progress in listening and language development in addition to the National Curriculum ○ Addresses the emotional and social development of children by providing deaf awareness groups; positive deaf role models; access to specialist CAMHS services for deaf children where relevant |

1.4. Further information regarding Selwyn Primary School's Offer of SEN provision

At Selwyn Primary School we constantly look at the provision we have for children and how we can improve. The information we provide in this local offer, which has been discussed with parents from our school, will be regularly reviewed by the Head Teacher, SEND Team and Governors, and updated when necessary.

1.5. How does Selwyn Primary School know when a pupil has learning difficulties or special educational needs?

We know when pupils need have a learning difficulty or special educational need if:

- Concerns are raised by parents/carers, teachers, professionals or the pupil's previous school
- There is limited progress
- There is a change in the pupil's behaviour for learning
- A pupil asks for help
- Deaf children will be offered a place within the deaf provision if they meet the admissions criteria.

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1.6. What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher, Mrs Elliott the SENCo, Ms Leahy the SENCo assistant or a member of the Leadership Team.

1.7. How is the curriculum at Selwyn matched to pupils' needs?

- When children with SEND are in receipt of high needs funding a SEND Support Plan will be written by the SENCo, with input from the parents and class teacher. It will be personalised accordingly to suit the needs of the individual pupil, setting individual targets. The Support Plan will include strategies to support children to work towards their individual targets. The Support Plan will be reviewed annually at the Annual Review meeting or sooner if the child's needs change. If the pupil has needs related to more specific areas of their academic skills, social skills or other areas of development then they may be placed in an additionality group. This will be taught by a member of staff with relevant additional training. The length of time of additionality will vary according to the needs of the child. Additionality will be regularly reviewed and monitored, to ascertain the effectiveness and impact of the provision to inform future planning.
- Additionality will be recorded on a whole school provision map. If you have any queries related to the additionality then please do not hesitate to contact the class teacher, SENCo or SENCo assistant.
- The curriculum will be adapted to suit the language needs of deaf learners. This will be achieved through support from a teacher of the deaf, speech and language therapist and a communication support worker/teaching support assistant.

1.8. How will the curriculum be matched to my child's needs?

- Teachers plan for children's individual learning requirements, they scaffold work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further supported by the class teacher to remove barriers to learning and enable them to access the curriculum.
- The teacher or a teaching assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- Appropriate specialist equipment may be given to the pupils.

1.9. How will I know my child is doing well?

- Parents will be able to discuss their child's progress at guardian conferences.
- Class teachers are regularly available at the end of the school day. If you wish to raise a concern, an appointment can be made to speak in more detail to the class teacher or the SENCo by visiting the school office, emailing or phoning the school.
- Support Plans are set and reviewed at Annual Review meetings. Parents/carers and pupils are fully involved in the annual review process which is an opportunity to review each child's progress against their individual targets over a year.
- Report cards and annual reports are shared and discussed at guardian Conference meetings with the class teacher, pupils and parents.
- Each deaf child will have an annual formal language assessment and termly language goals. The assessment report will be shared with parents.

1.10. How will you help to support my child's learning?

- The school suggests ways of supporting all children's learning through the Home/School agreement, termly curriculum newsletters and through the website. The class teacher may suggest additional ways of supporting your child's learning through guardian conferences.
- Mrs Elliott (SENCo) may meet with you to discuss how to support your child. This would normally follow on from when a child's needs have been assessed or discussed as part of an in school review.
- Ideas can be exchanged with other parents at our parent coffee mornings.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parents of deaf children are invited to attend weekly speech and language therapy sessions in order to enable parents to facilitate listening and spoken language into all aspects of their child's daily life.

1.11. What support will there be for my child's overall well-being?

The school offers a variety of pastoral support for pupils who are encountering social, moral and emotional issues. These include:

- Pastoral Team (Assistant Head teacher, SLT member, Family Support Worker, SENCo and Phase Leaders).
- Ms Liburd (Family Support Worker) may meet with you to discuss strategies to use

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if there are concerns with a child's well-being and emotional needs.

- School Counsellor (Words First)
- Personalised Individual Parent Training (Educational Mental Health Practitioner)
- Mental health workshops (Educational Mental Health Practitioner)
- Sarah Leahy (Family Support Worker and Assistant SENCo)
- Pupils with medical needs: If a pupil has a medical need then a detailed care plan is compiled by the school nurse and parents/carers. The key information is shared with all staff. Medication is not administered in school unless it would be detrimental to a child's health or attendance not to do so. Parental consent must be obtained in order for children to be given prescription or non-prescription medication at school.

1.12. What specialist services are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. The agencies used by the school include:

- Learning, Communication and Interaction Services (LCIS)
- Child and Family Consultation Service (CFCS)
- Complex Needs and Dyslexia Service (CNDS)
- Developmental Advisory Clinic (DAC)
- Child Development Service (CDS)
- The Children with Autism in Newham Diagnosis Service (CHAND)
- Behaviour Support Services (BSS)
- Speech and Language Therapy services (SALT)
- Educational Psychologist (EP)
- Occupational Therapy (OT)
- School Nurse
- Attendance Management Service
- Specialist support for children in deaf provision (teacher of the deaf, speech and language therapists, communication support worker/learning support assistant)

We access all of these agencies for children who we believe need the extra support. However, parents will be advised of this and they will only be carried out with parental consent.

1.13. What training are the staff supporting the children and young people with SEND having?

Current staff working with SEND children have the following qualifications:

- Assistant Head teacher (qualified SENCo)
- SENCo (National Accreditation for Special Educational Needs)
- Specialist Speech and Language Therapist (BA in Speech and Hearing Therapy)
- Communication Support Worker (CSW Level 3 qualification or higher education qualifications)
- Learning support assistant (Level 2 BSL)
- Family Support Worker & Assistant SENCo

1.14. How will my child be included in activities outside the classroom including after school clubs and school visits?

After school clubs, school based activities and school visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- A child will be provided with additional adult support during educational visits if necessary.

1.15. How accessible are the classrooms and other areas of the school?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the site accessible to all
- Toilets adapted for disabled users
- Double doors in most parts of the building
- A school Accessibility Plan (available to download on the Inclusion page of our website)

1.16. How will Selwyn prepare and support my child when transferring to a new school?

There are many strategies in place to enable the pupils' transition to be as smooth as possible.

1.16.1. On entry

- Parents are encouraged to 'play and stay' for part of each session, while their child settles, in the first week that their child has started in Nursery.
- Reception classes may have a staggered intake, depending on the needs of the cohort. This could involve small groups of children (10 per day in each class) starting their education.
- Part-time timetables available to support staggered transition into the school day.
- Parents/carers are invited to a meeting at the school so they know what to expect and are encouraged to share any concerns with us.
- Parents/carers are welcome to visit the school and nursery with their children when applying for a place.

1.16.2. Transition to Secondary School:

- Secondary school staff visit pupils and speak to current Year 6 teachers before they join their school.
- The SENCo attends the secondary school transitions day to discuss with prospective schools the children who are on the SEN register and handover the relevant information.
- Secondary schools arrange meetings with the SENCo to discuss the children with SEN further.
- Children attend transition days/weeks at the particular schools they are going to.
- Opportunities to work with local secondary schools are encouraged so that children become familiar with them (e.g. science, D&T workshops delivered by the secondary school teachers).
- Family Support Worker support available.
- Teachers from local secondary schools attend annual reviews for pupils in Y6 with SEND.

1.16.3. Mid-year transition:

- Registration with Assistant SENCo and Office Manager.
- Agree a start date.
- Contact the previous school for the child's records. Where there are concerns the SENCo will be contacted by phone or email.
- Children who have been given a place at our school given a tour of the school with their parent/carer.
- On the first day, the child and parent/carer will be met by the Phase Leader remember of the LT to welcome them and to sign the Home/School Agreement. The child is then introduced to their new teacher and shown their new classroom (where to put bags, coats etc.)

- Children starting school and are given a two week settling in period before they are baseline assessed.
- Part-time timetables available to support staggered transition into the school day.

1.17. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual child's needs.
- The additional provision may be allocated after discussion with the class teacher at assessment conversation meetings or if a concern has been raised by them during the year.
- Further support or resources may be allocated to your child following assessments made by school staff or outside agencies.
- Pupil premium funding supports children in receipt of free school meals with their learning.
- Pupils with the deaf provision receive a 'top up' allocation dependent upon their level of need. This is determined by the score on their individual 'profile of need'.

1.18. How is the decision made about how much support my child will receive?

- The SENCo is responsible, in consultation with the Head & Deputy Head teachers, for how much support is given. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupil's needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other additionality will be arranged.
- Parents/carers will be informed about the additional support that their child is receiving during their Annual Review meeting.
- Deaf children are allocated support dependent on their language needs which are measured through regular standardised assessments.

1.19. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During guardian conference meetings

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- If your child receives extra funding, through annual review meetings.

1.20. Who can I contact for further information?

If a parent wishes to discuss their child's educational needs or has a concern regarding their child's schooling, please contact one of the following:

- Class teachers
- Phase Leaders
- SENCo
- Assistant SENCo
- Head teacher

Appointments can be made by contacting the school office: 020 8471 6173
Further information is available on the school website.