



Rosendale Primary School and Children's Centre

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REPORT AND INCLUSION POLICY

Rosendale Primary School is an inclusive school that welcomes and values every child. All children are fully included in all aspects of school life and all staff are responsible for the successful teaching and learning of all children in our school community. The policy sets out the procedures for ensuring high expectations and standards of educational provision for children with special educational needs, and the range of support and interventions available.

This is a guide for Parents and Carers and we value feedback if we have not made the process clear.

Last reviewed: January 2019

Next review: January 2020

SLT owner: Special Educational Needs & Disabilities Coordinator (SENDCo)

Distribution: Governors and staff. Available to all Parents and Carers via the school website or on request from the School Office

The SEND Co-ordinator at Rosendale is Ms Michele Chung.
parentscommunication@rosendale.cc

Rosendale Values

Rosendale Primary School is committed to providing an appropriate and high quality education to all the children living in the local area. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is easily accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Rosendale Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunity for all learners, whatever their age, gender, ethnicity, disability, attainment or background. We pay particular attention to the provision for, and the achievement of, all vulnerable learners.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction, cognition and learning, social and emotional mental health, sensory or physical development, or may relate to factors in their environment, including the home and/or the learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting progress and achievement, including language, cognition, confidence, disability and sometimes family circumstance. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their schooling will experience barriers to their learning, and will benefit from supported intervention. For some, this will be specific and short-term, and for others their needs may be life-long and require more intensive support.

At Rosendale Primary School we aim to identify each child's additional needs as they arise and provide teaching and learning contexts which enable every child to fully participate and access the curriculum.

Rosendale Primary School believes every child should have equal opportunity to be fully included, and we also aim to promote inclusion in our staffing policies, relationships with parents/carers and the community.

Definition of Special Educational Needs & Disability

Children may have a disability or a special educational need if they have learning *needs* that requires *additional provision* to be made for them.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them;
- Attainment falls significantly outside the expected range, either above or below.

Children will not be regarded as having a learning need solely because the language spoken at home is different from the language in which they will be taught. However provision will be made to support their learning while they acquire the language skills necessary to access the curriculum.

This policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has additional educational needs. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to enable them to participate fully in all school activities together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

The school will have regard to the **Special Educational Needs and Disability Code of Practice 2015** (available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) when carrying out its duties toward all pupils with special educational needs, ensuring the school liaises closely with parents when deciding the SEND provision to be made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be actively encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, reviews and transition processes.

Most children's additional needs fall within the following SEND categories:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

Details of these can be found in the Code of Practice.

Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs/ Disability (SEND)?

How do I contact them?

If you have any concerns regarding the education needs (Communication and Interaction, Cognition & Learning, Social, mental and emotional health; and Sensory and/or Physical) of your child the first point of contact should always be your child's CLASS TEACHER.

- a. Make an appointment with your class teacher;
- b. The teacher will listen to you and be able to clarify whether your child has needs that require further assessment and/or additional support, or not;
- c. The views of all involved adults, including parents and carers will be recorded and a plan of action agreed;
- d. If no action is identified then your child will continue to be reviewed in line with the school's policy for monitoring pupil progress;
- e. If in class support is identified the teacher will work with you to complete a High Quality Teaching (HQT) strategies checklist(s) in the agreed area for support;
- f. If in class support and targeted small group workshop is identified then the teacher may work with you to complete both HQT checklist and appropriate workshop referral, for example Lego, Art, social group etc;
- g. If the needs of the child require further assessment then the teacher will refer to the SENDCo who will meet with you and the teacher to discuss the most appropriate further investigations.

If your class teacher has any concerns regarding your child's educational needs s/he will contact you and the same process will be followed.

All Rosendale staff are responsible for children with special educational needs/ and or disabilities.

People	Summary of responsibilities
<p>The Class Teacher</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Keeping Parents and Children informed • Identifying and planning for any additional support your child will need. • Adapting and differentiating the curriculum. • Monitoring progress. • Ensure that all members of staff support your child's needs. • Working in partnership with the SENDCo to support the co-ordination provision for children with Special Educational Needs and or Disabilities (SEND), to ensure all children get a consistent, high quality response to meeting their needs in school. • Making sure that the school's SEND procedure is followed in their classroom for all the pupils they teach (with any SEND).
<p>The Special Educational Needs Co-Ordinator & Disabilities (SENDCo)</p> <p><u>Michele Chung</u></p> <p>The SEND Assistants</p> <p><u>Ms Maria Bratos (KS1)</u> <u>Ms Marielle Uhalde (KS2)</u></p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Toolkit to ensure all children get a consistent, high quality response to meeting their needs in school. • Ensure that the teachers and all staff keep you informed and involved in supporting your child's development. • Working within the Senior Team to ensure high quality teaching in class for all pupils. • Liaising with professionals who may come into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. • Preparing an Education, Health and Care Plan where needed. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

	<ul style="list-style-type: none"> • Providing expert advice and guidance (training & coaching) to all staff working with children with additional needs. • The diagnostic assessment of individual pupil's needs. • Co-ordinating & Planning Intervention Groups. • Co-ordinating the educational input of children with a nEHCP(Educational Health Care Plan). <p>Contacted by: asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment, or via e mail – parentscommunication@rosendale.cc</p>
<p>Teaching Assistant (TA)</p>	<p>With the guidance of the class teacher the Teaching Assistant will be required to work with pupils with special educational needs and/or disabilities, and may provide targeted support.</p> <p>All queries and questions regarding your child's needs and development should always be directed to the class teacher.</p>
<p>Learning Support Assistant (LSA)</p>	<p>With the guidance of the class teacher a Learning Support Assistant (LSA) will be required to work with particular pupils with special educational needs and/or disabilities (normally pupils with an Education, Health and Care Plan – see glossary).</p> <p>All queries and questions regarding your child's needs and development should always be directed to the class teacher.</p>
<p>The Headteacher <u>Kate Atkins</u></p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND.

	<ul style="list-style-type: none"> • The Head delegates responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • The Head will make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p>Contacted by: a personal request made before school in the playground or telephoning the school for an appointment. Or via e mail – parentcommunication@rosendale.cc</p>
<p>The SEND Governor</p> <p><u>Ms Caroline Gray</u></p>	<p>is responsible for liaising with the SENDCo to ensure:</p> <ul style="list-style-type: none"> • The school has an up to date SEND Offer. • The school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • The school's SEN funding is appropriately spent. • The necessary support is made for any child who attends the school who has SEN and/or disabilities. • Visits are made to the school in order to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: writing to the SEN Governor via the school office.</p>

What support is available to all children, children with SEN and /or disabilities in Rosendale?

Types of support	What would this mean for your child?	Who can get this support?
<p><u>Universal Support</u></p>	<ul style="list-style-type: none"> • The teacher is responsible for the education of all children in their class with SEND. • The teacher will have the highest possible expectations for all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • The teacher will differentiate activities so that your child is fully involved in learning in class. For example this may involve more practical learning or providing different resources adapted for your child. • The teacher may put in place specific strategies to enable your child to access the learning task. For example a short vocabulary pre-teaching session. • Teachers are continually reviewing their pupils' progress. All pupils' progress is monitored termly by the Head of Year, the SENDCo and the Head and Deputy Head Teachers. Children who are not making the expected progress are identified and careful consideration is given to the most appropriate support and/or intervention. • Teachers are responsible for ensuring all the professionals working in their class are informed of all pupils' additional needs. • Teacher keep parents informed of their child's progress each term at the time of the Parent's Evening and additional individual meetings. • <u>Parents are encouraged to liaise regularly with their child's teacher.</u> 	<p>All children in school have access to this support.</p>

<p>Targeted Support</p> <p>High Quality Teaching Checklists (for particular areas of need)</p> <p>Weekly Workshops</p> <p>Specific small group work. This may be run in or out of the classroom.</p>	<p>When a pupil requires support which is in addition or different to that provided through day to day high quality teaching we will make you aware of this and invite you to meet with the class teacher to discuss and decide what additional support would benefit your child.</p> <ul style="list-style-type: none"> • Outcomes will be set in the areas of need identified for your child (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health & Sensory and/or Physical requirements). • Your child may be supported through weekly or daily workshops (small group) • The teacher is responsible for keeping Parents informed of the strategies being used, and recording the impact of them on the High Quality Teaching Strategies Checklist. Different checklists are used for different area of need, eg Processing Speed, Sensory/Physical or Literacy. • Your child's development and progress towards meeting these outcomes will be monitored termly and reported back to you at Parent's Evening, unless a parent requests an additional meeting with the teacher. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
<p>With in-class universal support and some weekly workshops the majority of children will be expected to achieve, and make accelerated progress.</p>		
<p>Special Educational Needs & Disability (SEND) Support Plan</p>	<p>For children who continue to have difficulty making progress, the class teacher will liaise with you, and arrange a meeting with the SENDCo.</p> <ul style="list-style-type: none"> • The teacher and SENDCo will meet with you to discuss with you how we can work together to support your child in school. 	<p>Children whose learning needs require further analysis and likely to require more specialist input, eg ASD or ADHD,</p>

<p>Specialist advice and input from outside agencies such as:-</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology • Occupational Therapy • Lark Hall ASD Outreach Team • Child & Adolescent Mental Health Service • Hearing Impairment Service • Community Paediatrician 	<ul style="list-style-type: none"> • If further assessment is warranted this may be completed by the SENDCo, or depending on the child's needs a referral may be made to a specialist, such as an Educational Psychologist, Speech and Language Therapist or Community Paediatrician with your agreement. • The advice and recommendations from the specialist will be shared with Parents • Further intervention may be identified to support your child's learning. These interventions will have clear targets. • For some children it may be recommended that they receive some 1:1 support from a Learning Support Assistant (LSA) in and/or out of class. • Teachers and the Parents/Carers of children requiring this level of intensive support will work together to complete a SEND Plan. (an example can be found at www.lambethschoolservices.co.uk/Article/14316). • A SEND plan identifies the exact support your child will receive. Your child's progress is carefully monitored & reviewed with you each term. 	<p>hearing or visual impairment or dyslexia.</p>
<p>With input from external specialist services many children make good progress. For the most vulnerable learners who are likely to need life-long support an application can be made for highly personalised dedicated support</p>		
<p><u>Specialist Support</u></p>	<p>After a child's SEND plan has been reviewed three times, and the school and parents conclude that a child is still experiencing significant barriers to learning that require continued intensive support then a meeting is held to consider the benefits of applying to the Local Authority for an Education Health Care Plan (EHCP).</p>	<p>Children whose learning needs are more complex, severe and potentially lifelong</p>

Education Health Care Plan (EHCP)

- You or the school on your behalf, can apply for this statutory assessment. The school will work closely with you and your child to ensure your views are accurately represented. The school will submit all the evidence it has to demonstrate the special educational needs of your child.
- If the LA decide there is sufficient evidence and agree to assess your child they will formally request reports from you and all the professionals involved in your child.
- This information is then considered by the LA SEND panel and a final decision is made.
- If agreed then then an LA officer will meet with the School and Parents/Carers to write the EHCP. It is called and Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.
- The school must then make its best endeavours to put in place the support identified in the plan.
- Your child's progress is then formally reviewed annually.
- If the LA SEND panel decline the application then you have a right to appeal. Contact the school and local authority for further advice. You can also contact the Lambeth Information & Advice Service for independent support at <http://www.younglambeth.org>

Details of this process can be found on the Lambeth Local Offer website at www.lambethschoolservices.co.uk/Communication

Other important questions you might want answered:		
How will we support your child with identified SEND when they are starting at school?		
<ul style="list-style-type: none">• If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.• We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school.• If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.• Your child's key person may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the school Foundation Stage 1 class (nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception).• We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting.• If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.• Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.• The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.		
How can I let the school know I am concerned about my child's progress in school?		
<ul style="list-style-type: none">• If you have any unanswered questions we recommend you speak to your child's class teacher initially, and at the earliest opportunity.		

- If you continue to feel worried and feel that your child is still not making progress you can speak to the Class Teacher and the Teaching & Learning Lead for that year group, who may also invite the SENDCo or Head Teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- There are regular meetings between class teachers and senior staff to ensure all children are making good progress. If your child is identified as not making the expected progress the school will inform you and agree a plan.
- The impact of all interventions is carefully monitored and you will receive feedback from the class teacher.
- If your child is still not making expected progress the school will discuss this with you further, and consider;
 - ❖ How we could work together, to support your child at home/school
 - ❖ Any further interventions in school
 - ❖ Seeking advice and support from specialist agencies, such as a speech and language therapist, occupational therapist etc
 - ❖ Sources of information and support for the family.

Who are the other people providing support and services to children with SEND in our school?

School-based Provision

- Teachers, Teaching Assistants and Learning Support Assistants
- Speech and Language Therapist (Ms Jasmine Goldstein)
- Speech Bubbles Practitioner (Mr Tom Laithwaite)
- Art Workshop Tutor (Ms Pauline Smith)
- Lego Workshop Tutor (Ms Marielle Uhalde)
- Pets As Therapy - Reading to Jess the Dog (Ma Sarah Cope)
- Volunteer Readers
- Social Inclusion/Designated Teacher (Ms Emma Rosselli)
- Emotional Literacy Support Assistants – ELSA (Ms Rhonda Albert, Ms Annie Garvey, Mr Rob Reynolds, Mr Shaqkeem Horton, Ms Nancy Boothroyd & Mr Darel Ridsen)
- Lunch time Clubs (Ms Roselli, & Sports coaches)

Services available through the Local Authority and/or Health Services

- Autism Advisory Service (Mr Noel Gardner)
- Educational Psychologist (Dr Isabella McDonald)
- Sensory Services for children with visual or hearing needs (Mr Keegan Hall-Browne)
- Occupational Therapy (Ms Melissa Sharrad)
- Physiotherapy
- School Nurse, including professional training for school staff
- Lambeth Information & Support Service (independent support for families going through the SEN processes and procedures)
- Child & Adolescent Neurodevelopmental Service (Lambeth) (Includes Child & Adolescent Mental Health Services, Community Paediatrician, ASD & ADHD diagnostic services)
- Lambeth Social Care & Support Teams

Voluntary agencies

- Lambeth Information, Advice & Support Service -
- Lambeth Autism Group (National Autistic Society)
- MENCAP
- Contact A Family
- Independent Parental Special Education Advice (IPSEA)
- The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer
<https://www.lambeth.gov.uk/send-local-offer>

or other service in Lambeth for young people and their families at
<https://www.lambeth.gov.uk/children-young-people-and-families>

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCo's role is to support the class teacher in planning for children with SEND.
- The school's development plan, identifies training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Individual teachers and support staff attend training courses run by in-house and outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Service, Speech & Language Therapy Service or Sensory services
- Individual training for an identified staff member is linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCo.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. This is generally referred to as High Quality Teaching and this will ensure most children have their needs met.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's HQT Checklists, SEND Plans or EHCPs.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed.
- Your child's progress is shared with you each term at Parent's evening. This will include feedback on how your child is responding to the specific in class strategies identified through the HQT Checklists, and the impact of the targeted group support in the Weekly Workshops. If your child is not making the expected progress then you will be offered an additional extended meeting allowing for a more in depth discussion. The class teacher will liaise with the SENDCo, who will also attend as needed.
- The progress of children with a SEND plan is reviewed with you each term and recorded on the plan. A copy of this plan is then shared with you.
- The progress of children with an EHCP is also reviewed each term, and your child's individual learning targets shared with you. The EHCP is formally reviewed annually. You, your child and all the professionals working with your child, are invited to contribute, and decide how your child's needs can be best met for the following year. A copy of this is given to you and also sent to the LA SEN Department.
- The SENDCO will work closely with class teachers, and intervention leaders to monitor impact of the support your child receives.
- At Rosendale we want to work in partnership with Parents/Carers. We may use a range of ways to keep you informed, which may include:
 - Email
 - Letters/certificates sent home
 - Parent's Evening

- Additional meetings as required
- Home/school contact book
- Annual Reviews
- End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Year Group Teaching & Learning Lead and/or the SENDCO is available to meet with you to discuss your child's progress and additional educational needs.
- Specialist professionals that assess or work with your child, such as the EP or SALT will provide feedback and recommendations in both a report and in a discussion with you.
- The SENDCo will alert parents to new developments or support groups within the authority. However all such information is available on the Lambeth Local Offer website (<http://www.younglambeth.org/>)
- The school has regular termly coffee mornings and/or parent workshops on a range of topics, such as Phonics, Language Development, or new developments in SEND.

If you child is undergoing statutory assessment for an EHCP you will also be supported by both the SENDCo and the Local Authority's Children's Services SEND Team. Together we will ensure that you fully understand the process. The SENDCo can also provide information on services and charities that also support parents through this process.

How have we made this school physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps.
- Accessible toilets have lifting facilities.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.

- The school has staff trained to suit children with a range of needs.
- Classroom environments are adapted to accommodate the needs of particular groups of vulnerable learners e.g. workstations for children with ASD.
- If you have a specific concern, please make contact with the SENDCo.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - ❖ We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible
 - ❖ We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child
 - ❖ Where possible we will support a visit to the new school in advance of the move
 - ❖ We will make sure that all records about your child are passed on as soon as possible
- When moving classes in school:
 - ❖ You will be invited to meet with the new teacher before the move takes place
 - ❖ Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All documentation will be shared with the new teacher.
 - ❖ If your child would be helped by a book to support them understand 'moving on' then it will be made for them
- In Year 6
 - ❖ The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and any specialist sessions for students with SEND, as appropriate
 - ❖ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school

- ❖ Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

Summary of the SEND provision 18-19

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Universal:</p> <ul style="list-style-type: none"> • HQT strategies on universal class map • Kagan co-operative teams, structures & builders • Contingent Talk • Playground games • Forest school 	<p>Universal:</p> <ul style="list-style-type: none"> • HQT strategies on universal class map • Kagan structures and coaching • Pre-teaching • Go to child • Post-teaching reinforcement • ReflectEd
<p>Targeted:</p> <ul style="list-style-type: none"> • Year 1 Language Groups • Speech Bubbles (1-3) • SALT programmes - TA delivery • ELSA programme • Lego Workshop • Drawing & Talking programme • Social circle groups/clubs • Outside agencies advice/strategies (LAAS, ARDS) • 	<p>Targeted: (Catch-up Literacy and Maths)</p> <ul style="list-style-type: none"> • Phonological Awareness Training Programme • Reading groups/ Buddy reading • Lexia • Reading Dog • Alternative methods of recording (Voice-typing, scribe) • Sumdog • Power of 1 and Power of 2
<p>Specialist:</p>	<p>Specialist:</p>

<ul style="list-style-type: none"> • SALT direct therapy • Language and Literacy Learning group (KS2) • Specialist ASD class • Continued outside agencies • 1:1 Support (EHCP) 	<ul style="list-style-type: none"> • Language and Literacy withdrawal group (KS2) • Maths Learning group (KS2) • Continued outside agencies • 1:1 Support (EHCP)
Social, Emotional and Mental Health	Physical and/or Sensory
<p>Universal:</p> <ul style="list-style-type: none"> • Whole school Behaviour Policy • Green and Red choices • HQT strategies on universal class map • Kagan mixed-attainment teams • Class and team-building • WIn-WIn discipline (approach and strategies) 	<p>Universal:</p> <ul style="list-style-type: none"> • HQT strategies on universal class map • Kagan movement breaks • Kinetic Letters / Number formation groups • Adaptive equipment (standing desks, wobble cushion, fidgets, overlays, pencil grips, slanted desk-tops) • KS1 outdoor provision
<p>Targeted:</p> <ul style="list-style-type: none"> • Personalised Green and Red Chart • Weekly meetings with parents • ELSA programme • Art workshop • Lego workshop • Drawing & Talking programme • Parent/Pupil support via Designated Teacher • Bereavement Group • Outward Bound and mentoring (Y5) • Outside agencies (EP, CAMHS, therapies) 	<p>Targeted:</p> <ul style="list-style-type: none"> • Art Workshop • Sensory Programme • Outside agencies (OT/Physio, Hearing/Visual SS) • Healthcare Plan
Specialist:	Specialist:

- Alternative curriculum provision
- Continued outside agencies
- 1:1 Support (EHCP)

- Adapted curriculum provision
- Continued outside agencies
- 1:1 Support (EHCP)

GLOSSARY OF TERMS

HQT Checklist	High Quality Teaching Strategies Checklist
WW	Weekly Workshop
SEND Plan	Special Educational Needs & Disability Plan
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education, Health and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs & Disabilities Coordinator
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder