



**Special Educational Needs
Information Report on
Provision for Children at
Essex Primary School
Including the School Offer**

Drafted By:	Janet Price
Date:	December 2015
Review Date:	December 2016



SEN provision for Children and Young People at Essex Primary School

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website*

<http://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

This tells parents how to access services in their area and what to expect from these services.

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

This is the SEN information Report for Essex 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 Essex Primary School.

At Essex Primary school our school values and our mission statement describes how we 'support and encourage our children to learn, grow and succeed in a safe, happy and inclusive environment. Supporting children with special needs is a key part of this. Go to www.essex.newham.sch.uk for further information.

Our school motto is Attention, Attendance and Achievement.

Our Mission Statement

Everyone valued, everyone challenged, everyone achieving

We are committed to work co-operatively and with high expectations, to ensure that we:

- Develop an exciting range of opportunities for all children
- Prepare our pupils as Global 21st century citizens
- Enhance their life chances
- Create a motivating learning environment for all partners within our community

Our Vision

At Essex Primary School we value each member of our community as a unique individual. We go the extra mile to ensure that every one of us is challenged and achieves their full potential.



Inclusion at Essex Primary School

Essex Primary School is a holder of the Inclusion Quality Mark with Flagship status. This means that the school is externally quality assured for high standards for inclusion on an annual basis and as a model for other schools. Inclusion considers the needs of all children with physical or sensory needs, social, emotional or mental health needs, communication or interaction needs and cognition or learning needs.

We also place a high value on supporting our children with English as an additional language and meeting the needs of children who are Gifted and Talented.

Essex Primary School has a resourced Provision for children at the Lower end of the spectrum for autism with the highest category of need.

Principles

We share a commitment to the Principles for the provision of inclusive education as outlined in the Children and Families Act 2014 and the recent 0-25 SEN and Disabilities Code of Practice 2014.

- To ensure all children are offered full access to a broad, balanced and relevant curriculum
- All children will be given the opportunity to reach their full potential educationally, emotionally and physically.
- All teachers view themselves as teachers of children with special educational needs or disabilities, teaching such children is a whole school responsibility.
- All children with Special Educational Needs should have their needs met.
- Children's Special Educational Needs will normally be met in mainstream classroom.
- Children's views should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education and therefore good home/school links are established and valued.

Special Educational Needs

Children who are seen and identified as having a Special Educational Need will be placed on a School Support Plan with the full involvement and agreement of parents. The formal process of Assess, Plan, Do and Review will then begin and everyone will be involved throughout the process. A part of this process will involve an Individual Education Plan, which will give them specific targets to work towards. These targets are reviewed termly and a new Individual Education Plan is written. Parents and children will be fully involved in this process. Teachers and the Inclusion Team will always be available to talk them through the targets.



More Able/Gifted and Talented

Essex Primary School is keen to promote the learning skills of those children identified as being More Able whether this is in the area of the arts or sports as well as the academic.

Essex currently extends and enriches the curriculum for these pupils through local and residential trips, visits to universities and colleges as part of our vision for children aiming high, participation in competitions such as netball competitions, workshops such as the Manor Park Soft Federation Orchestra and Oracy club that performed at Stratford Theatre.

This is an area that Essex Primary School is keen to develop and promote through after-school clubs, links with the local community and local secondary school as well as extending learning of the children within the mainstream classroom.

Children with English as an Additional Language

Essex Primary is a multi-ethnic school and highly values the promotion of equality throughout the school. We have a dedicated team within the Inclusion Team as a whole who support new children to the country with a Kickstart Welcome programme. There is close monitoring by the whole Inclusion team for the first two terms to ensure the child's individual needs are met as they assimilate into the school, supporting their learning of English as a second language on entry. The school places a very high importance on helping all children to develop a sense of personal and cultural identity that is confident, open to change, receptive and respectful towards other cultures and people. Teaching takes into account pupils' cultural and religious backgrounds, linguistic needs and varying learning styles. The children feel safe and are able to have their voice heard and all feel respected and valued.

Social, Mental and Emotional Health Needs

The school strives to be a nurturing and supportive environment where children who might be displaying difficulties with behaviour may have an underlying cause. The school will work with parents and additional outside agencies wherever necessary to bring about positive change often for the whole family. Essex Primary School will always put a child's well-being and emotional needs first as these needs have to be considered carefully if a child is to meet their full potential. The school has an ethos that promotes high self-esteem through a positive behaviour management style in the classroom and closely monitors children with this type of need through weekly meetings of the Inclusion Team that includes the School's Senior Management Team. Learning Mentors will support children in the classroom when necessary and the School Counsellor will also support children with social, mental and emotional health needs who are experiencing a period of emotional difficulty and need.



The school provides for a range of Special Educational Needs as listed below:

- ASD/social/communication disorders
- Specific Speech and Language disorders (including selective mute)
- Dyslexia
- Moderate learning and speech and language difficulties
- Dyspraxia
- Fine/gross motor difficulties
- Social, mental and emotional health needs
- ADHD
- Hearing and visual impairments
- Medical needs
- Physical disabilities

The diagram on the next page illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs. In addition we have some children whose needs are accommodated within our resourced provision for children at the lowest end of the autistic spectrum



Flagship School

The Essex Primary School Offer

ALL pupils will access:

Wave 1

- High quality teaching and learning
- An interesting and differentiated creative and culturally inclusive curriculum
- Differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After-school clubs and educational visits
- A nurturing environment

Some pupils with additional SEN needs will access:

Wave 2

- Differentiated Curriculum
- Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.
- Targeted interventions and support matched to need
- Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, intervention groups, speech and language groups, Literacy Intervention groups or 1:1, social groups, behavioural support, booster groups etc.
- Support from a Learning Support Teacher, Learning Mentor, Speech and Language Therapist or School Counsellor .

A few pupils with complex or significant needs will access:

Wave 3

- A personalised timetable
- High levels of adult support and small group working
- Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum
- Individualised target setting
- Access to specialist services and therapists
- Access to specialist programmes from advisory teachers and therapists e.g. speech and language programmes, literacy/dyslexia programmes, speech and language groups, occupational therapy, physiotherapy etc.
- Small group or 1:1 additional adult support
- A personalised timetable (this could include additional educational visits)

Our ASD Resourced Provision:

- Provides specialist support and resources that are incorporated in the planning for each individual child based on their personal needs and sensory profiles
- Provides high quality 1:1 support from specialist staff in addition to interventions and strategies designed to develop their independence and prepare them for their future
- Additional facilities; e.g. trampoline, sensory garden and sensory and soft play room/ dedicated additional space for specific interventions e.g. life skills
- Multi sensory approach to learning
- Careful daily curriculum planning that focuses on routine and variety designed to develop their independence
- Incorporate a variety of strategies and interventions including intensive interaction, Picture Exchange Communication System (PECS), Social Stories, TEACHH, Signalong and SCERTS



SEN Information Report: More information about Essex Primary School's Offer of SEN provision:

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

- Teachers expressing a concern to the SENDCo, then completing an 'initial concern' form
- Discussions at pupil progress meetings
- Concerns raised by parents/carers
- Initial admissions form in which need/concern stated
- Information/report from other professional, medical etc.
- Specific assessments including standardised assessments e.g. for Wave 3 interventions
- Tracking of pupil's attainment and rate of progress – e.g. children working at least one year below their expected age expected level in class and whose primary need is not English as an additional language.
- EYFS children who do not reach the age expected levels in their annual profile
- The school's dyslexia assessment and identification process led by the school's British Dyslexia Association qualified teacher.
- Children presenting with significant difficulties in mathematics
- Weekly inclusion team meetings focused around vulnerable children

How is the curriculum matched to pupil's needs?

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- Differentiation of task
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables
- Additional adult support (small group or 1:1)
- Grouping for teaching purposes within the class, mixed gender, race, religion and ability
- Intervention groups –Wave 3 reading groups, speech and language groups; Box Clever (EYFS) PECS (ASD pupils), colourful semantics, spelling made easy, Kickstart, Gifted and Talented, social skills ,self-esteem, anger management,
- Individualized curriculum for children with SEN; S&L programmes working with NHS Speech and language therapist
- Accessing specialist resources/expertise from other schools e.g. Eleanor Smith/ Reintegration into Education Team
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists
- Additional activities from Pupil Premium funding for identified pupils



- Special arrangements for tests and SATs
- The use of peripatetic teachers- PE, music
- Targets are individualized and children may have an IEP
- Support is targeted at areas of need

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

- Staff deployment is organized well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils.
- Provision map- allocated resources to year groups and individual pupils against pupil progress
- Teaching Assistant skills matched to pupils' needs
- Termly monitoring and review of allocation
- Support organized to take account of advice from outside agency specialist
- Appropriately trained teaching assistants (TAs) are allocated to work with pupils in small groups in class, with intervention groups, teaching wave 3 interventions or supporting pupils 1:1.
- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Appropriate training provided for staff to meet the needs of children.
- Targeted use of pupil premium
- SEN resources managed and maintained by the Resourced Provision manager and SENDCo
- Budget approved and monitored by governors and Head Teacher

Arrangements for children Looked After by the Local Authority and also have SEN

- Key link teacher for pupil(s) to liaise with LA Newham Virtual School, SEN section, Social services and all personnel involved
- Individual key worker for each pupil
- Extra adult support if needed for curriculum access
- Targeted use of Pupil Premium
- Flexible arrangements for parent/foster carer involvement at parents evening/events
- Termly PEP meetings to ensure educational needs are being met.
- School will attend LAC reviews.

How does the school know whether pupils are making progress?

We use these activities/systems to measure impact. Evidence and data is measured against targets. Our main targets for inclusion can be found in our SDP, Inclusion Plan and Equality Duty plan:



- Teachers' knowledge of attainment and progress within the class on an ongoing basis
- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings
- Good communication amongst all school staff
- SLT regularly in classes working with pupils and teachers
- Assessment for learning – children evaluate their own learning and receive feedback in marking
- Half termly tracking of progress for target children Termly assessment data for classes and intervention groups
- EYFS pupil profiles document progress through observation and annotations. Parental involvement in children's records
- B-squared and CASPA data
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny by SMT and SLT
- Individual reviews of progress through support plans, PSPs, LA annual review systems
- Cycle of monitoring and review of action plans and policies
- Qualitative data/ evaluations
- Feedback from parents/carers
- Pupil voice/feedback/ questionnaire/school council.
- Evaluations from agencies working with the school.
- Staff surveys/ needs analysis/ appraisal
- Termly and annual behaviour data
- Qualitative self-esteem data.
- Assemblies /performances/ classroom displays – ECAM concerts
- Governors' views are sought in relation to the School Development Plan and they are involved in policy making and review. They visit school and observe lessons. Postholders report to governors three times a year. They are kept informed about SEND, exclusions, PSP's and developments in the area of inclusion and equality.

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

- Parent/carer conferences
- Individual Support/Education Plans (IEPs)/Pastoral support plans/behaviour support plans
- Annual Review meetings for those with High Needs Funding and/or Statements
- Annual Report to Parents
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Other more informal meetings
- Parents and carers welcomed in school with prompt access to teachers and SLT
- SLT in playground/school every day at the beginning and end of the school day



- Attendance meetings
- Home/school logs – 2 way dialogue
- Pastoral support plans, behavior support plans

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

- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Discussions/ review meetings with parents/carers and professionals.
- SENDCo has termly meetings in SEN Locality Meetings and SENDCo Network Meetings with fellow SENDCos and other professionals.
- Weekly/Termly Inclusion Meetings in school
- Termly cluster presentation to LA and panel of SENDCos to assess high needs funding level
- Termly pupil progress meetings
- Recommendations from advisory teachers or therapists
- Tracking of pupils' attainment and rate of progress
- Class teachers also make decisions about support needed in class for specific purposes e.g. if a pupil has struggled with a concept

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

- Tracking of pupils' attainment and rate of progress
Termly pupil progress meetings with class teacher
- Termly meetings to discuss impact of Intervention groups
- Teachers expressing a concern to the SENDCo, then completing an 'initial concern form
- Annual review of High needs/ Statement/ECH
- Analysis of the schools provision map to ascertain pupil progress against interventions

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

- Parent/carer conferences
- Letters home to inform parents of interventions
- Annual school reports to parents
- Home-school logs – 2-way dialogue
- Pastoral support plan meetings and behaviour support plans
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings with the SENDCo and/or class teachers
- Annual reviews/PSPs/BSPs
- Meetings with Eleanor Smith/ Reintegration into Education Team.



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

- Parent/carer conferences (termly)
- Share support plans
- Annual Review meetings
- Copies of reports from advisory teachers and therapists
- Meetings with the SENDCo and/or class teacher

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

Continuing Professional Development (CPD) for all staff is planned and agreed by the Leadership Team and supports meeting the School Development Plan targets.

Staff receive training in the following ways:

- In-house training
- LA training
- Induction for new staff and NQTs
- Training shared between schools as part of School Alliances
- Advice on strategies etc. by advisory teachers and therapists
- Training from outside agencies or providers
- SENDCo and RP manager also provide suitable resources, advice and strategies

Training opportunities to support inclusive practice Sept 15 – July 16
Staff

- Our Speech and Language Therapist Hafsa Patel has provided support staff with training for PECS (Picture Exchange Communication System), Colourful Semantics (grammar and sentence to enhance communication skills)
- Whole staff Safeguarding Awareness training
- Team Teach training (physical restraint) (local authority) for key staff
- Autism awareness
- Whole staff SCERTS awareness training (autism)
- Identifying SEN update training for teaching staff
- EpiPen/gastroscopy enter all feeding – key staff
- Strategies to support children with Selective mutism – key staff
- First Aid training
- Training in the maintenance of equipment for children with hearing aids
- Foundation course for children who are multiply disabled and with complex and profound needs
- Assessment SEN children for progress without levels
- Assessment within the P-scales
- Sherborne techniques



Parents

- monthly ASD support afternoons and training for parents of children with ASD run by the Resourced Provision Manager with the support of Newham Language and Communication Speech and Language therapists and Occupational therapists

Future training and disability awareness:

- Join LA – school to school support network. Share expertise x 2 way process.
- Further autism awareness training focusing on P-scales and assessment
- Changes to SEN in the light of the new SEN Code of Practice
- Listening programme
- Dyslexia awareness

Governors training:

Governors attend regular training which has included, Safer Recruitment, budget and an Introduction to the Governing Body. They met with the Inclusion Quality Mark Assessor to discuss the work of the School. They have also received training in child protection provided by the LA.

How are parents involved at Essex Primary School?

Positive parent involvement and good communication are vital for the success of all children, but is particularly important for children who are gifted and talented or those who are SEN.

- Admission Welcome Booklets/ school prospectus
- Flyers and invitations to school and local community events including parents evenings, celebration of achievement assemblies once a year and special assemblies
- Monthly newsletter to parents
- Letters and phone calls. Letter to inform parents if their child is receiving extra support
- Questionnaires, support plans/annual reviews/parent view sheets prior to reviews
- PPP trainee who will be providing on- site sessions for parents starting in January 2016
- Language and translation support when required
- Playgroup sessions x2 a week which supports early advice and support for parents as well as early identification of needs
- Training and special sessions linked to the curriculum
- Triple P (parenting Skills) training
- Workshops – Understanding communication difficulties/ understanding sensory needs relating to ASD
- Sign posting parents to services including the LA Services for Newham children and Young People with SEN and Disabilities.
- Home /school logs
- The school website



- Specialist-led ASD workshops for parents open to all parents of children identified with autism whether in the Resourced Provision or not
- Supporting parents with programmes or strategies sometimes suggested by outside agencies that might need to be followed at home as well as in school
- Parents of children with physical difficulties or medical needs attend all initial writing, review and updates of care plans

How are pupils with special educational needs consulted and involved in their education?

- Attendance at Annual Reviews/PSPs/progress meetings
- Written/recorded reports/views of pupils for all educational meetings including PEP meetings for Looked After Children with SEN.
- Person-centred reviews
- Support plans/Pastoral Support Plans
- Assessment for learning – pupils evaluate their own learning and receive feedback on marking
- Target-setting
- Pupil voice/feedback questionnaire/school council/equality views
- Learning mentor involvement through groups/1:1 sessions pupil views
- School counsellor feedback

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

- LCIS (Language, Communication and Interaction Service including ASD specialists)
- Behaviour Support Services
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- NHS Speech and Language Therapy Service
- NHS community Occupational Therapy/Physiotherapy Services
- CFCS (Child and Family Consultation Service)
- DAC (Development Advisory Clinic)
- Child Development Centre (CDC)
- NHS Occupational Therapy Service
- Sensory Service
- Home Tuition Service
- Eleanor Smith School(part time placements for Pupils with EBSD)
- Social Care Services including The Disability Team
- Reintegration into Education Team – exclusion provision

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

- Hygiene/changing rooms
- Soft play and sensory room
- Disabled toilets for children



- Adapted toilet to enhance learning for those learning toileting independence.
- Additional classroom space and time for learning life skills for children with ASD
- Additional play area for children with ASD to include sensory focused toys and equipment e.g. trampoline
- Lift access to staff room for people with a physical disability
- Adult toilets with wheelchair access in parents room and KS2 area.
- Additional play area adjacent to KS2 playground for developing balance/upper body strength
- Sensory garden
- Wider corridors
- Resourced Provision classroom as dedicated space to children with high level of needs on the autistic spectrum.
- Some children with more complex needs may benefit from some life skills such as shopping and 'no-cook' cooking.
- Communication passports are created for some pupils with more complex, significant needs. These are for new teachers/new schools with information about the pupil, their learning and strategies that have proved useful.
- Some children with high levels of needs will have an area of the classroom dedicated as an additional work station for intensive work when following focused work or individual programmes as part of their 1:1 support. This may include NOW and NEXT boxes and choosing boxes.
- Visual timetables in classrooms for children needing visual reminders of the structure of the day.
- Access plan is prepared and approved by the Governing Body under paragraph 4 of Schedule 10 of the Equality Act 2010

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

- Some children may require extra support and preparation before the visit e.g. Photos or a pre-visit
- Use of accessible places and transport
- Pupils are involved in planning risk assessments so that they are prepared for the visit, have considered any possible danger points and ways to keep safe
- Specific risk assessment considerations e.g. medical, adult support, transportation e.g. on stairs, lifts etc. or the use of a taxi
- A trained 1st Aider on each trip
- Differentiated activities
- Extra adult support where it is required /very high levels of need
- All pupils welcome at after school clubs
- Reasonable adjustments are considered to ensure equality of access



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

- Liaison with previous school/ learning and health support services
- Admissions meeting
- Use of bilingual staff
- Staggered admission programmes
- Transition visits to the new secondary (or alternative primary) schools for some pupils, especially those with more complex or significant needs
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists
- The Inclusion Manager or SENDCo attend the SEN Secondary Transition meeting in June and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition
- Year 6 Annual Review meetings for those with High Needs Funding; secondary colleagues invited
- Secondary schools discussed thoroughly at year 5 Annual Review Meetings
SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer invited to the meeting to ensure local authority have a clear picture of the needs of the child regarding secondary placement
- Access to the Brilliant Club for identified Pupil Premium pupils

What are the arrangements for the admission of disabled pupils at the school?

- A child with significant needs or disabilities will be assessed for their individual needs prior to admission
- Where appropriate, the school will liaise with the previous school, medical practitioners, the borough services available for children with disabilities and parents/carers to ensure the appropriate resources and trained staff are in place to meet the needs of the child
- A risk assessment will be carried out where required to ensure the safety of the child and support staff e.g. around moving and handling as outlined in the school's moving and handling policy
- Wherever possible, the school provides ongoing training so that staff are available and ready-trained for supporting children with disabilities e.g. regular epipen training, asthma awareness training, moving and handling training, hoist training, diabetes management and interventions etc.
- Entry may be staggered if this is in the interest of the child's well-being or safety



- A care-plan and appropriate training will be in place to meet the needs of a child with medical needs
- The access plan goals as part of the access plan are reviewed annually as prepared by the school's governing body (under paragraph 4 of Schedule 10 of the Equality Act 2010)

What steps does the school take to prevent disabled pupils from being treated less favourably than other pupils?

- Careful consideration of a disabled child's individual needs and adjustments made so that they are not excluded from any areas of the curriculum available to other children in the school e.g. provision of a taxi or additional adult(s) for a school trip
- Breakfast and Homework club that is offered with the provision of adult support where needed
- A comprehensive range of extra-curricular activities and clubs available to children with additional needs inclusion entitlement being encouraged to attend
- Risk assessments, training and care plans ensure all staff concerned are familiar with a child's individual needs and difficulties
- SEN children represented on the school council
- Children with specific High Needs and disabilities may have access to additional resources provided by the school e.g. extra swimming, PE, dance, music, art, cooking or access to play equipment etc. They also have had additional trips specifically for SEND children to access sports competitions or visits e.g. Lords cricket ground.

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

- SENDCo and Year 6 teacher representatives and Learning Mentors attend the SEN Secondary Transition meeting and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition
- Year 6 Annual Review and transition meetings for those with High Needs Funding; secondary colleagues invited
- Local Authority Special Educational Needs Officer invited to attend Year 5 annual reviews for children with High Needs Funding where parents can express their preference for their child's application for secondary school in the following year
- Transition visits to the new secondary schools for some pupils, especially those with more complex or significant needs, ideally with a friend
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists



- Some children with more complex needs may benefit from some life skills e.g. organizing their own equipment, using planners
- Y6/Y7 transition projects
- PSHE drug awareness/ sex education/e-safety
- Educational visits that raise expectations and experiences towards adulthood e.g. residential trip, university
- Additional school responsibilities
- Secondary school Saturday club

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

- PSHE/Philosophy lessons and circle time activities
- Learning mentors (social/self-esteem/ positive interaction groups, individual sessions)
- Rigorous behaviour systems,
- Positive behaviour rewards, awards
- Attendance awards
- Playground peer mediators, play leaders
- Support from the learning mentor for mid-phase admissions
- School Counsellor
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse and health visitor
- Social care core groups and conferences
- Theatre performances to raise awareness
- After school clubs
- Healthy Eating projects
- Walk to school project
- Educational Psychology Service Resilience Project, Kidscape Project(Anti-bullying)
- Buddy systems in class
- Displays communicate school ethos
- School Council
- SLT readily available for both parents/carers and children/ on duty at lunchtime
- Anti-bullying week, Cultural week, Black History month.
- Related School policies include: Equality Duty, Accessibility policy and scheme, Safeguarding, Inclusion, Anti-bullying, Behaviour. E-Safety, Intimate Care

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

Class teacher

Janet Price – SENDCO who can be contacted on the school telephone 0208 472 0322 or school e-mail info@essex.newham.sch.uk

Gaynor Jackson _ Teacher in charge of Resourced Provision (for ASD concerns/advice)

Sue Montgomery – Family Support Worker – Y5/6



Mary Jones– Learning Mentor – Y3/4
Shamim Patel – Learning Mentor Early Years
Nadia Tamim – Learning Mentor Y1/2
Andy Watson- School Counsellor (Fridays)
Hafsa Patel – Speech and Language Therapist (Wednesday)
Local authority - SEN Assessment and Commissioning Lead
Officer/Monitoring and Assessment Officer: Alison McIlwraith

Newham Parent Partnership Service

The Web Building
49-51 The Broadway
Stratford
London
E15 4BQ
Tel: 0203 373 2871 ext 32871
Fax: 0208 472 7340

Email: Jasweer.Sagoo@newham.gov.uk

Bola Ajilore – School Nurse - 07534985064
Local Authority SEN section - Children and Young People's Services – 0208 430 2000 373
Parent partnership Service – 02033732871
Behaviour Support Service- 0208430 6538
Language Communication Interaction Service – 02073451890
Complex Needs and Dyslexia Service - 02084752309
Educational Psychology Service – Children and Young People's services- 0208 430 2000
Child and Family Consultation Service – 0207055840
Speech and Language Therapy NHS – 02070596886
Church Road Medical Centre – 0208 478 6893

Key School documents can also be accessed on the School website and MLE and include The Equality Duty (information about how the School is compliant with its duties under the Equalities Act 2010, Anti-bullying Policy, Inclusion Policy, Accessibility policy and Safeguarding Policy, also a Statement of how the school pupil premium allocation and the plans to spend it in the current year, and, for the previous year. The School provision map is available on request.



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

Parental concerns will usually be addressed to the child's class teacher. Should a parent wish to make a complaint, they should be referred to the Head Teacher, who will seek an informal resolution.

In the event of the complaint not being dealt with satisfactorily, then the parent can contact the Link Governor for special needs to discuss the matter further. Working together the Head, Governors and parent should find a satisfactory solution to any problems (for further details see school procedures for dealing with complaints).

Janet Price 06.12.15



Here are some of the questions asked by our parents and carers about the SEN provision in our school:

How is my child supported in class?

Will my child always need support?

How will I know my child is making good progress despite their learning difficulties?

How can I help my child at home?

How many times is my child screened on special needs from nursery to Year 6?

How can my child communicate well with other children?

What is SEN and how is it defined?

Is my child really SEN or is he just lazy?

What training and experience do staff have about my child's area of difficulty?

How can I make sure my child's support at secondary is as good as it is at Primary School?

How long will my child be SEN for?

How are the needs of my child passed on to a supply or cover teacher?



Here are some of the questions asked by our children and young people about the SEN provision in our school:

Why do some children go out of class and what do they do?

What makes a child have special educational needs?



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

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- 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