

Oliver Goldsmith Primary School



SEND Information Report 2019-20

At Oliver Goldsmith, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs or abilities. They are helped to develop confidence in their own abilities and strengths in all areas of their school experiences. Support is provided for any pupil who may at any time in their school career require different or additional provision to help them achieve their full potential. These pupils may be on the Special Educational Needs and Disabilities (SEND) register or from nationally recognised groups which are vulnerable to underachievement such as Looked After Children (LAC), pupils eligible for free school meals (FSM) and/or those eligible for the Pupil Premium Funding (PP) and those from Ethnic Minority groups (EM).

All teachers are teachers of Special Educational Needs and many pupils' circumstances may make them vulnerable to underachieving at some point in their schooling. We recognise that it is a teacher's responsibility to meet the needs of all our children in their class through Quality First teaching that includes differentiation, teaching styles, materials and resources, classroom organisation and through partnership with specialist staff from the inclusion team. This lies at the heart of good inclusive practice.

At Oliver Goldsmith Primary School, we promote and inspire a love of learning in all children. We strive to help all our children achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. This report should be read in conjunction with the following school policies: the Inclusion Policy,

The Accessibility Plan, Safeguarding and Child Protection Policy, Children with Medical Needs and Administering of Medicines Policy, Behaviour Policy and Equality Policy which are regularly reviewed.

Our Inclusion team includes;

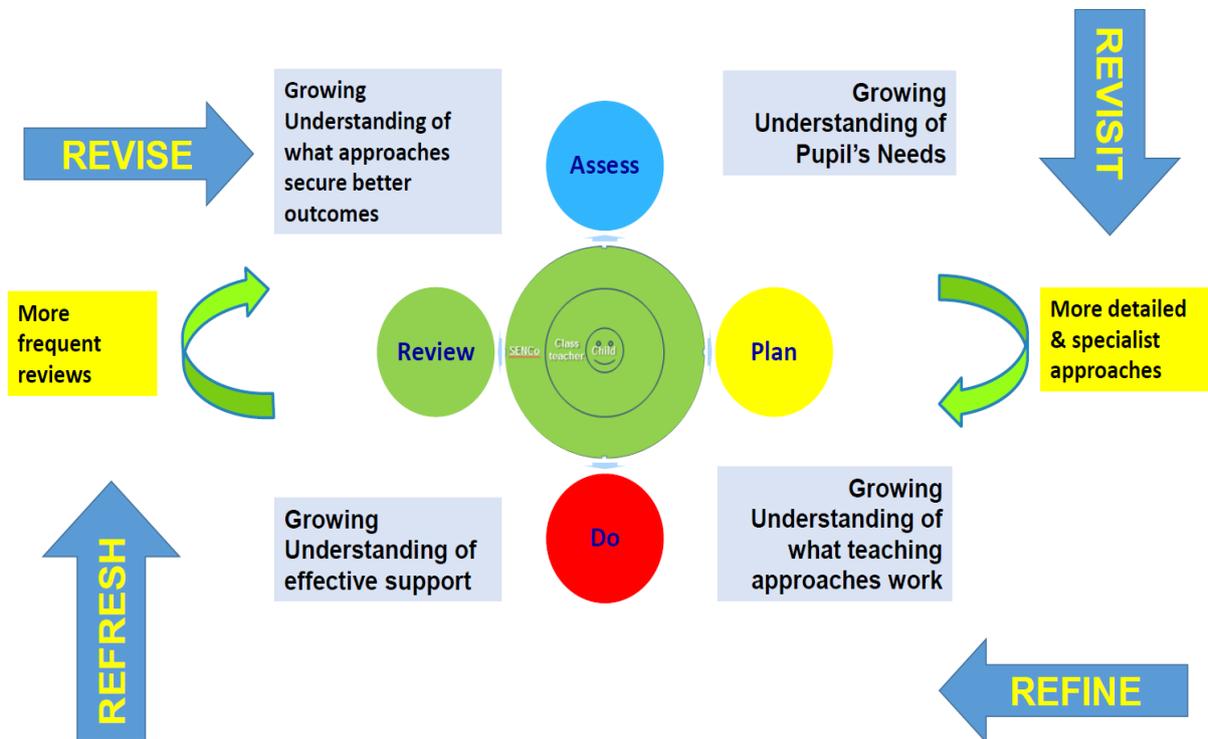
- The Inclusion Leader
- The Special Education and Disability Needs Coordinator (SEND Co-ordinator)
- Teaching Assistants and Learning Support Assistants who support in class and take children for interventions. Our staff are continually updating their own expertise with training in different fields that builds upon existing knowledge.

Arrangements for assessing and reviewing children following the graduated approach as set out in the table. Meetings are held regularly to gain information with parents, obtain their views and to inform them of their child's progress. Parents are supported by regular Parent Times.

Good progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age.
- Prevents the attainment gap from widening
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers.
- Matches or is better than the previous rate of progress
- Ensures that children have full access to the curriculum in line with their peers.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in behaviour allowing them to be receptive to learning.

Reform in practice: The Graduated Response



We support a range of special educational needs that arise from medical or developmental conditions. The difficulty may relate to:

- Communication and interaction
- Cognition and development
- Behavioural, emotional and social development
- Sensory or physical conditions

We currently provide additional support and provide resources for pupils with sensory impairments (hearing impaired and visually impaired), Autism including Asperger's Syndrome; specific learning difficulties; physical difficulties; language difficulties; emotional and health difficulties.

CONTENTS.

Partnership. Page 5

Provision. Page 6

Frequently asked questions:

- *How can I let the school know that I am concerned about my child's progress in school?* Page 7
- *How will the school let me know if they have any concerns about my child's learning in school?* Page 7
- *How is extra support allocated to children?* Page 8
- *Who are the other people providing services to children with SEND in this school?* Page 9
- *How are the teachers in Oliver Goldsmith helped to work with children with SEND and what training do they have?* Page 10
- *How will the teaching be adapted for my child with SEND?*
Page 10
- *How will we measure the progress of your child in school?*
Page 11
- *What support do we have for you as a parent of a child with SEND?* Page 12
- *What support is there for my child's overall wellbeing?* Page 13
- *How does the school manage the administration of medicines?*
Page 13
- *How will we support your child when they are leaving Oliver Goldsmith School or moving on to another class?*
Page 14
- *How is Oliver Goldsmith School accessible to children with SEND?*

- Page 15
- *How will my child be able to contribute their views?* Page 16
- *What support is there for behaviour, avoiding exclusion and increasing attendance?* Page 17
- *How will my child be included in activities outside the classroom including school trips?* Page 18
- *How the school's resources are allocated and matched to children's SEND needs?* Page 18
- *What specialist services and expertise are available at or accessed by the school?* Page 19
- *What training has the staff supporting children with SEND had or is currently having?* Page 19
- *What if I need to complain?* Page 20

PARTNERSHIP

In caring for and educating your children, we work in partnership with other agencies that can also support your child. The Inclusion Leader and Special Educational Needs and Disabilities Co-ordinator (SENDSCO) will decide which agencies to refer to after discussing your child's needs with you and with the teaching staff.

We work closely with;

Educational Psychology Services (E.P.)
 Children's Occupational Therapy Services (O.T)
 Children and Adolescent Mental Health Services (CAMHS)
 Education Welfare Services (EWS)
 Brent Visual and Hearing Impairment Services.
 The Speech and Language Therapy Services (SALT)
 Special Educational Needs Assessment Services (SENAS)
 Brent Outreach Autistic Team (BOAT)
 Inclusion and Alternative Education Services.

PROVISION

We offer a range of interventions tailored to meet the needs of each student. These are co-ordinated by the inclusion team to provide full access to the National Curriculum, appropriately differentiated to meet each individual's Special Educational Needs.

Area of Need	Inclusive Quality First Teaching – Universal Support	Interventions to enable children to work at age related expectations	Additional highly personalised intervention
Communication and Interaction	Differentiated curriculum Planning Activities, delivery and outcome Modelling Visual Timetable Auditory/Visual memory activities Barrier games	In class support from teaching assistant – focussing on language Additional use of ICT: Specialist speech and language teaching assistant Social skills groups 5 minute boxes Survival language for children new to English Bucket Time	Speech and Language support from SALT. Input from B.O.A.T. Brent Visual Impairment Services Brent Hearing Impairment services. Educational Psychology Services
Social, Emotional and Behavioural	Whole school Behaviour policy. Class Rewards and Sanctions. Share success. Pastoral Care Policy	Circle Time. P.S.H.E. Social skills group. Lego Therapy School Councillor	Individual reward/behaviour charts. C.A.M.H.S. involvement Individual Plans Inclusion and Alternative Education Services.
Sensory and Physical	Multi-Sensory teaching approach. Variation in grouping – individual, pairs, small group.	Access to specialised equipment e.g. CCTV magnifier, Breezi seating, auxiliary aid, fidget cushion, easy grip scissors, pencil grips. Motor skills	Individual support in class during P.E. Motor skills programme with O.T. followed up in school
I.C.T.	Textease 2 simple. Easitech	Purple Mash Espresso Education City	Computer keyboard with enlarged symbols. CCTV magnifier.

FREQUENTLY ASKED QUESTIONS:

1. How can I let the school know that I am concerned about my child's progress in school?

If you have any concerns about your child's progress, you should speak to your child's teacher initially. If you feel that your child is still not making progress you should speak to the Inclusion Leader or Special Education Needs and Disabilities Coordinator (SENDCo). If you are still not happy, you can speak to the Head teacher.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. The school will listen to any concerns that you may have and plan any additional support that your child may receive. We will discuss with you any referrals to outside professionals to support your child's learning.

3. How is extra support allocated to children?

The school budget, received from Brent – L.A., includes money for supporting children with SEND. The Head teacher decides upon the budget allocation for special educational needs and disabilities in consultation with governors, on the basis of needs in the school. The Head teacher, the Inclusion Leader and SENDCo discuss all the information they have about SEND, including the children receiving extra support already and those needing extra support. They decide and review regularly what resources, training and support is needed.

4. ***Who are the other people providing services to children with SEND in this school?***

Directly funded by school:

- The Inclusion Leader.
- The SENDCo.
- Highly trained teaching assistants providing support in maths, literacy, additional speech and language therapy, visual and auditory memory strategies.

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology services.(EPS)
- Brent Deaf and Hearing Impaired Service.(BDHIS)
- Brent Visual Impairment Services.(BVIS)
- Speech and Language Therapy (SALT) for those children with an Education and Health Care plan_(provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school;

- Occupational Therapy (OT)
- School nurse.
- Speech and language at School Support level

5. How are the teachers in Oliver Goldsmith helped to work with children with SEND and what training do they have?

The SENDCo supports the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from BOAT.

6. 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 your child's needs are met. Specially trained staff can adapt or modify the teacher's planning where necessary. Specific resources and strategies will be used and can be adapted on a daily basis if needed.

7. How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/ her class teacher. His/ her progress is reviewed every term and a teacher assessment given in reading, writing and mathematics. If your child is in Year 1 and above, but is not working at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires this of all schools and Year 6 results are published nationally.

Progress meetings with the Deputy Headteacher, Assistant Headteacher, SENDCo, Class Teachers and Learning Support Assistants, meet termly to ensure that the provision provided meets every child's need and is making progress.

The progress of children with an Education and Health Care Plan is reviewed termly and formally at an Annual review with all adults involved in the child's education.

8. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and at school so similar strategies may be used.

The SENDCo and Inclusion Leader are available to meet with you to discuss your child's progress or your worries or concerns.

All information from outside professionals will be discussed with you and with the person involved directly or in a written report.

Outcomes will be regularly reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

Parents are informed and actively encouraged to support shared goals at home.

9. *What support is there for my child's overall wellbeing?*

Oliver Goldsmith is an inclusive school. We welcome and celebrate diversity. Our staff believe that children having high self-esteem is crucial to a child's wellbeing and learning. We have a caring and understanding team looking after our children.

The class teachers have responsibility for the pastoral, medical and social welfare of every child in their class. They are parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo and Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Care and /or specialist educational services.

10. *How does the school manage the administration of medicines?*

Oliver Goldsmith has a policy regarding the administration and management of medicines on the school site.

Staff have training and updates on conditions and medication affecting individual staff so that all staff are able to manage medical situations.

Parents need to contact the class teacher and Welfare Officers if medication is recommended by Health professionals to be taken during the day.

On a day to day basis, the Welfare Officers generally oversee the administration of medicines.

11. How will we support your child when they are leaving Oliver Goldsmith School OR moving on to another class?

We recognise at Oliver Goldsmith that transitions can be difficult 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 contact the SENDCo and ensure that he/she knows about any special arrangements or support that needs to be in place for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information is passed onto the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. All individual plans are shared and if your child would be helped by additional support to help them in understanding moving on then it will be made available for them.

In Year 6, the SENDCo will meet with the SENDCo from the secondary school to discuss the specific needs of your child. Where possible, your child will visit their new school on several occasions and the staff from the new school will visit your child at Oliver Goldsmith.

We liaise closely with staff when receiving and transferring children to different schools ensuring that all relevant paperwork is passed on. If your child has an Education and Health Care Plan, then a transition meeting involving both schools is held.

12. How is Oliver Goldsmith School accessible to children with SEND?

All children will have an assessment on entry to Oliver Goldsmith. We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. After school and extra-curricular provision is accessible to all children including those with SEND.

13. How will my child be able to contribute their views?

We are a Rights Respecting School where we value and celebrate each child being able to express their views on all aspects of school life. Our School Council gives every child an opportunity to give viewpoints or to raise issues.

All children regularly discuss and set their targets with their teachers.

If your child has an Education and Health Care Plan, their views will be sought before any review.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

Oliver Goldsmith has a very positive approach to all types of behaviour with a clear reward system which is followed by all staff.

If a child has behavioural difficulties, an Individual Plan is written after meetings with the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident, we expect the child to reflect upon their behaviour with an adult to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored daily. Lateness and absence are recorded and reported upon to the person in charge of attendance and punctuality. Support is given to families who are struggling with lateness, which may involve the Education Welfare Services, to enable them to get their children into school on time.

15. How will my child be included in activities outside the class room including school trips?

We include all children in all parts of our school curriculum and we aim for all children to be included on our school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

16. How the school's resources are allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants (LSAs) who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

This budget is allocated on a needs basis. The children who have the most complex and high level needs are given the most support often involving an LSA.

17. What specialist services and expertise are available at or accessed by the school?

Our SENDCo is fully qualified and accredited.

As a school, we work closely with external agencies that we feel are relevant to individual children's needs including: Educational Psychologists, the Behaviour Support Team, Health including - G.P.s, school nurses, paediatricians, speech and language therapists, occupational therapists, Social Services including - locality teams and social workers. Brent Visual and Hearing Impairment Services. Brent Outreach Autism team (BOAT).

18. What training has the staff supporting children with SEND had or is currently having?

We have a Learning Support Assistant who has completed further training in delivering speech and language programmes from the Speech and Language Service.

Our support staff have received training in Lego therapy and supporting children with Autism.

Our staff have received training for supporting children with a hearing and visual impairments.

We have regular training for all Learning Support Assistants in delivering phonics, reading, spelling and maths.

19. What if I need to complain?

Parents have the following rights of redress should the school, governors or L.A. fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or L.A.'s complaints procedure.
- The disagreement resolution service (for disagreements between parents/ young people and the L.A. or parents/ young people and the education provider).
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to SEND First- Tier Tribunal about EHC assessments/ plans and/ or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- Complaint to the L.A. Ombudsman (for complaints against L.A.s if not resolved through the L.A.s complaints procedure).
- Complaints to the Secretary of State (against schools or L.A.s)