

Crowlands Primary School

Special Educational Needs and Disabilities Information Report

School Ethos for SEND	<p style="text-align: center;">Crowlands Primary Mission Statement Respect Enjoy Achieve</p> <p>At Crowlands Primary School we endeavour to provide a sense of community and belonging for all children and their families whatever their learning needs or their racial, ethnic, cultural and religious background.</p> <p>We know that the contributions made by all parents/carers, children and professionals are essential and help to enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they achieve the best they possibly can. We provide a broad, balanced and stimulating curriculum for every child whilst recognising that learning needs to be tailored to individual outcomes for life.</p> <p>At our school, we aim to promote positive learning for our children with SEND through:</p> <ul style="list-style-type: none">• Identifying and addressing needs to ensure early intervention• Ensuring they feel a valued part of the school• Providing a safe, supportive and where necessary, adapted, environment• Having access to a range of differentiated teaching and learning with strategies planned by teachers to meet their needs• Promoting independence and resilience as a learner for life, without over reliance on adult support• Communicating their needs appropriately throughout the school• Requiring parents/carers to maintain close links with the school to help tailor the support for their child throughout their learning development <p>We offer a broad and balanced curriculum to all children with SEND and aim for them to be able to take part in all school activities, adapting those activities where necessary and possible, to enable the safe participation of all pupils.</p>
The arrangements for consulting with parents of pupils with SEND.	<p style="text-align: center;"><i>“The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance” (Harris and Chrispeels 2006)</i></p> <p>Support from parents/carers is vital in their child’s education and we firmly believe that home and school should work in partnership and parents/carers are encouraged to maintain close communication links with school staff.</p> <p>Parent/Teacher meetings for all pupils take place twice yearly where assessment data on pupil progress is shared. In addition, parents/carers of pupils with SEND are invited to termly meetings with class teachers where individual targets for their child will be reviewed or new targets will be set for the pupil.</p> <p>The Learning Support Manager meets with the parents/carers of pupils who have an Education, Health & Care Plan (EHCP) or Statement, to review progress. Parents/carers of other children with SEND are welcome to ask for a meeting with the Learning Support Manager by making an appointment through the School Office.</p>

<p>Contact details of the Learning Support Manager</p>	<p>When relevant, parents/carers will have the opportunity to meet face to face with a variety of professionals such as Educational Psychologists and Speech and Language Therapists who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapists etc. The Head Teacher/Learning Support Manager are able to signpost parents to various support services as appropriate.</p> <p>The Governing Body (GB) includes Parent Governors. The GB as a whole regularly communicates with, and seeks the views of parents and pupils. The Learning Support Manager reports to the GB meetings. There is a SEND Governor whose role is to support and challenge the school about the provision for SEND pupils.</p> <p>Parental views are sought via questionnaires and face to face at review meetings.</p> <p>Relevant policies, including the SEND Policy, are available on the school website – paper copies can be obtained on request via the school office.</p> <p>The school Accessibility Plan and budget are reviewed regularly to ensure the school building is fully accessible and well maintained.</p> <p>Learning Support Manager: Mrs Tyrrell Works full time – Monday-Friday 8:00am-4:00pm Contactable through the school office by phone 01708 743402, by post or by email: office@crowlands.havering.sch.uk</p>
<p>The arrangements for consulting young people with special educational needs or disabilities and involving them in their education.</p>	<p>At Crowlands Primary School we aim to ensure that pupils are central to the planning process.</p> <p>Pupils are involved in reviewing their progress and setting new targets and are encouraged (and will be supported) to contribute their views. Where appropriate they are invited to attend at least part of review meetings.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable. For part of each day pupils follow a Creative Curriculum which is closely linked to what the pupils themselves want to know about a topic. With careful guidance from class teachers their views are sought and incorporated into class plans for learning.</p> <p>Pupils can pass on their views about the school via their class representatives who raise them at School Council Meetings or via Pupil Questionnaires. School Council representatives are elected by their peers. All children are eligible to stand for election. Children with SEND may receive additional adult support in the election process.</p>

<p>Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school has an “open door” policy. We aim to resolve issues swiftly and in person, coming to a mutual agreement and understanding.</p> <p>A parent/carer’s first port of call is to arrange for a meeting with the class teacher. Where appropriate, this meeting may also include the Phase Leader for the child’s year group.</p> <p>If necessary, parents/carers would then go to the Learning Support Manager, who will deal appropriately with the concern in consultation with the Head Teacher/Deputy Head Teacher.</p> <p>In addition, the Headteacher or a member of SLT holds a „drop in“ session every Friday from 2:00pm-3:00pm to allow parents/carers to share their views/concerns..</p> <p>In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy can be obtained from the School Office on request.</p>
<p>The Local Authority’s Local Offer is published.</p>	<p>The LA’s Local Offer can be found on the website:- http://www.haveringsd.co.uk/home/</p>
<p>Identification of needs, early intervention and SEND provision.</p>	<p>The method of identification and provision follows a graduated response.</p> <p>All staff implement the principles of quality first teaching and understand their responsibilities for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils’ needs through this approach. However, where the child’s needs are “different from and additional to their peers” and “they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school”, a variety of different strategies and interventions to overcome barriers to learning may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be kept informed at all stages of this process.</p> <p>Rigorous baseline assessments will be done at the very beginning of the Early Years/Foundation Stage (EYFS) in order to ascertain developmental stages across the EYFS Areas of Learning. A range of resources and teaching strategies will be used to assess children’s learning.</p> <p>Class teachers use on-going assessment to identify specific needs and aim to address these through the adjustment of “quality first teaching” within their classrooms. This may involve adaptation to teaching methods (including learning styles and multi sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>From Year 1, Maths and Literacy lessons are taught mainly in differentiated groups, where teachers ensure that work is set at a suitable level for each pupil to enable new learning or consolidation of previous learning to take place. Sometimes, when the particular activity suggests that it is best for the progress of all participants, mixed ability groups encourage pupils of different abilities to share their learning.</p>

If it is thought that a pupil with SEND needs further support, the class teacher will consult with the Learning Support Manager who can suggest further strategies and resources that will enable the class teacher to better support the pupil with their learning. The Learning Support Manager may also carry out additional assessments to support this process. The pupil will probably be given individual targets via an Individual Provision Plan (IPP) or Pupil Passport (PP) which will be reviewed termly with the class teacher, pupil and parent/carer.

When appropriate, interventions may be put in place to support pupils in specific areas of learning. Pupils may then be taught in an intervention group for short periods during the day, either within the classroom or they may be withdrawn. These groups will be taught by a teacher or a teaching assistant who has been trained to lead the intervention. Such interventions will normally last for a few weeks and then the pupils' progress will be assessed to ensure that the intervention has been successful.

Pupils who have speech and language programmes, following assessment by a Speech Therapist, will normally address those targets 3x weekly supported by a teaching assistant or a learning support assistant.

The progress of all pupils is reviewed at regular intervals during pupil progress meetings between class teachers and phase leaders. If pupils are not making expected progress interventions or other support will be put in place and progress will be reviewed again at the next or subsequent meeting.

Pupils who have an EHCP or a Statement of SEND, will sometimes have a Learning Support Assistant (LSA) who supports them 1-1 or in a small group within the classroom for varying amounts of time during the school day, according to need. The LSA will be trained to offer the support that best suits the needs of the individual pupil and will always be mindful that the aim is to make that pupil as independent as possible. They will not therefore always be working individually with that pupil, but will ensure that the pupil is confident with the task set and then may withdraw for short periods to enable the pupil to demonstrate independent working, returning to reassure the pupil as appropriate.

It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting. The Learning Support Manager will seek further advice from various outside agencies e.g. Educational Psychology, Behaviour Support Service, Social Communication Service, Speech Therapy, if it is thought that the school needs further support to address a pupil's needs. Parental permission will be sought before such a referral is made. Outside agencies will always seek to keep parents closely informed of the results of their assessments and will usually arrange 1-1 meetings with parents to discuss strategies for supporting their child.

If a pupil is seen to need further support, a Statutory Assessment of Special Educational Needs can be sought from the Local Authority by the school. Reports will be sent from school and other outside agencies, documenting the pupil's needs & stating what has been done so far to try to overcome them. The Local Authority will then make the decision whether or not the pupil should be given an Education, Health and Care Plan (EHCP) to support them further. Parents can also make an application to the Local Authority for a Statutory Assessment of Educational Needs for their child.

<p>The expertise and training of staff in relation to pupils with SEND.</p> <p>How specialist expertise can be secured.</p>	<p>The Learning Support Manager is an experienced, qualified teacher who is part of the Senior Leadership Team of the School. He has carried out the role of SENCo for a number of years and specialises in the teaching of EYFS pupils. He also regularly attends courses to update his skills.</p> <p>Many of our staff are experienced teachers and teaching assistants who have supported pupils with SEND within their classes for many years. New staff receive induction that informs them of the SEND procedures within the school.</p> <p>The school has experience of supporting pupils with a variety of SEND. These include: Speech, Language & Communication Needs, Social, Emotional and Mental Health difficulties, Autistic Spectrum Disorder, Social Communication Needs, ADHD, Specific Learning Difficulties e.g. Dyslexia.</p> <p>The school also has experience of supporting pupils with various medical needs. These include: asthma, diabetes, epilepsy, eczema, food allergies. We employ staff, as needed, to care for pupils whose disabilities involve wheelchair support and the school is wheelchair accessible. All staff who are employed to support children with physical disabilities receive appropriate training from our school nurse.</p> <p>We have access to the following outside agencies: Educational Psychology, Behaviour Support Service, Social Communication Service, Speech & Language Therapy, Havering Learning Support Service, Havering EMA & EAL Team, School Nurse, Occupational Therapy, Physiotherapy, Counsellors, Community Paediatrician, Social Care. (This list is not exhaustive and may change according to the needs in the school).</p> <p>Communication with the above agencies would usually be accessed via the school's Learning Support Manager.</p> <p>We are also able to access support on an occasional, targeted basis from two of our borough Special Schools.</p> <p>The school employs an experienced Home School Support Worker and Social Worker who liaises between home and school to support pupils with social and emotional needs. They also work with families and our Educational Welfare Officer to encourage good attendance and punctuality of our pupils.</p> <p>Parents in Partnership is an independent agency who can support the parents/carers of pupils who have SEND. Very often parents/carers seek their support when going through the statutory assessment process, prior to a pupil receiving an EHCP. Please see contact details below.</p>
<p>Equipment and facilities to support children with SEND</p>	<p>The NHS Occupational Therapist/Physiotherapist comes into school to undertake assessment regarding equipment, furniture or access to the building. The Learning Support Manager and/or Head Teacher/Deputy Head Teacher will meet with parents to discuss particular needs and requirements for individual pupils.</p> <p>Currently, the Local Authority provides some equipment and some items are purchased by the school. The Occupational Therapists/Physiotherapists periodically check and maintain equipment they have provided.</p>

<p>The Governing Body</p>	<p>The Governing Body (GB) demonstrates good financial management, and does its best to ensure that the building and resources are fit for purpose. The Learning Support Manager signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHCP or Statement.</p> <p>The SEND Governor liaises with the Learning Support Manager/ Head Teacher and reports back to the GB.</p> <p>The Learning Support Manager reports to the GB at GB meetings.</p> <p>Please see the list above of outside agencies that the school is able to access.</p>
<p>The contact details of support services for the parents of pupils with SEND.</p>	<p>Parents in Partnership: 01708 433885</p> <p>London Borough of Havering - Special Educational Needs Section: Special Educational Needs Town Hall, Main Road, Romford, RM1 3BD sen@haverling.gov.uk 01708 431885</p>
<p>Arrangements for supporting pupils with SEND who are transferring between stages of education.</p>	<p>Pre-school: Crowlands Primary School has its own Nursery. Pupils with SEND within the Nursery will be supported by the school's Learning Support Manager and outside agencies connected to the school.</p> <p>If a pupil with SEND joins us from another pre-school provision, their SENCO/Early Years Specialist Teacher contacts the school to arrange a Person Centred Review meeting once a school placement has been confirmed. Parents/carers and professionals are invited to the meeting. The school's Learning Support Manager/EYFS Leader visits any pre-school settings from which pupils with SEND are transferring, in the Summer Term.</p> <p>EYFS teachers, with Year 1 staff, prepare for the transition of pupils to Year 1 at the end of Foundation Stage.</p> <p>Transition to secondary schools – Pupils at Crowlands Primary School transfer to a number of borough secondary schools at the end of Year 6. Following the allocation of secondary school places by the borough during the Spring Term of Year 6, Crowland's Learning Support Manager will liaise with the SENCOs of secondary schools who are receiving pupils who have SEND.</p> <p>If the pupil has an EHCP or Statement, a Person Centred Review Meeting will be arranged in the Summer Term which will be attended by parents, pupil, LSM or SENCo of both schools, class teacher & LSA (where appropriate). This ensures that the receiving secondary school becomes fully aware of the pupil's needs and can plan to put the support needed in place. Extra visits to secondary schools are often arranged where it is decided that this would support the pupil to make a smoother transition to secondary school.</p> <p>Information regarding the Special Educational Needs of Looked After Children is reported to the placing Local Authority on a termly basis.</p>