



Plaistow  
Primary School

## SEN provision for Children and Young People at Plaistow Primary School

As part of the Children and Families Bill (2014), the government requires all local authorities to publish a, '**Local Offer.**' This sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is *on the Newham Website* and tells parents how to access services in their area and what to expect from these services. The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Plaistow 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 Plaistow Primary School.

Plaistow Primary School provides a wide and comprehensive offer to the pupils attending the school. The school have recently had their SEN department reviewed and we have been awarded the inclusion quality mark.

A commitment to inclusive practice is at the heart of the school. We believe that all children are entitled to have their needs met and to have access to high quality teaching within the mainstream. We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities.

Plaistow Primary School values the contribution that every student can make and welcomes the diversity of culture, religion and learning style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for pupils with Special Educational Needs (SEN) is a matter for the whole school. All teachers are teachers of pupils with SEN. The governing body,

Head teacher, Special needs coordinator, teaching and non-teaching staff all have important responsibilities.

The diagram on the next page illustrates the schools 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 of Review: September 2015**

# Plaistow Primary School Offer

## ALL pupils will access:

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities.
- After school clubs and educational visits
- Regular monitoring of their learning progress to check that progress is being made.

## Some pupils with additional SEN needs will

### Access:

- Targeted interventions and support matched to need
- Individualised target setting
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support for specific tasks

## A few pupils with complex or significant needs will access:

- A personalised timetable
- Access to evidence based specialist programmes and resources
- Access to specialist services and therapists
- High levels of adult support and small group working

**Interventions and resources in place to address SEN needs**

	<b><u>Communication and Interaction Needs</u></b>	<b><u>Social, mental and emotional health</u></b>	<b><u>Cognition and Learning</u></b>	<b><u>Sensory and/or physical</u></b>
<b>Early Years</b>	<b>Box Clever</b>	<b>Play therapy</b>  <b>Social skills groups</b>		<b>Sensory Room</b>  <b>Rocking and rolling</b>  <b>OT programmes</b>
<b>Key Stage 1</b>	<b>Speech &amp; Language programmes (1:1 &amp; groups)</b>  <b>Pre-teaching vocabulary groups</b>  <b>Individual vocabulary books</b>	<b>Social skills group (Yr2)</b>  <b>Rainbow Club</b>  <b>School Counsellor</b>	<b>Individual reading tuition</b>  <b>Colourful Semantics</b>  <b>Rapid writing literacy programmes</b>	<b>Sensory Room</b>  <b>Rocking and rolling</b>  <b>OT programmes</b>
<b>Key Stage 2</b>		<b>Social skills group (Yr2)</b> <b>Rainbow Club</b> <b>School Counsellor</b>	<b>Rapid maths groups</b>  <b>Specialist Learning Support teachers running literacy and maths groups</b>  <b>RM maths</b>	<b>Sensory Room</b>  <b>Rocking and rolling</b>  <b>OT programmes</b>

## **More information about Plaistow School's Offer of SEN provision:**

How does the school know when a pupil has learning difficulties or special educational needs?

- Some children start school with a diagnosis or with specialist support.
- Some children are identified by school staff and referred for specialist support
- Some children will be identified through tracking systems, testing and day to day observation by the class teacher or SENCO. These children may have needs which can be met through differentiated teaching, small group work and/or catch up in school.

How is the curriculum matched to pupil's needs?

- Teachers and teaching assistants plan the curriculum to meet the needs of the pupils.
- Class teacher's meet regularly with the SENCO to plan for children with identified SEN.
- Lessons are differentiated to meet the needs of all pupils. Children are set by ability for literacy lessons. Many of these sets have very small numbers to allow for focused teaching.
- Further to this, there are a range of interventions and groups running throughout the school to support different pupils' needs.
- The school employs two learning support teachers to help support the wide range of need within the school.

How does the school know whether pupils are making progress?

- Progress is closely tracked, using a system called pupil tracker, and monitored by the leadership team.
- Pupil progress meetings take place five times a year and each child's progress is assessed. Interventions are put in place for children who are not making expected progress.
- The leadership team monitor's responses to interventions and, for children working at P Levels (i.e. below National Curriculum levels), their progress is tracked closely using a system called B Squared.

How are parents/carers informed about how their child is doing?

- Parents have the opportunity to talk to class teachers and teaching assistants at the beginning and at the end of each day.
- There are regular parent's evenings an annual report is sent home for each child.

- We hold parent classes, workshops and coffee mornings in order to improve communication and parent's ability to support their children at home.
- SEN reviews with the SENCO and external professionals are held for some children with SEN.

What arrangements does the school make to support pupils transferring from another school?

- All children and their parents have an induction session in which they are shown around the school and supported by a buddy in their class.
- Our staff speak a range of community languages which enable children to access information and learning.
- Some children are supported in a very small group to ensure that they acquire English quickly and catch up with their peers.

In the case of the admissions of a known pupil with Special Educational Needs, the following arrangements would take place:

- Additional visits by pupil, parents/carers and support staff if appropriate.
- A staggered admission where appropriate.
- Close liaison and meeting with the previous school and agencies involved.
- Referral to records and any parental concerns.

How is support organised for pupils with identified special educational needs?

Support offered for SEN pupils is determined by their level of need.

- Some children are supported in class, others in small groups or with a 1:1 adult. Some children receive 1:1 catch up sessions in English and/or Math's
- There are a wide range of interventions in place within the school which children can access depending on their need.
- A speech and language therapists gives individual sessions to some children as well as offering training to TA's.
- Some children receive 'high needs funding' which is used to provide a higher level of support.
- A range of external specialists work with the school in order to provide training, advice and assessment for children with higher needs.
- The support is overseen and organised by the SENCO/AHT who manages the support staff and arranges their training.

How are decisions made about how much support individual pupils receive?

Support offered for SEN pupils is determined by their level of need.

- There are clear systems within school to ensure that no child is overlooked. Pupil progress meetings take place regularly as well as meetings between the SENCO and class teacher to set targets and ensure that we are meeting the needs of all learners.
- The school applies for high needs funding where there is a high level of need and works with outside agencies in this process.
- Some children will receive high needs funding and a higher level of support is implemented.

How does the school know if the extra support is helping pupils to make progress?

- Pupil progress is regularly tracked and recorded
- Review meetings are held with teachers and parents where pupil progress is discussed.
- The impact of intervention groups are monitored by the Inclusion Manager.
- The support offered by teaching assistants is reviewed regularly by the leadership team and performance management takes place.

How are parents/carers informed about their child's needs and what support they are receiving?

- We have good systems to support parents who are sometimes hesitant to become involved in school because they don't speak fluent English for example. These parents are supported with translations of letters and by staff who are bilingual. We clear systems of communication; a monthly newsletter, Web sites, feedback from parents is actively solicited. Staff are available to talk to parents at the end of the day and our senior leaders are always present in the playground at the beginning and end of the day.
- At the heart of our work with parents is our children's centre. This provides a comprehensive education programme for parents as well as providing opportunities for child care. . We have admissions and induction policies which involve home visits. These visits are the starting point of good relationships with the school. There are effective transition procedures for when children move schools.
- At Plaistow there is rigorous monitoring of attendance and regular surgeries to support those who are struggling
- We run a daily breakfast club and an extensive programme of after school clubs.

- Successful parent-school partnerships at Plaistow are not stand-alone, add-on programmes; they are well integrated with the school's overall mission. 'Working as a team to achieve a child's dream.'
- When there is a concern parents are invited to an initial meeting to discuss their child's needs, this will involve the SENCO and class teacher.
- External professionals may be involved and will meet parents to gather information and seek views, before assessments are made.
- When a child has been identified as having a special need parents are invited to meetings through the year and are encouraged to talk to the teacher and/or SENCO if they have any concerns.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- At Plaistow we support and recognise parents as partners in the learning process. Parental involvement in school life is an important factor in supporting a pupil's behaviour, attendance and achievement. Central to effective parent partnership is good communication and making clear to parents how they can effectively support their child.
- We expect parents' to support their children at home by reading with them, helping with homework, and discussing school events-or at school, and by attending functions or volunteering in classrooms. At Plaistow we communicate with parents regularly, and incorporate them into the learning process. Parents sign a home school agreement when their child is admitted to school.

Parent evenings are held termly for all pupils.

- When a child has been identified as having a special need there are termly meetings involving parents to review progress and set new targets.
- Parent workshops are arranged to support parents understanding of different teaching approaches used by the school eg phonics, maths, language groups etc.
- Annual reviews are held for pupils with high level of need and parents pay a key part in this process..

What expertise and training do the staff who support SEN pupils have?

- All staff are trained internally by the SENCO or visiting external professionals.
- Staff may attend specialist courses which are held at external venues.
- Regular meetings are held for support staff within school to share good practice and to train.

What specialist support or services does the school access for pupils with SEN?

- Educational psychology service including the 'resilience project'
- Speech and language therapy core service and an additional day a week bought in by the school.
- Complex needs and dyslexia service
- Child and family consultation service.
- Child development centre.
- Language communication and interaction team
- Specialist nurses (e.g. diabetes, cystic fibrosis etc.)
- School nurse
- Behaviour Support Service
- Visual impairment team
- Hearing impairment team
- Physiotherapy
- Occupational therapy
- Play therapy
- Specialist PE coach
- Learning support teachers

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- Through our learning environments we aim to raise achievement and attainment and involve learners where possible in designing and creating their learning environment.
- We recognise that children learn in different styles and we create a multi-sensory learning environment that supports all styles of learning – kinaesthetic, auditory and visual. We regularly update resources and displays so that the learning environment remains stimulating and fresh.
- The classrooms are well resourced with interactive whiteboards, laptops and some ipads, which are used to enhance learning. There are e safety policies in place and staff and children receive regular training. Teaching children to be safe when using the internet is a part of our curriculum. Our classrooms are well monitored to ensure that children are safe at all times.

All of our classrooms are wheelchair accessible

We have:

- a hygiene room and disabled toilets
- a sensory room
- a first aid room.
- All classrooms have overhead projectors and smart boards

What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

How will the school prepare and support pupils who are transferring to a new school?

- All children are included in trips and visits as well as residential visits. We provide teaching assistant support and appropriate transport to enable this to happen. All visits are risk assessed and appropriate safety measures are put into place.
- All of our children, including those with SEN have the opportunity to attend a range of after school clubs. Teaching assistants are provided for pupils who need additional

How does the School support pupil's overall well-being?

- All curriculum at Plaistow experience a high quality curriculum offer with many opportunities for teaching on moral and social issues
- The school values pupil voice and has an active school council. All children are able to share their opinion.
- The curriculum is used to promote safeguarding and teaches pupils to stay safe, protect themselves and take responsibility for their own and others safety.
- The leadership team regularly seeks the opinion of children and acts on the findings.
- The school employs a counsellor and a play therapist to support children therapeutically when required
- Individual behaviour plans are written for children who require support
- The school runs a daily breakfast club to support attendance and vulnerable families
- The behaviour policy includes measures to prevent all forms of bullying among pupils.

How will the school prepare and support pupils who are transferring to a new school?

- Staff may visit the new school with the child.
- All information will be transferred.
- Some learners will require additional support surrounding transition.
- The SENCO will be invited to observe the child at current school and invited to attend a review and planning meeting.

How does the school prepare their pupils for their next stage of education and for adult life?

- All children at Plaistow follow the International Primary Curriculum and have a culture of active citizenship throughout the school. The International Primary Curriculum is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for every subject.
- Pupil voice is very important to all at Plaistow and we have an active school council. Children have frequent opportunities to reflect on and to discuss their rights and responsibilities and to demonstrate concern for and acceptance of others. Respect for diversity and understanding of differences and values are given a high value in the life of the school. Children are given encouraged to share their views and act as positive role models for others.
- Staff and parents have a very good understanding of policies on equality and fairness and equal access to the curriculum. The curriculum and culture promote a positive appreciation of equity, equality, social justice and diversity in society. Diversity is promoted and celebrated within school and the school community.
- We provide many enrichment activities including after school clubs and trips for all children.
- Some children may need advocates, which we will organize when appropriate
- Children attend their annual review meetings to share their views and plan the appropriate support for them to reach their full potential.

Who can parents/carers contact to talk to about their child's special educational needs?

- Class teachers are available at the beginning and at the end of the day if parents have a query.
- The school has an AHT for inclusion who is available to meet with parents

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

If a parent/carer or professional regarding Special Educational Needs provision or practices makes a complaint, the following procedures should be followed:

Step 1: A concern or complaint should initially be discussed with the child's class teacher and SENCo.

Step 2: The SENCo will investigate the concern/complaint and gather relevant information. This will then be reported back to the parent/carer. Provision for that child will be reviewed.

Step 3: If the complaint remains, the matter is directed to either the Deputy Head Teacher or Head Teacher. A meeting will take place with the parent/carer, Head Teacher, SENCo to agree strategies.

Step 4: If further action is necessary, the complaint should approach the governing.

Step 5: If the complaints are not satisfied, they are advised to approach the LA via the school's Special Educational Needs Officer.

For more information about the SEN provision at our school please follow these links:

- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour, SEN and disability provision