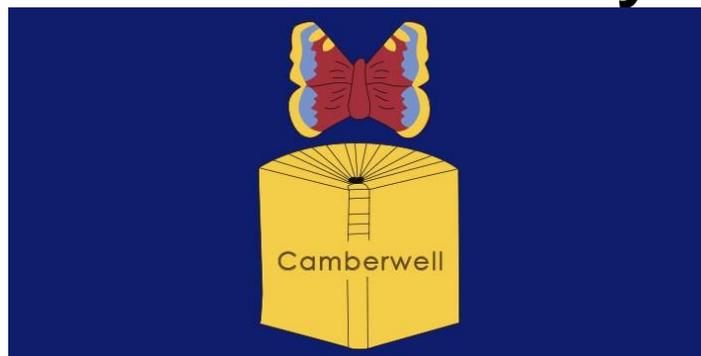


Oliver Goldsmith Primary School



Special Educational Needs and Disabilities Report

Academic Year 2020/21

At Oliver Goldsmith Primary School, we work in the best interests of every child, and are committed to a policy of inclusion, recognising that all children have the right to equal access to the curriculum, and that children who have any kind of special educational need or disability have the right to special care and support, as well as all the other rights that we aspire to for children, so that they can live full and independent lives. We do our best to make necessary provision for any child who has special educational needs or disability (SEND), in cooperation with our local authority. We work hard to make reasonable adjustments to minimise any disadvantage experienced by disabled children and constantly aim to improve the accessibility of our school and curriculum.

Every teacher is a teacher of every child, including those with special educational needs.

Admission of children with special educational needs or a disability is considered in line with our admissions policy, which can be found on our website. We recognise that some children may have needs beyond those which we can cater for, and we work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs or disability.

The SENCO is **Chontel Audain**

The named Governor responsible for SEND, is Denise Williams-Dean, Chair.

Definition of Special Educational Needs and Disabilities:

Special educational needs and provision can be thought of in four broad areas:

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

We believe that every child has the right to receive an education that enables them to:

- Be the best that they can be – to work hard, to love learning and to be fascinated by the world
- Become confident individuals living fulfilling lives, aware of their rights and of those of others and able to take on responsibility in the local and the wider community

We aim to raise the aspirations of, and expectations for, all children with SEN, focusing on positive lifelong outcomes. To do this, we try to identify and provide for children who have special educational needs and / or additional needs, thinking about and providing for their wider as well as their core learning needs.

We try to ensure that:

- The quality of provision for pupils with special educational needs is maintained and improved.
- Inclusive practice is continuously developed and implemented in all areas of school life.
- Effective assessment systems are used as early as possible, in consultation with other agencies as appropriate.
- Resources are allocated and used efficiently, effectively and equitably according to need.
- Partnerships with children, parents and carers work effectively.

Roles and Responsibilities

All teachers are teachers of children with SEN; teaching these children is therefore a whole school responsibility. They provide good Quality First Teaching for their class, taking account of the varying needs of all the children in their care, through differentiation, support and teaching strategies.

- All teaching and non-teaching staff are aware of the school's policy and procedures for identifying, assessing and making provision for pupils with SEN.
- Governors are responsible for ensuring that the Special Educational Needs policy is implemented. In co-operation with the Head teacher, they determine the school's policy for children with SEN; they monitor the school's work on behalf of children with SEN.
- The SENCO has responsibility for day-to-day operation of the SEN policy and the SEN Register and for co-ordinating provision for pupils with SEN, liaising closely with school staff, parents/ carers and other agencies.
- Learning Support Assistants (LSA's) support individual children or groups of children within the class as directed by the class teacher and SENCO. Children may be withdrawn to work with the LSAs in small groups or one to

one. LSAs liaise with staff over the needs and progress of individual children, and are timetabled to support children according to their individual needs.

The SENCO meets monthly with the Inclusion Team to discuss special educational needs and disabilities, as well as those children who are causing concern.

Identifying Special Educational Needs

- Every child's current skills and levels of attainment are assessed soon after they join the school, and this will include liaison with their previous school. We regularly assess children's progress and if they are falling behind or are not making expected progress, they are given extra support. If children continue not to make expected progress, despite high quality teaching targeted at their areas of particular need, the teacher and SENCO work together, with parents/carers, to decide if the child has a significant learning difficulty, and if appropriate, what form of SEN support is needed.
- Identification of children's special educational needs may include more specialised assessments from external agencies and professionals, such as an Educational Psychologist or Speech and Language Therapist, or from paediatricians at Sunshine House.
- Parents and carers know their children best, and we always listen when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.
- Where a child is not making expected progress, teachers, the SENCO and parents/carers work together on problem-solving, planning, support and teaching strategies for individuals.
- We identify the needs of pupils by considering the needs of the whole child. This may mean considering not just their special educational needs, but also any disability, or issues around attendance and punctuality, health and welfare, English as an Additional Language, being in receipt of Pupil Premium Grant, being a 'Looked After' child or being a child of Serviceman/woman.

SEN Support

- Pupils are added to the SEN Register at a level called 'SEN Support' when they meet the criteria for SEN under one of the four categories of need.
- The SEN Register is reviewed each term and pupils' needs are assessed according to their attainment and progress in the core subjects of Reading, Writing and Mathematics, as well as their social and emotional development and self-esteem if this is appropriate. If it is clear that a child no longer meets the criteria for inclusion on the SEN Register, parents / carers are informed and the child's name is removed from the register.

A Graduated Response

- High quality teaching, differentiated for individual children is the first step in responding to all children's educational needs. Some children need something additional to or different from what is provided for the majority of children; this is SEN provision.

- Teachers are responsible and accountable for the progress and development of all children in their class, including where pupils receive support from teaching assistants or specialist staff.
- Teachers work with the SENCO to follow the ASSESS – PLAN - DO – REVIEW cycle.
- Interventions are designed to narrow gaps in attainment and to help children move towards independent learning.
- We monitor the impact of interventions termly as part of the Assess- Plan- Do-Review cycle; we do this during the termly Pupil Progress meetings.
- LSAs are generally supported by specialist outside agencies with guidance from Speech and Language Therapist, Educational Psychologist, Occupational Therapist and Autism Support Service around supporting in different areas.
- The views of parents and carers are sought and valued on all aspects of their child's SEN provision.
- The SENCO works within the Department for Education's Access Arrangements guidance to arrange special arrangements for some children with Special Educational Needs and Disabilities when they perform in statutory tests.

Other provision available for pupils with SEND:

Speech & Language Therapy

Educational Psychologist consultation & assessment

Individual Play Therapy

Individual and Group Drama Therapy

Summerhouse Pupil Referral Unit

Education, Health and Care Plan:

Following successful completion of Statutory Assessment by the LA, a school may be allocated a sum of money which can be used to fund a number of hours of 1:1 Special Support Assistant time. The banding levels, determining the allocation of funds, have changed, allowing schools greater flexibility in the way they meet the needs of individual pupils. This is an acknowledgement of the range and severity of needs of some pupils.

It is a legal requirement to hold an Annual Review of a pupil's EHCP. The SENCO is responsible for organising and chairing the Review and submitting the written report to the LA's Special Educational Needs Department.

Effectiveness:

- The school's culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- The school works collaboratively with the LEA and other agencies to ensure that any child's special educational needs are identified early
- SEND provision considers the child's wishes in line with their age and understanding

- School staff work in partnership with parents, taking account of the views of individual parents in respect of their child's particular needs
- Interventions for each child are reviewed regularly to assess their impact, the child's progress, and the views of the child, their teachers and parents
- Resources are used efficiently and effectively.
- Where the LEA has awarded an Education, Health and Care Plan, this is reviewed annually in accordance with LEA guidelines

Partnership with parents and carers:

The school aims to work in partnership with all parents/carers. Throughout the graduated approach in supporting a pupil with SEND we aim for active partnership between the school staff and parents/carers.

The school has a duty to inform the child's parent/carer that special educational provision is being made for the child because the child has SEND. (Section 317A, Education Act 1996)

The SENCO is available to meet with parents/carers by booking an appointment at the school office.

Parents/carers are invited to share in the target-setting at review meetings and parent/carer evenings.

Parents/carers are invited and encouraged to attend and participate in the annual reviews of EHC Plans.

Arrangements for Transition between Settings and Schools:

We aim to ensure that the transition from Nursery to Primary and from Primary to Secondary education is smooth and that communication is clear and informative. Networking between Early Years settings, primary and secondary schools has become a high priority. Home visits are conducted before a child joins our Nursery, and new Reception parents/carers have to attend an individual interview, prior to their child being added to the school roll.

During the last term of the primary pupil's schooling the SENCO meets with SENCOs/Inclusion Managers of the various local secondary schools, inviting them in to meet the pupils and discuss any SEND/Safeguarding issues. We work with the Autism Support Team, Hearing Impairment Team and the Visual Impairment Team to ensure children with needs have the best possible transition to secondary school.

Health Services:

The SENCO consults regularly with the School Nursing Team about referrals, the health needs of individual pupils who may also have SEND and/or Child Protection involvement, and to organise medicals and developmental assessments. A record of these referrals is kept by the SENCO.

The SENCO liaises with the Speech and Language Therapy Department (Sunshine House) regularly. S< referrals are made by the SENCO, with parent/carer consent.

Referral to the Occupational Therapy Department is made by the SENCO, with parent/carer consent. Should OT referral be considered appropriate, the SENCO first discusses the referral with the School Nurse.

Referrals are made to the Child and Adolescent Mental Health Services. Parent/carer consent is sought and referrals made by the SENCO.

Admission Arrangements for Pupils with SEND but without an EHCP:

Pupils are taken on roll in accordance with Southwark's criteria and procedures for admission.

The design of the school buildings makes access difficult, although a lift has improved accessibility to parts of the school for pupils/adults in wheelchairs or who have difficulty in climbing stairs.

Complaints: Complaints are dealt with in line with the school procedures and Southwark Guidelines.

Janine Naylor - SENCO 19/20

Chontel Audain from Sept 2020

Policy Updated & Amended: **July 2020**