

# Downsell

PRIMARY SCHOOL

*Learning Today, Leading Tomorrow*



## ***DOWNSELL PRIMARY SCHOOL***

# SEND Information Report

Date approved: 15<sup>th</sup> September 2022

Next review: Autumn Term 2023



**nace** member 2018  
National Association for Able Children in Education



## **Special Educational Needs and Disabilities (SEND) Information Report**

Our information report is written in line with the requirements set out in The SEND Code of Practice 2015.

The SEND Code of Practice can be found using the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **An overview of the school**

Downsell is a fully inclusive school, where we believe that every child has the right to an education, that will enable them to make progress. We are committed to providing equal access and opportunity for all of our learners to achieve their full potential.

We seek to promote our core values of Respect, Responsibility and Resilience for all of our children in order to develop confident, inquisitive, happy learners who:

- are inspired to have a lifelong love of learning
- have high self-esteem, high aspirations and experience success
- show good behaviour, positive relationships and make a meaningful contribution to our school, local and global community
- celebrate our diverse environment where all are equal

### **What are Special Educational Needs and Disabilities and what kinds can be supported at our school?**

As a fully inclusive school, we meet the needs of children with different special educational needs and disabilities, ensuring that we provide opportunities for them to take part in every aspect of school life.

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We recognise that pupils with SEND may have inter-related needs; however, for school records, the pupil's primary SEND will be identified. SEND needs can be broadly categorised from the below needs:

- General learning difficulties – moderate (MLD), severe (SLD) and profound (PLD)
  - Specific learning difficulties (SLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia
  - Speech, language and communication needs (SLCN)
  - Social, emotional and mental health (SEMH, formerly BESD)
  - Physical, visual and hearing difficulties (PD, VI and HI)
  - Autistic Spectrum Disorder (ASD)
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### **How does the school know if my child needs extra help and what should I do if I think, my child may have special educational needs?**

As a fully inclusive school, we aim to identify pupil's additional needs as early as possible.

Pupil needs can be identified either through parent concerns or through the school, in consultation with parents.

As a parent, you know your child best and because of this, we encourage you to make an appointment to speak to the class teacher or SENDCo as soon as you start noting concerns.

It is important to us to get information from parents/carers, other professionals and previous settings where available about a child's special educational needs before they start their time with us, where a need has already been identified.

Concerns raised by school may be as a result of observations noted by staff members or through the tracking of pupil assessment data.

If a concern is raised by school, then class teachers would talk to you about this and make a plan of how school can further support and ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

#### **Children with English as an Additional Language**

We take great care to establish whether the concerns raised are because a pupil has English as an Additional Language or if they do have a Special Educational Need. We do this through talking and assessing children in their home language.

### **How do we identify and assess children with SEND?**

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is ongoing as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- Show signs of difficulty in developing skills, which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties.

### **How will we support your child?**

Downsell adopts the Waves of Intervention, three-tiered approach to supporting children with identified SEND.

### 1. Universal

This is the quality first teaching each child receives from their teacher. This approach may include minor adaptations within the classroom to match each learner's needs.

### 2. Targeted

Targeted support may be identified for those who need additional support beyond the classroom differentiation. This approach is discussed and implemented alongside parent / carers, taking their views and the views of the child into account.

Through this approach the following SEND cycle is implemented: assess, plan, do and review.

Specific targets will be set around the area (s) of need and held in a SEND Support Plan.

### 3. Specialist

It may be necessary to seek specialist advice and regular long-term support from specialist professionals outside the school in order to plan effectively for the need of your child.

Our SEND Pathway gives a more detailed breakdown of each step within these approaches.

#### **What additional support is available for pupils with SEND?**

Within the classroom, pupils may be part of a focus group for lesson(s). This enables the classroom adult to reinforce the whole class teaching points or support the pupil with developing their knowledge further.

Where additional support takes place outside of the classroom, interventions are put in place. This is usually in response to specific needs such as speech and language or social skills. Pupil targets set out on SEND Support Plans or on EHCPs are used for the planning of tailored, appropriate interventions for pupils with SEND.

Occasionally a pupil may need more expert support from outside of school. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers. Agencies we have liaised with over the last year include:

- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology
- Speech and Language Therapy

#### **How will the curriculum be matched to meet the needs of my child?**

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENDCo monitor pupils' books to see how effective these strategies are.

We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher, with support from the SENDCo, will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

### **How do we develop the skills, knowledge and expertise of staff at Downsell in relation to SEND?**

As a mainstream school committed to inclusive practices, our staff receive regular training to support and develop their understanding of pupils with SEND.

Training is delivered in a variety of ways for all staff – staff meetings, INSET days or tailored 1:1 staff development.

Following on from training, staff are supported with the implementation of the strategies learnt by the school's SENDCo, this is then monitored and regularly reviewed.

Staff have received the following training:

- Social skills group training
- Supporting students with class questioning
- Widget basics
- Colourful semantics
- How to support students with text / symbols – Widget
- Magic Behaviours

### **How will my child be included in activities outside the classroom including trips?**

We aim to include all children in school activities and out of school trips. Where a pupil has additional needs, we will ensure that the activity or trip is carefully planned, ensuring that that the child is suitably prepared, providing 1:1 support where necessary. Children who require additional adult support are invited to join after school clubs after prior discussion with the Inclusion Manager or SENDCo to ensure that appropriate support is in place.

### **How do we support children's health and general well-being including safety, attendance and behaviour?**

We have a Learning Mentor at school available to offer pastoral support for identified pupils. Pastoral support can be tailored to meet the needs of each pupil dependent on each individual. Some examples of support the Learning Mentor can offer include:

- 1:1 mentoring
- In class support
- Small group work
- Playground support
- Social skills

We also have counsellors available in school.

### **How accessible is the setting both indoors and outdoors?**

Our school is committed to making reasonable adjustments wherever possible to meet the needs of the pupil.

Accessibility is reviewed as part of our Accessibility Plan.

On site we have disabled toilets on the ground floor and first floor. We have a lift and there is wheelchair access throughout the school.

### **How will you help me support my child's learning? What support and training is available for parents / carers?**

The class teacher and SENDCo will be able to offer advice on what you can do to support at home.

### **Who do I contact if I have questions or concerns about my child?**

The class teacher is the initial point of contact for responding to parental concerns as they are responsible for the day-to-day provision your child receives and for making sure the school's SEND policy is followed in their classroom.

There will be times where the class teacher will need to take your concern to the school's SEND Coordinator.

The SENDCo is responsible for making sure your child's needs are met and that you are involved in supporting and reviewing your child's learning.

The SENDCo can be contacted through the school office.

### **How are pupil views collected and listened to?**

We encourage all pupils to contribute their views on their education, through pupil voice. For those on our SEND register we continue to encourage and support, where necessary, the sharing of their views on their education and needs. We do this by pupil interviews and/or questionnaires.

Target setting and review meetings are pupil centred. We encourage pupils to communicate and reflect with us how they are working towards their target as well as their next steps.

### **How do we work in partnership with parents and carers?**

We believe that the key to supporting pupils effectively is by ensuring that we work closely with parents, forming a team around the child, with the aim to provide the best possible provision for the pupil.

We seek parental involvement at all stages of your child's time at Downsell. From the initial assessments and meetings to the transition to another setting.

The following are ways in which we seek to involve parents in their pupil's education:

- Parents' consultations in Autumn, Spring and Summer Terms
- SEND Support Plan / EHCP annual reviews
- Informal / formal meetings
- Telephone discussions

### **If my child has medical needs, how will they be supported?**

If a pupil has a medical need then a Medical Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.

Members of staff are trained in medical needs where necessary.

Where necessary, and in agreement with parents or carers, medicines are administered in school with a signed medicine consent form in place.

### **How does the school support pupils with SEND manage transitions, as they move between phases of education?**

We understand that transitions can be difficult for many pupils and especially for those with particular needs on the SEND register.

The needs of each child are carefully considered when preparing them for transitions, whether this be a transition through year groups, joining our setting mid-year or to another setting.

We aim to make any transition as smooth and reassuring as possible through:

- careful planning with the next setting,
- sharing of information with parents/carers including the opportunity to meet new staff before the move
- additional visits to the new setting
- home visits prior to starting school
- transition booklets (Passports) prepared in school around your child for the next setting

### **What should I do if I have a complaint?**

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).

### **What is the local offer and where can I find it?**

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.

You can find the Waltham Forest Local Offer here:

<https://www.walthamforest.gov.uk/service-categories/local-offer>

### **Further Support**

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

This is delivered via The Citizens Advice Bureau:

CAB 220 Hoe Street

Walthamstow E17 3AY Telephone number: 0300 330 1175

Waltham Forest Parents SEND Forum

WFPF Office: 92 Leyton Green Road

Leyton

London E10 6DA Telephone number: 07528 433640 or 07794 298496