



Sebright Primary School

SEND Information Report

This report is created in line with Regulation 51. From 'Special Educational Needs and Disability Regulations 2014'.

CONTENTS	PAGE
WHAT ARE SPECIAL EDUCATIONAL NEEDS?	1
IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS	1
PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS	3
EXPERTISE AND TRAINING OF STAFF	5
EQUIPMENT AND FACILITIES PROVIDED FOR CHILDREN	5
WORKING WITH PARENTS	6
WORKING WITH CHILDREN	6
HOW WE SUPPORT PUPILS TRANSFERRING BETWEEN PHASES OF EDUCATION	6
CONTACT DETAILS	7
OUR LOCAL OFFER	7

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

'A pupil has SEND when their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.'

We are an inclusion school and aim to support all children and meet their individual needs within our allocated school budget.

The Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

(SEND Code of Practice, p. 97)

IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We believe that early intervention is always in the best interest of the child. Sebright has a range of different ways to identify children who may have additional needs.

ON ENTRY OBSERVATIONS

For new pupils joining us in Nursery and Reception or new to our school, we take the following steps:

- We make home visits and collect information about children from parents.
- We assess pupils across the curriculum within the first 4 weeks that they arrive at Sebright.
- We gather information through consultation with prior schools or settings such as nurseries or children's centres.

ACADEMIC PROGRESS MONITORING

Pupils within Sebright are regularly assessed by class teachers. There is a robust monitoring of progress by teaching staff, the Senior Leadership Team and our Inclusion Team. Regular pupil progress meetings allow staff to discuss every child and those who do not make expected progress will be discussed in greater detail and actions discussed.

CONCERNS RAISED BY STAFF

When concern in a child's progress is identified, class teachers and support staff discuss their concerns. These concerns are then shared with Phase Leads and/or the SENCo. Teachers can then refer children to the Inclusion Team. The process of this referral involves sharing detailed information and about the child's attainment, progress and individual learning needs and/or concerns that the teacher has identified. A referral is made when the teacher feels that quality first teaching and differential is not sufficient to meet the child's needs and after discussion with the child's parent about their concerns. The Inclusion Team discuss the referral and advise the teacher on the next steps. These are dependent on the child's individual needs and could be:

- referral for assessment by the Speech & Language Therapist;
- referral for assessment by the Educational Psychologist;
- Children and Adolescent Mental Health Support referral;
- Specialist teacher support;
- Placing the child on the SEND register which involves the child having an individual support plan that is reviewed at least termly.

CONCERNS RAISED BY PARENTS

Parents should discuss concerns around their child's learning or other needs with the class teacher, SENCo or Inclusion Lead. We greatly value information from parents and encourage parents to share information that may be relevant to the development and/or progress of their child. ***Please find contact details below.***

PROCESS FOR IDENTIFYING CHILDREN'S NEEDS

Step 1.

A concern is raised by:

- a parent;
- a teacher;
- other professional;
- the child, e.g. persistently asking for support.

Due to:

- lack of progress over two terms;
- significant change in rate of progress;
- significant change in child's behaviour.

Step 2.

Inclusion Meeting:

- information is collected;
- child's need/s are discussed with parent;
- referral form is completed;
- referral is discussed at the Inclusion Team Meeting;
- Actions are agreed and shared with class teacher and parent.

Step 3.

Actions – dependant on need, one or more of the following may be put in place:

- Increased monitoring by the class teacher;
- SENCo and/or Inclusion Lead observation;
- Individual Support Plan put in place after initial SEN/D meeting;
- Referral to other professionals for assessment;
- EHCP (Education Health Care Plan) process may begin.

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We aim to enable all learners to make expected progress or better. In order to achieve this, the Inclusion Team collaborate with teachers, support staff, parents and children to ensure that needs are being monitored and catered for.

ADAPTING THE CURRICULUM

In the first instance we work together with class teachers to make sure that they are aware of the needs of learners in their classrooms, and are delivering high quality lessons that are accessible by all and which enable all pupils in the class to make progress (Quality First Teaching). The Inclusion Team provide teachers with information on pupils' needs, and strategies for the effective differentiated and personalised teaching of those pupils.

INTERVENTIONS

Where a pupil has fallen significantly behind his or her peers in a key area of learning, we strive to support them through:

- ✓ in class support by the teacher and/or LSA;
- ✓ small group sessions;
- ✓ Social & Emotional small group with Learning Mentors;
- ✓ 1 : 1 support.

Our interventions target the following areas:

- ✓ Phonics and single word reading;
- ✓ Reading comprehension;
- ✓ Writing;
- ✓ Maths;
- ✓ Speech & Language;
- ✓ Building & maintaining friendships;
- ✓ Anger management;
- ✓ Building resilience, a developing good behaviours for learning.

Our additional provision includes:

- ✓ Nurture Group for KS2 (Maths & Literacy Support);
- ✓ Small language groups, e.g. Word Aware, Colourful Semantics, Lego Therapy;
- ✓ Attention and Listening Groups;
- ✓ Social Skills and SEAL Groups;
- ✓ Quality first teaching that is supported by a specialist teacher.

Any additional provision is regularly monitored to evaluate its effectiveness in supporting the children to make progress. The Inclusion Lead and/or SENCo meet regularly with the Federation Deputy Head and other professionals to monitor the individuals on their case load and ensure that each pupil is discussed in depth. Termly Multi-Agency Planning (MAP)

meetings are held both across the three schools and within the individual school to discuss supporting teaching and learning.

ADDITIONAL SERVICES

We have a range of external services that we draw on to support our pupils, these include:

- Speech and Language Therapy;
- Child and Adolescent Mental Health outreach service (CAMHS);
- Educational Psychologists (EP);
- Hearing Impairment Team;
- Visual Impairment Team;
- School Nurse;
- Education Welfare Officer (EWO);
- Occupational Therapist;
- Re-engagement Unit (REU);
- Children's Social Care;
- Family Support Worker (Sebright Children's Centre);
- Hackney Ark Service – Child Psychologist & Child Development.

We also draw on many services run by Hackney Council, and independent bodies, depending on the needs of the pupil. Information on the local services can be found on the Hackney Local Offer page: www.hackneylocaloffer.co.uk

SEND REGISTER

When a child has been identified as having a specific learning need a meeting will take place involving all the people who work with the child and the parents. If agreed, the child will be placed on the SEND Register and a support plan will be put in place. If a child makes the required progress they may come off the SEND register. In this instance there will be a meeting with parents to discuss this and what support will continue to be put in place.

SUPPORT PLANS

These are created when a child has identified specific learning needs and has been placed on the SEND Register. Support plans include a brief synopsis of the child's need and sets targets for the child to work on throughout a term. These targets are agreed by the child, parent and teaching staff. Support plans are referred termly except in specific circumstances when they are returned half termly.

EHCP – Education, Health and Care Plan

Where, despite the school having taken relevant action to meet the needs of the child, progress is still not achieved, the school and parent can consider requesting an EHC Assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate by the Local Authority, usually Hackney Learning Trust, SEND Department, the pupil will be awarded an EHCP, which may result in individual support being made available to help progress.

CHILDREN'S HEALTH AND GENERAL WELLBEING

The safety and wellbeing of children is at the centre of everything we do at Sebright School. Each week children learn about wellbeing and keeping safe following the JIGSAW curriculum.

Information on the medical needs of our pupils, and who is responsible for the administration of medicine and personal care is shared with the staff who work with them. Where a pupil has medical needs that in some way impacts on their daily school life, specialist provision is put in place.

We have a school nurse who is available for support and advice and the school is able to make reasonable adjustments for medical needs. If staff members require additional request, e.g. epi-pen training, diabetes training, etc. We have a medicine administration form on our website or from the school office, which must be completed to enable us to administer prescribed medicines.

PASTORAL AND EMOTIONAL SUPPORT

We have a very strong pastoral system led by our Federation Pastoral Support Lead to support pupils' emotional needs and to keep a close eye on their general wellbeing. This team includes the Federation Pastoral Support Lead, Lead Learning Mentor and Learning Mentor who offer in-class support and/or group and individual support.

We have a school council where pupils are given a voice and an opportunity to influence decisions made within the school. Pupils from each year group and each community are elected to the council, and represent the pupils who elected them. Pupils are trained to be Prefects (Year 6), Peer Mediators (Year 5) and Playground Friends (Year 3) to support other children in the playground and around the school, solving disputes and ensuring that children have someone to play with whenever needed.

EXPERTISE AND STAFF TRAINING

Our teaching and support staff benefit from a range of continued professional development to support their planning, understanding and relationships with learners.

This includes:

- Autistic Spectrum Disorder awareness;
- Speech and Language awareness, including Makaton;
- Behaviours for Learning;
- Zones of Regulation
- Mental Health and Wellbeing, including Breathe
- Differentiation;
- Safeguarding.

We have a team consisting of a specialist teacher, educational psychologist, speech & language therapists, Federation Deputy Head (Inclusion), Inclusion Lead and SENCO who regularly advise and support with individual interventions and staff development. Staff needs are identified through the performance management process, School Evaluation Framework (SEF) and in response to the needs of the pupils.

EQUIPMENT AND FACILITIES PROVIDED FOR CHILDREN

Where pupils need special or adapted equipment to support them in their learning we will take reasonable steps to provide the equipment. Some examples might include:

- Makaton signing;
- Individualised IT equipment;
- Seating;
- Writing aids;

- Sensory room.

The building is partially accessible to wheelchair users. However, we are unable to make it fully wheelchair accessible due to the building being Grade II listed. There is a wheelchair accessible toilet on the ground floor.

WORKING WITH PARENTS

We understand the importance of parent voice at Sebright Primary School, and involve parents at every stage of their learning journey with us. Parents are encouraged to contact the school and discuss any concerns at the first opportunity. The first point of contact is the child's class teacher. The SENCo and/or Inclusion Lead are always available to discuss any concerns and a meeting will be arranged with parents to consider next steps.

Parents and children are consulted before a child is added to the SEND register and are invited to all SEND reviews. Parents and pupils with EHCP will play a leading role in the way that the plan is written and implemented. We hold termly, or at time half termly, reviews and the views and feelings of the parent and child are fully reflected. Annual EHCP review take place and at these meetings all professionals working with the child and family are invited to attend or share their views and on occasion a representative for the Local Authority will attend.

WORKING WITH CHILDREN

Children are involved in all aspects of their education. When it is agreed that a child requires additional support an 'All About Me' profile will be created. This involves the child identifying what best helps them to learn and how they view themselves as a learner. When a child has a support plan, their targets will be discussed and agreed them as well as the adults who work and support them. They will be given opportunities to review their targets and to request changes to their support plans.

HOW WE SUPPORT PUPILS TRANSFERRING BETWEEN PHASES OF EDUCATION

At Sebright we aim to plan carefully and support a smooth transition for children joining or leaving the school. We try to make this easier by:

- Planning visits for children who will be joining the school in the Early Years, including a week's induction to the school in July for Reception Class pupils.
- A week's induction into the children's new classes in July;
- Sharing information between nursery/home and school. If a child has SEND or if there are any other concerns, we will ensure support is put into place;
- Enhance transitions for those child who will need extra professional support for transitions;
- During the child's time in Year 5 and 6, they will be encouraged to explore their feelings and develop an understanding of what life at Secondary School will look like;
- At times, parents and SENCo meet to discuss suitable Secondary Schools for their child and this may include looking at specialist settings;
- Mid-term admission are support by:
 - Collecting evidence from previous settings;
 - Meeting with parents and child for a school tour;
 - Conducting a home visit to discuss the child's needs;
 - Individualised integration timetable, when necessary;
 - Peer support once the child starts.

COMPLAINTS

In the event that a complaint needs to be made, please follow the Federation's Complaints Procedure as found on our website: www.sebright.hackney.sch.uk

CONTACT DETAILS

The first point of contact for any concerns is the child's teacher. If a parent wishes to discuss a matter further related to special needs, then parents can also speak to the SENCO and then to the Deputy Headteacher who is the Inclusion Lead.

SENCO:

Ms Salma Ali

Telephone: 020 7739 6531

Deputy Headteacher (Inclusion Lead & DSL)

Ms Lucie Collins

Telephone: 020 7739 6531

Independent, confidential and impartial advice is available to parents at:

Hackney SENDIAGS

1 – 13 Triangle Road, London E8 3RP

Telephone: 020 7275 6036

Email: SENDIAGS@learningtrust.co.uk

OUR LOCAL OFFER

The Hackney Local Offer is available at: www.hackneylocaloffer.co.uk

This SEND information report was updated in March 2021.

It will be reviewed in March 2022.