



# Ferry Lane Primary School School Offer

## Pupils with Special Educational Needs and Disabilities (SEN/D)

<b>Policy Originator</b>	Nicholas Miller
<b>Governor Responsible</b>	David Carpenter
<b>Status</b>	Statutory
<b>Ratified on</b>	18.09.17
<b>Review period</b>	Annual (Autumn '18)

## Guide for Parents

Ferry Lane Primary School is committed to meeting the needs of all pupils including those with SEN/D. Our expectation is that children and young people with SEN/D will receive an Education that enables them to make good progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training
- develop Morally and Spiritually

We will do our very best to make sure that every pupil with SEN/D gets the appropriate support they need – this means doing everything we can to meet the pupils special educational needs.

We will review and update this information report regularly to reflect changes and feedback.

If you need any more information please see our SEN/D Policy or contact Heather Connor SENCo via the school office or by email: [hconnor@ferrylane.haringey.sch.uk](mailto:hconnor@ferrylane.haringey.sch.uk)

## Frequently Asked Questions

### 1. What does SEN/D mean?

The term SEN/D describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEN/D can cover a broad spectrum of difficulty and/or disability.

### 2. What kinds of SEN/D does Ferry Lane Primary School cater for?

Ferry Lane Primary school is a mainstream Infant and Junior school with a nursery. We welcome children and young people with SEN/D in one or more of the following areas:

- **Communication and interaction** e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD)
- **Cognition and learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) and global developmental delay.
- **Social, emotional and mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) epilepsy, sensory processing disorder
- **Medical needs** Where pupils have medical needs and SEN/D we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

### 3. What are the school's policies for the identification and assessment of pupils with SEN/D?

- All of our teachers teach children with SEN/D
- All of our staff recognise the importance of identifying SEN/D early and making effective provision
- The identification and assessment of SEN/D is built into the schools approach to monitoring the progress of all pupils.
- We assess each pupil's skills and levels of attainment when they first come to the school and this builds on the information we have received from the child's previous early years setting
- Where children already have their SEN/D diagnosed or identified we will work closely with the family and other agencies

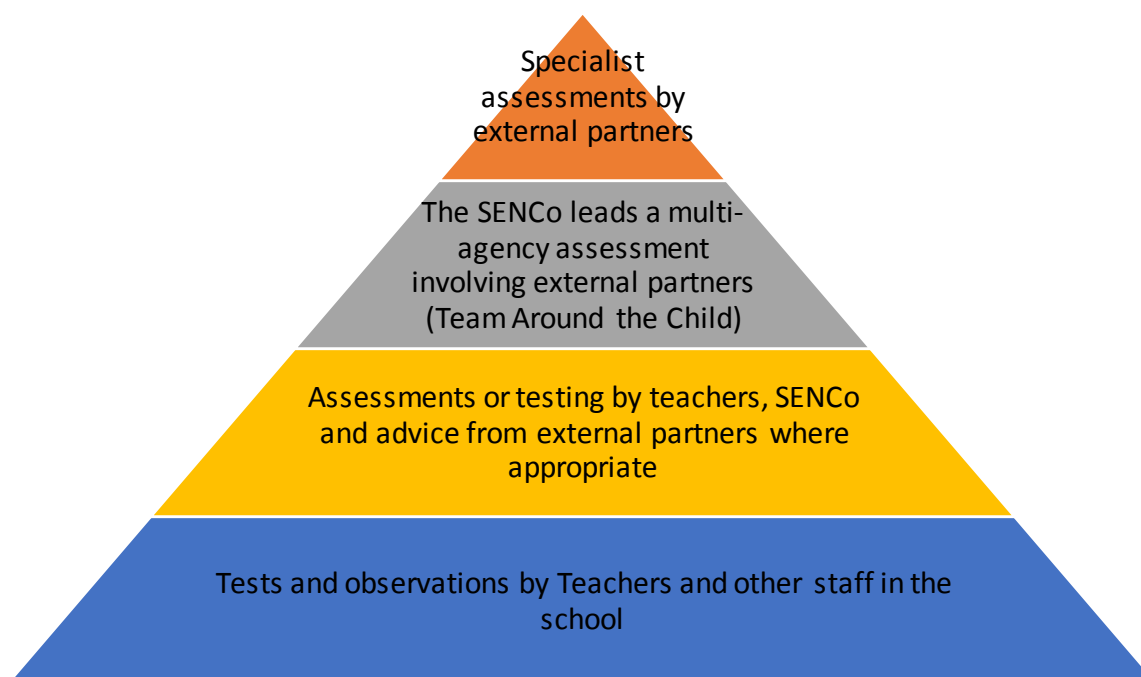
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fail to make progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (This is called Quality First Teaching).

If their progress continues to be slower than expected the teacher will work with the family and the SENCo to carry out a clear analysis of the child's needs and identify if they need additional support.

We use a range of different assessment tools and systems to help identify and assess pupils with SEN/D. They are summarised in the diagram below:



When considering if a child needs SEN/D support we take into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEN/D Policy.

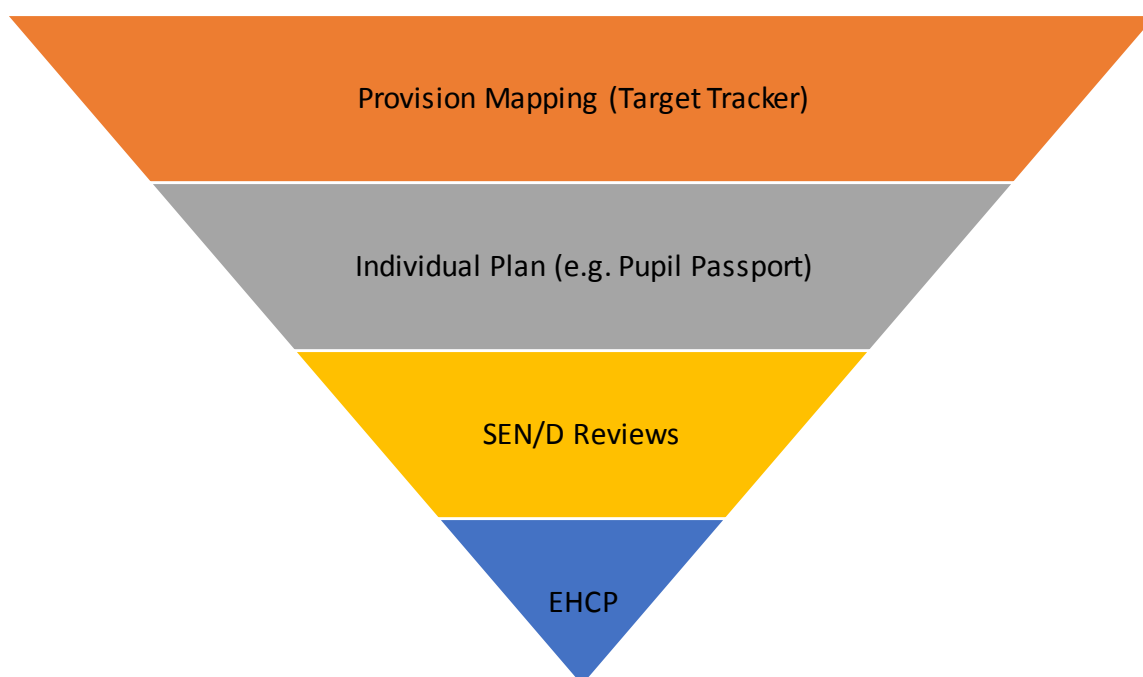
#### 4. What are the school's policies for making provision for pupils with SEN/D, whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN/D have their needs met as part of Quality First Teaching. This may include teachers:

- adapting what they do and having different approaches to meet different learning styles
- personalised learning arrangements
- specific school based interventions to support their learning

If a pupil is identified as having SEN/D their teacher and SENCo will consider everything we know about the pupil to determine the support that they need.

Where provision for SEN/D is needed, we work with pupils, teachers and their families to plan what to do. This usually includes one of the SEN/D planning tools summarised below.



**Provision Mapping:** A document that is used to capture targeted and specialist corrections that will be 'additional to' and 'different from' the usual differentiated curriculum.

**Individual Plan (Pupil Passport):** This contains a one page profile and will always be updated accordingly after Termly SEN/D Reviews

**SEN/D Reviews:** Meeting between school, home and sometimes external agencies to review pupil's progress and set targets.

**Statements of Special Educational Needs:** Statements were issued by the Local Authority and set out the special educational needs of a pupil, the provision we must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs.

From September 2014 statements are being phased out and are being replaced by Education Health and Care Plans (EHCP) for those that need them.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN/D of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website.

[www.haringey.gov.uk](http://www.haringey.gov.uk). Click on Children and Families tab which will take you to the Children with Special Educational Needs and Disability – Local Offer.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN/D provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEN/D in the school in September 2017.

<b>Pupils with SEN/D</b>	<b>Number of pupils</b>
SEN/D Support	27
Statements of Special Educational Needs	2
Education Health and Care Plans (EHCP)	2
Provisional number of applications for EHCP assessments over this coming academic year	4

### a) How does the school evaluate the effectiveness of its provision for SEN/D?

Quality First Teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best.

We test the effectiveness of our SEN/D provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met.

We use our school data (Target Tracker) to review and monitor individuals progress. Both the attainment and the progress of SEND pupils are monitored through this system.

The teachers work with the SENCo, the parents and the child to make sure any SEN/D support is adapted or replaced by another approach if it is not being effective.

The SENCo and the Head teacher report to Governors on the quality of SEN/D provision and the progress towards outcomes being made by pupils with SEN/D. Governors also consider the attainment data for pupils with SEN/D and compare it with the progress of other pupils and the progress of pupils in similar schools.

## b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN/D?

All pupils' progress is reviewed regularly and this information is shared with both parents and pupils. We have termly reviews where achievements are celebrated and targets are set. Where a pupil is receiving SEN/D support we give feedback to parents. If we have specific concerns we contact parents and invite them into school.

Reviews involve the pupil, the family and other professionals where this is appropriate and are led by the SENCo. They are used to:

- discuss what is working well and not working well
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

## c) What is the school's approach to teaching pupils with SEN/D?

All pupils, including those with SEN/D, have access to a broad and balanced curriculum and Quality First Teaching provided by your child's class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets to encourage pupils to aim high. Teachers plan their lessons with the SEN/D of pupils in mind, which means that most pupils with SEN/D will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability. Support staff (Teaching Assistants) may be directed to work with pupils, in pairs or small groups and sometimes individually.

We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners. We ensure that through provision of Continued Professional Development and Training opportunities, staff will acquire the skills and knowledge to deliver the corrections that pupils needs.

## d) How does the school adapt the curriculum and learning environment for pupils with SEN/D?

We are committed to meeting the needs of all pupils including those with SEN/D. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN/D are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support.

Teachers will be supported by the SENCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN/D. This may also involve working with outside partners. For example we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Buy specialist ICT software
- Specialist resources to support individual pupils

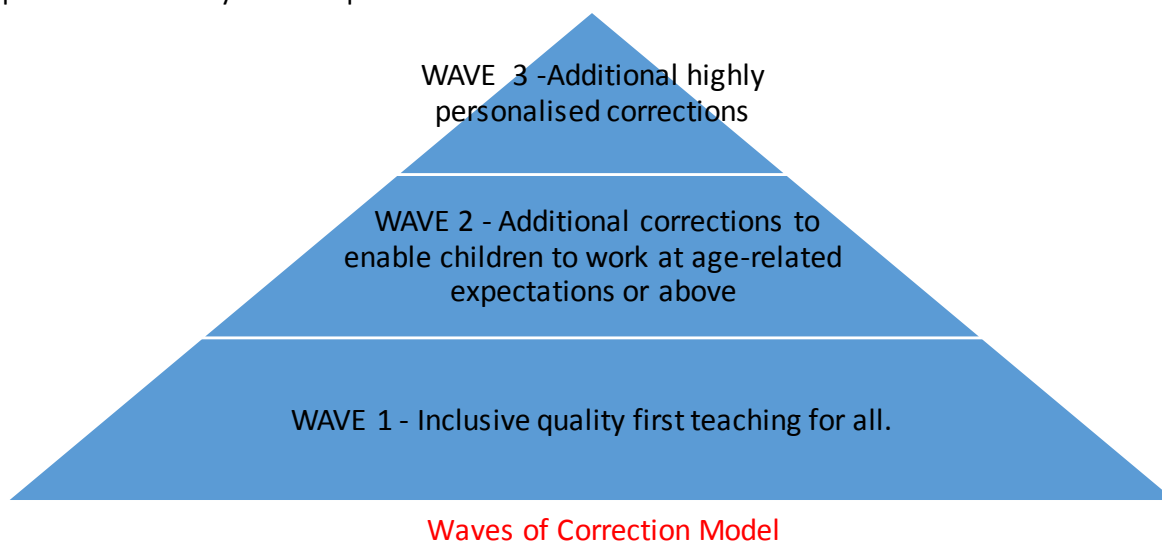
## e) What additional support for learning is available to pupils with SEN/D?

The school organises the additional support for learning into 3 different levels (also called waves).

**Wave 1 (Universal):** 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.

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

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





We provide additional support for pupils with SEN/D to be able to access assessments, including SATs tests, when needed. (This includes extra time, prompting, readers for Maths and Writing tests, scribes, enlarged print for the visually impaired etc.)

We are able to support the administration of medication if it is recommended by health professionals.

### e) What extra-curricular activities are available for pupils with SEN?

Our school has extra-curricular activities including sports clubs, music clubs, dance clubs and arts and crafts. The current list of activities for this term is available through the school office. We try to make sure that pupils with SEN/D can engage in these activities alongside pupils who do not have SEN/D.

The school also provides opportunities for school trips, in years 4, 5 and 6 pupils go swimming on a rotational basis and we organise an annual residential trip to Pendarren for year 6 pupils. We will involve parents of pupils with SEN/D in the planning of school trips and the residential trip to assess the benefits and risks and identify how the needs of individual pupils can be best met.

### f) What support is available for improving the emotional and social development of pupils with SEN?

WE believe in a culture that values all our pupils and encourages their emotional and social development including those with SEN/D in line with our ethos and values.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. (See Behaviour Policy and Anti-Bullying Policy)

For children with more complex problems, additional in-school corrections may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual visual timetables - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- Family support worker provides advice to parents

### g) The SENCo and how do I contact them?

Our SENCo (Heather Connor) is a qualified teacher who has responsibility for SEN/D. She works closely with the Head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCo.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN/D policy
- coordinating provision for children with SEN/D
- liaising with and advising teachers
- overcoming barriers to learning and sustaining effective teaching
- managing Support Staff (Teaching Assistants)

- overseeing the records of all children with SEN/D
- liaising with parents of children with SEN/D
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social services, and voluntary bodies

Contact details:

Heather Connor – SENCo

Email: [hconnor@ferrylane.haringey.sch.uk](mailto:hconnor@ferrylane.haringey.sch.uk)

Phone: 0208 801 5233

You can request a meeting with the SENCo by email or phone or in person.

What expertise and training does the school staff have in relation to SEN/D?

- All staff have received training in supporting children with speech and language difficulties and attachment disorders.
- A number of staff have completed the ELKLAN training course to support children with Language delay.
- All staff are trained in Numicon (support for maths).
- Identified staff are trained in Language Link
- All staff have received training in supporting children with Autism.
- All teachers have been trained to use thinking maps to support all children in the classroom
- Individual teachers and support staff attend training courses relevant to the specific needs of children in their class.

## h) What equipment and facilities are available to support pupils with SEN/D?

Equipment available in our school for specific pupils to access at specific times includes:

- Communication books (for home and school)
- Devices for additional recording e.g. cameras, tablets, laptops,
- SEN/D software
- Visual timetables
- Sensory resources

We consider purchasing other equipment if there is an agreed identified need.

### i) What are the arrangements for consulting and involving parents of children with SEN/D in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings – Parent Information evenings and Parent Consultations
- commenting and contributing to assessment, planning and reviews

If your child has a SEN/D statement or an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and the SENCo to discuss progress and support including ideas for home.
- Parents workshops/ meetings

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

### j) What are the arrangements for consulting and involving pupils with SEN/D in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about their progress.

Where pupils have SEN/D, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children and parents to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEN/D are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey

The views of the individual child and young person sits at the heart of the SEN/D assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

Whenever possible we include pupils with SEN/D in planning how best to support them, and in reviewing their progress.

### k) What are the arrangements for parents raising concerns and making a complaint about the SEN/D provision at the school?

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the SENCo.

If you have a complaint about SEN/D provision, please tell us promptly by contacting the following people in this order;

- The class teacher
- The SENCo
- The Head teacher – through the school office
- The SEN/D Governor (David Carpenter) - through the school office

Further information about our complaints procedure can be found on our school website.

Further information on local support for families of pupils with SEN/D can be found on Haringey's website [www.haringey.gov.uk](http://www.haringey.gov.uk) (Click Link to Children and Families and Children with SEN/D – local offer).

## l) How does the school involve others in meeting the needs of pupils with SEN/D and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and corrections that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- Social workers
- The School Counsellor
- Family Support Worker
- Child Development Centre
- School Nurse Service

We always involve parents in any decision to involve specialists. The SENCo usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. autism awareness
- get more specialised advice e.g. advice on visual impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

## m) What local support, outside of school, is there for the parents of pupils with SEN/D?

Information about local support is located here: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

The Parent Partnership Service – Markfield Together for Inclusion gives free impartial information, advice and guidance about services for children, young people and families.

Email: [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

Website: [www.markfield.org.uk](http://www.markfield.org.uk)

This service offers a range of services to assist the parents/carers of children with SEN/D. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

n) What are the school's arrangements for supporting pupils with SEN/D when they join the school, and supporting them to move to secondary school / further education?

All children and young people with SEN/D and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	<b>Additional arrangements for children with SEN/D(examples)</b>
<b>Into Nursery/Reception</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Home visits</li> <li>• Work with Haringey's Early Years Inclusion Team</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book, social stories about 'moving on')</li> </ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the School SENCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting when possible</li> </ul>
<b>When moving groups/forms/classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher</li> <li>• Work with child to prepare for the next class through transition books, transition program, visual supports and visits to the new classroom</li> </ul>
<b>Primary to Secondary Transition</b>	<ul style="list-style-type: none"> <li>• Swift transition of records</li> <li>• Year 5 Annual review planning meeting</li> <li>• During Year 6 the SENCo liaises with the SENCo in the new school</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex.</li> <li>• The SENCo visits the secondary school in the autumn term after the children have transferred to check on progress.</li> </ul>

## o) Where can I find more information about SEN/D services in Haringey and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN/D or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN/D and their parents, and disabled young people and those with SEN/D, and service providers in its development and review

The school cooperates with the Local Authority in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)