



SEN Information Report South Haringay School 2016 -2017

Vision and Values

Our vision at South Haringay School:

Through an inclusive and creative curriculum, and by valuing the uniqueness of every child, we will secure high standards and excellent outcomes for all. Our children will be happy, confident and independent learners.

What kinds of special needs are provided for in this

At South Haringay School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

A child is considered to have 'special educational needs' if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them. A child has a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than the majority of children of the same age
- b) an emotional and / or behavioural difficulty
- c) a disability which prevents or hinders the child from making effective use of educational facilities, of a kind generally provided for children of the same age in schools within the area of the local education authority.

The four main areas of SEN we provide for are:

1 **Communication and interaction**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD).

2 **Cognition and learning**

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD).

3 **Social, mental and emotional health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention

deficit disorder (ADD), Attention deficit hyperactive disorder (ADHD) or Attachment disorder (AD).

4 **Sensory and/or physical**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD).

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

All children in care must have a Personal Education Plan (PEP) as part of their care plan. The PEP is initiated by the child's social worker, in partnership with the designated teacher for LAC at the school.

The Personal Education Plan:

- is a record of educational progress
- is a way of promoting the educational achievement of a young person in care
- is a mechanism for consulting, listening to and involving the young person in their educational progress
- process should strengthen joint working
- is intended to enhance continuity and raise the expectations and self-esteem of the young person
- acknowledges achievement and celebrates success

What happens if I am worried about my child?

If you are worried that your child might have SEN:

- You should contact your child's class teacher, who works with your child on a daily basis. During this meeting you and the class teacher can share information from home and school that may ease some of the concerns, or trigger a referral for your child to be placed on the SEN register. (See section 'How do you identify children who may have special needs?')
- If you are still concerned about your child, you should speak to the Special Educational Needs Coordinator (SENCo) who is responsible for coordinating all the provisions for SEN children

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How do you identify children who may have special

South Haringay School has an assessment cycle which assesses and records the progress of all children every half term. Assessment and tracking data is used in pupil progress reviews, which are held termly, to identify children who are not progressing satisfactorily and who may therefore have additional needs. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, and/or have social and behavioural needs, they will seek to identify the cause. Less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

At this stage, parents would be invited to have a meeting with the class teacher and the SENCO. Following assessment and the staff and parent consultation, a child's special needs are identified, the needs are recorded on the SEN Register and a plan of support is agreed.

The school will follow a graduated approach to your child's learning. It will follow the sequence of - Assess, Plan, Do, Review. This way, we can constantly make sure that the school is meeting your child's need.

Where pupils enter school with diagnosed or identified SEN we work closely with the family and any relevant external agencies to ensure we know as much as possible about the child's needs and how we may best support them.

How does the process work?

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

Progress will be reviewed at a meeting with staff, parents/carers and the child (where appropriate) at least once every term. If significant progress has been made by a child, it may be agreed that they should be removed from the school's SEN support register. There will be some children whose progress continues to cause concern despite SEN support, or that their learning need is considered to be more complex. In such cases, the school, in consultation with the parents and outside professionals, will complete a Single Agency Referral form to request specialist input. Outside agencies the school work with include: Speech and Language therapy; Language Support Services, Occupational Therapy; Educational Psychologist; Child Development Centre; Child and Adult Mental Health Service; Hearing impaired service; Visually Impaired services; Behaviour Support Services; Autism team and School Nurse.

External specialist may:

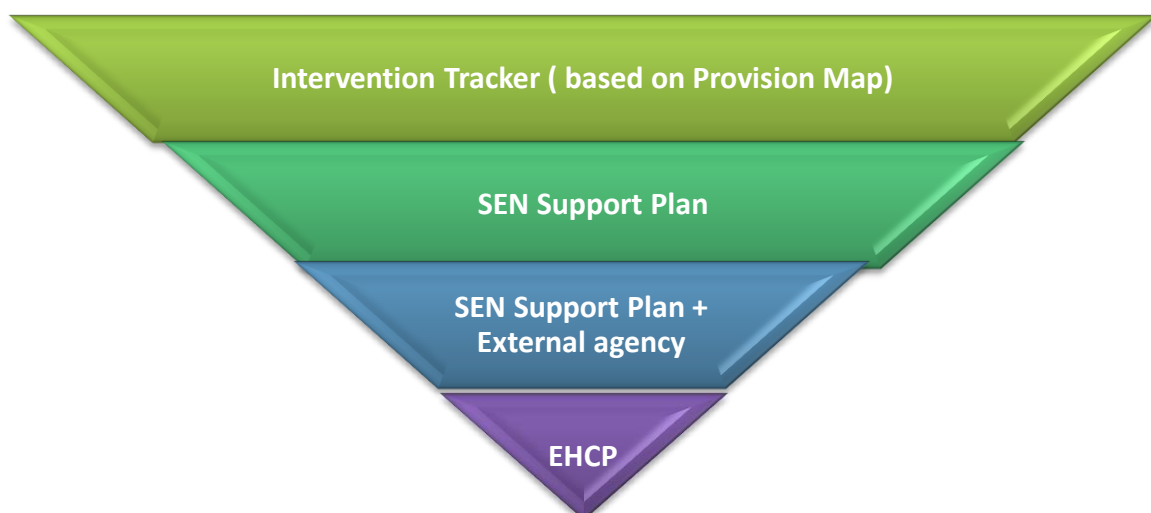
- act in an advisory capacity
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Involvement of outside agencies will continue as long as the agency believes they can contribute to a child's progress. Decisions to discharge a child are made by the outside practitioner, the school and parents at a SEN review meeting. In the case of a very small number of children where there is still insufficient progress despite outside agency involvement and interventions, you or the school may apply, with parental consent, to the Local Authority (LA) for a statutory assessment. Children and parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. EHCPs are subject to annual review which will include parent's and child's views about progress.

Some external agency support referrals may be to voluntary or independent organisations to support you, your family or your child, e.g. Momentum, Family Action and Family Mosaic.

When children have an identified SEN before they start school, we work with the people who already know them and use the information already available to identify what their SEN provision will be in our school setting.

SEN planning tools we use are summarised below.



Intervention Tracker: a document that tracks interventions, assessments and the outcomes of the intervention (interventions are outlined on the provision map – a document that is used to capture targeted specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum)

SEN Support Plan: a detailed review listing the success of interventions and barriers to learning with details of provisions and outcomes; for pupils who need a more individualised and sustained plan (may or may not involve support from an external agency)

EHCP: a legal document which sets out a description of your child's needs the desired outcomes and what needs to be done to achieve those outcomes s by education, health and social care.

What if the local authority says no to an EHC plan?

If the Local Authority (LA) decides not to issue an EHCP, they will write to you informing you of their decision. The school will continue with the support at the current level and set up a meeting to ensure a plan is in place to fully utilize school resources and expertise to facilitate the best possible progress for your child.

How will teaching be adapted to meet the needs of my child?

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources specifically adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- For children who benefit from the use of electronic equipment to aid their learning, laptops and iPads are readily available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- Using other adults in the classroom to support your child to develop their independence. Peer buddying partners are also used in this capacity where appropriate.
- Use of individual reward systems to engage and motivate.

How will my child be involved in their own learning?

Pupils, wherever possible

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their SEN reviews. Personal mentoring meetings also provide an opportunity for personalised provision where appropriate.

How will my child manage tests?

All SEN children will have their test needs met by determining which access arrangements best suit the needs of your child. This may include:

- Different test room
- Additional time
- Having a scribe
- A break during their test.

What extra-curricular activities can my child participate

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Where it is clear that participating in an afterschool club will support a child with SEN in achieving their outcomes, they are given priority.
- Health and safety audits will be conducted as and when appropriate.

How accessible is your school?

The ground floors of our Victorian buildings are wheelchair accessible. In addition there is a disabled toilet which is also located on the ground floor. As a school we would make any reasonable adjustments to accommodate a child with a disability.

Who is involved and what training have staff, in supporting children with SEN, had or are having?

The SENCo's job is to:

- Oversee the day to day operation of the school's SEN policy
- Coordinate SEN provision and keeping the Head teacher informed
- Maintain the school's SEN register, overseeing records for all children with SEN
- Organise review meetings and liaise with colleagues, parents and outside professionals
- Contribute to children's assessment, evaluating the outcomes of their provision
- Organise and participate in In-service training
- Organise annual reviews for children with EHC plans
- Coordinate the roles of the Learning support assistants and the Learning mentors in meeting the needs of SEN children and implementation of intervention programmes
- Monitor and evaluate the outcomes of interventions.
- Monitor whole school SEN data to track progress and attainment of SEN children
- Identify priority targets linked to the Raising Attainment and Progress Plan (RAPP)
- Meet with the SEN Governor termly to provide information and discuss SEN issues and to report to the Governing Body

The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as the SEND Code of Practice 2014.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have many members of our support staff trained in ELKLAN (an intensive training programme to equip staff with the necessary skills to support pupils with a range of language and communication difficulties).
- We have several members of support staff trained to use the Language Link programme and the 15 minutes a day reading programme
- The schools language programmes are overseen and monitored by the local authority's language support teacher working within the Junior School. A Speech and Language therapist offers advice, training and direct support to pupils with speech, language and communication needs within the Infant School
- Several members of Junior support staff have been trained in delivering Lexia, a daily programme which supports children with instant word recognition and spelling.
- Where appropriate, we seek specialist support for particular programmes, e.g. the occupational therapist has advised the PE instructor on the structure of the Occupational Therapy (OT) small group sessions at the start of every day.
- The Educational Psychologist has worked with particular children and has recommended to class teachers specific activities and interventions, which address their needs.
- A number of teachers and TAs are Teamteach trained to support children with behavioural difficulties.
- All of our TAs are trained in delivering RWInc, a reading and spelling/ phonics programme
- Most of our staff have received training in working with ASD pupils

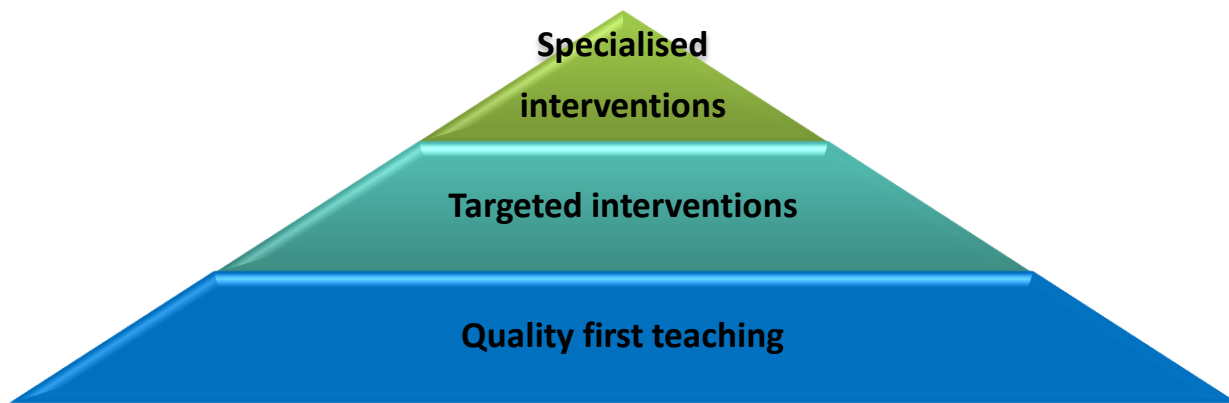
The school organises the additional support for learning into 3 different levels

1) **Quality first teaching:** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment

2) **Targeted intervention:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

3) **Specialist intervention:** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Levels of support Model



How will the school fund the support needed for my child?

The school budget, received from Haringey Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENCO discuss all the information they have about SEN in the school, including:

- The children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- Deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

What support will there be for my child's overall

Children need to feel happy and to be able to behave appropriately to learn effectively. Our teachers work with pupils in their class to promote good social skills, positive behaviour and wellbeing.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in school.

For pupils with more complex difficulties, additional in-school interventions may be implemented. These include:

- Access to a programme of in school counselling
- Learning Mentor support
- Small group social skills groups eg Lego Therapy
- Lunch time clubs
- The reading and Athletics clubs and Poddly give opportunities for groups of children to have a variety of structured activities during lunch time in Key Stage 2
- Classes have regular circle time where class rules, problems and support is discussed and agreed
- Regular assemblies on the school values highlight particular positive behaviour, which exemplify our values. Children nominate others as value champions giving particular reasons and examples
- If a child has a particular medical need, then a Care Plan is developed with the support of the school nurse.
- Staff receive training from the school nurse so they are equipped to deal with allergic reactions, that may require the use of an epi-pen, epilepsy and diabetes.
- Where necessary and agreed with the parents, medications are given in school, after a signed consent form is in place.

How will the school manage transitions into the school, into a new class or onto a different school?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child is moving into our school:

- We encourage all new children to visit the school prior to starting, where they will be shown around the school.
- When a child with SEN moves to our school from another school, the SENCo contacts their counterpart or class teacher from the previous school to gather as much information about the child's needs as possible. The child's files are sent to our school.

If your child is moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All SEN records will be shared with the new teacher.

If your child is moving on to their Secondary school:

- The school hold a Secondary School transition meeting with Year 6 teachers in our school, 'where' we explain to all parents about the choice of secondary schools and how to apply. Parents have an opportunity to ask questions.
- The SENCo will arrange and attend transition meetings with the SENCo/Year Group Leaders of their secondary school.
- Your child will take part in focused learning, led by the Learning Mentor about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Most of the secondary schools in Haringey send teachers to our school to meet with the children and year 6 teachers.

How do I complain if I am not happy with what is happening for my child?

We hope that complaints about SEND provision are rare; however, if there should be a concern, the process outlined in the school's Complaints Policy should be followed.

Who do I contact for more information or to discuss a concern?

- Your child's class teacher
- SENCo - Ayse Thomas (Junior School) and Rosie Doherty (Infant School)

You can contact the SENCo on 020 8340 7138 or email admin@shsharingey.co.uk

Where can I, my family or my child get further help, information and support?

Haringey Local Offer:

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Haringey's Local Offer is available from the website:

<http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>

Information Advice & Support (IAS) Service:

Haringey's Information Advice & Support for Special Educational Needs and Disabilities (IAS) Service is provided by Markfield. It is a free, impartial and confidential service that can:

- Support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- Direct children, young people, and parents to additional support services where needed, including support relating to preparing for adulthood, such as housing, careers advice and employment support.
- Help when things go wrong, including: Support in arranging or attending early disagreement resolution meetings.
- Support in managing mediation, appeals to the First-tier Tribunal for Special
- Educational Needs and disabilities (SEND), school exclusions, and complaints on matters related to SEN and disability.
- IAS services can be accessed from the website:
- <https://www.markfield.org.uk/haringey-ias-service>

SEN Information Report review date

This report was last reviewed in October 2016 by Ayse Thomas and Rosie Doherty. It will be reviewed in the Autumn term of 2017.