

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Sheen Mount Primary School INFORMATION REPORT 2021-2022



INTRODUCTION

This report sets out the provision that we make in school for children with special educational needs and disabilities (SEND). It is updated annually.

Sheen Mount Primary school is a large inclusive mainstream school. We believe that all children and young people are entitled to an education that enables them to make 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.



Definition of SEND

The Special Educational Needs Code of Practice 2015 states that, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:



- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.' (Code of Practice 2015:15-16)

SEND profile

Special Educational Needs generally fit under the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



At Sheen Mount School, we have experience of providing for the most frequently occurring special educational needs such as:

- specific learning difficulties (dyslexia, dyscalculia);
- social communication difficulties;
- autistic spectrum conditions;
- speech, language and communication needs
- learning difficulties;
- social and emotional health difficulties.

Children presenting with these difficulties will not necessarily have an Education, Health and Care Plan (EHCP) but they will receive appropriate support and our admissions arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the usual school admissions procedures.

There are other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of 30 pupils with Education, Health and Care plans (September 2021) where extra 'top up' funding comes from the local authority. These include the following kinds of need:

- autistic spectrum condition;
- cerebral palsy;
- social communication difficulties;
- sensory processing difficulties;
- attention deficit and hyperactivity disorder;
- social, emotional and mental health needs.

In addition, there are genetic disorders with related educational needs including Down’s Syndrome.

Sheen Mount supports a further 17 children under SEN Support with the following needs: speech and language difficulties, dyslexia, specific learning difficulties and social communication difficulties.



Process to follow if you have concerns about your child’s difficulties with learning

Our priority is to provide high quality teaching for all children (Quality First Teaching). Your first point of contact should always be your child’s class teacher/s. They are responsible for: the progress and welfare of your child; identifying, planning and delivering any additional help your child might need; ensuring that the school’s SEND policy is followed in their classroom and for all the pupils they teach with SEND. Your child’s class teacher is assisted by the Inclusion Leader Laura Jeffery.



ROLE OF THE INCLUSION LEADER (Laura Jeffery)



Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children receive a consistent, high quality response to meeting their needs in school.

Liaising with all other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Health Therapy, Physiotherapy.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

Laura Jeffrey can be contacted directly by telephone on 0203 405 8224 or by email: ljeffrey@sheenmount.richmond.sch.uk

Laura is supported in her role as SENCo by her assistant Jane McCabe. She oversees some of the operational elements of the SEND department and can be contacted at senco@sheenmount.richmond.sch.uk



The governor responsible for SEND is Anna Hare. She is responsible for making sure that the necessary support is made for any child who attends the school who has SEND. Anna Hare can be contacted via the school office at info@sheenmount.richmond.sch.uk who will forward any message to her.

Identification and assessment of pupils with SEND

At Sheen Mount Primary School the process of early identification and intervention underpins our approach to identifying those pupils who need extra help. Class teachers monitor and review the progress of all pupils. The progress and well-being of pupils are discussed in termly pupil progress meetings, which involve teachers and senior leadership.

In addition to statutory assessments to monitor progress such as the Early Years Profile, Year 1 phonics check, Year 4 times tables check and SATs in both Year 2 and Year 6, teachers regularly update Sheen Mount's internal tracking tool – Target Tracker. In order to do so accurately they continually assess children's progress through informal assessment and monitoring of work in Learning Journals and maths books.



Despite high quality targeted teaching some pupils may make insufficient progress at different points in their school careers. For these pupils, an appropriate individualised intervention programme may be suggested.

Examples of interventions we provide at Sheen Mount are:

- Precision Teaching and/or Toe by Toe – intensive, short, daily sessions on specific skills
- Small group phonics teaching;
- Colourful Semantics/Shape Coding – Speech and Language directed intervention focussing on constructing sentences;
- Maths support using Numicon and other resources;
- Sensory diet input;
- Support within class to aid attention and listening;
- Speech and language directed groups – Auditory Processing Group, Attention and Listening groups, Narrative Groups;
- Lego Therapy (following directions intervention);
- Social Communication groups (Social Thinking);
- Nurture time;
- Attention Autism group/Bucket Time/'What's in the Bag' time
- Task planners - breaking down tasks
- Drawing and Talking therapy;
- Emotional Literacy Support (ELS)
- 1:1/paired reading;
- Homework support.



The teaching assistant staff will generally deliver these interventions under the close direction of the class teachers. If the pupil makes progress using this 'additional to and different from' intervention, but would not be able to maintain this progress without it, we may identify the pupil as having a special educational need (SEN). These children will be added to the SEN register and parents will be informed. These children will have a SEN Support Learning Plan identifying targets and provision that will best support them.

We use the graduated approach of Assess, Plan, Do, Review (APDR) whereby:

- class teacher assesses the child's needs;
- the class teacher plans appropriate adjustments, provision and targets;
- class practice is adapted for the child and provision is made at a whole class, small group and individual level;
- progress is reviewed termly against targets set.



Request for statutory assessment of needs

In some cases, the amount of support that a child requires is beyond the SEND resources within the school. This is when parents and professionals involved with your child will meet to discuss whether the school will request a needs assessment from the local authority. If approved, this needs assessment may result in an Education and Health Care Plan which comes with additional resources and funding. More information can be found at the local authority's Local Offer: www.afcinfo.org.uk/local_offer



The professionals available to help provide services to children with SEND

Sheen Mount has access to:

- Speech and Language provision and advice (NHS)
- Educational Psychology Service (AFC)
- Occupational Therapy service (NHS)
- Physiotherapy (NHS)
- Down's Education advice
- Advisor for Social, Emotional and Mental Health difficulties
- School Nurse
- Trainee Educational Wellbeing Practitioner – Emotional Health Service
- Trainee Art Therapist
- Richmond Young Carers
- Family Support Workers (SPA referral)

In addition, Sheen Mount has built connections with other agencies or individuals who have provided advice and support in the past:

- Clarendon and Strathmore special schools
- Prader-Willi Syndrome Association UK
- PAC-UK (Post-adoption support agency)
- Small Steps (specialist help and support to parents with physically disabled children)
- Private Speech and Language Therapists
- Private Occupational Therapists
- Private Art Therapists

Monitoring the progress of children with SEND



Every pupil in the school has their progress tracked regularly through ongoing marking, observation and feedback. Teachers regularly update the internal tracking database 'Target Tracker'. Every term progress meetings are held involving the Senior Leadership Team including the Inclusion Leader, Phase Leaders and class teachers so that any concerns over progress can be discussed and addressed.

Teachers meet with the Inclusion Leader to discuss the progress made towards targets for children with SEND. If these assessments do not show adequate progress is being made, the support plan will be reviewed and adjusted accordingly.

Sheen Mount's approach to teaching children with SEND

'High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' (SEND Code of Practice 2015:6.37).

Sheen Mount is fortunate to have a specialist SEND suite and a number of rooms available for small group learning. Additional equipment includes a sensory tent, sensory materials, ICT programmes, Physio/OT aids such as a trampette, Thera-balls and scooter boards.



We aim to re-open our lunchtime provision, The Nest, following its closure in response to Covid-19 restrictions. We will continue to monitor the number of positive Covid cases and transmission rates amongst pupils to ensure that we are able to open this provision safely. The Nest is overseen by support staff and is a calm and supportive environment open to those children that may need a quiet space at lunchtime (invitations are sent out and passes are available from key staff on the playgrounds).



We are proud to have developed a Sensory Garden, which is a calm space where children can care for and enjoy the natural environment.



Staff undertake regular training on SEND related matters. This is delivered either in staff CPD sessions throughout the year or signposting to online training opportunities (e.g. attachment difficulties, Zones of Regulation, managing anxiety and Adverse Childhood Experiences (ACEs)). In addition, a full range of training is available through Achieving for Children (Richmond) and staff are encouraged to attend relevant training courses.

Reasonable Adjustments

All clubs, trips and activities offered to pupils at Sheen Mount School are available to pupils with special educational needs and or disabilities. For some pupils 'reasonable adjustments' may need to be made so that can fully access school trips and journeys. This is always undertaken in partnership with families and carers. This can include social stories, liaising with outside providers, providing extra staff on school journeys and putting extra planning in place. Please see our SEND policy on the school's website for further information regarding reasonable adjustments.



Progress and communication

Parents are able to make appointments with either their child's teacher or the Inclusion Leader at any point in the school year. In addition, all parents of pupils at Sheen Mount School are invited to discuss the progress of their children with their child's teacher on three occasions during the year. Parents of children with an EHC plan are invited in for their annual reviews; where a child is in Reception there will also be a six month review of their progress. Children receive a written report once a year. For children with an EHCP, communication books or emails will be used to communicate between home and school (frequency to be agreed between individual families and school). Currently, due to Covid-19, most meetings will continue to be conducted virtually.

Transition arrangements for joining, moving up or leaving

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

Prior to your child joining us from nursery/primary school we will:

- Liaise with their current nursery/school and arrange to visit your child in their setting (if local).
- Offer additional transition visits.

- Encourage the nursery to take photos of our reception. Where a child is joining in a year other than reception we will take photos of key adults and their learning environment. These photos can be used to help prepare your child; a social story may also be created for your child.

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.
- Make sure that all records are passed on as soon as possible.

When moving up to the next year group in school:

- Information will be passed on to the new class teacher in advance and time is given for planning and handover meetings.
- Depending on age and individual need, children will be given additional opportunities to visit their new classrooms and teachers. In some cases a social story will be used to aid transition.
- Some children will be given an invitation to come to school during the September INSET day to meet with their key adults and to help with the transition back into school after the long summer break (due to Covid-19 we were not able to offer this opportunity this September).

In Year 6:

- The Inclusion Leader will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning 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.
- Where appropriate a social story may be created to aid transition.
- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Complaints procedure

The same arrangements for the treatment of complaints at Sheen Mount School are used for complaints about provision made for special educational needs and disabilities. Please see the Complaints Policy on the school website.

Useful contact information and links

For more information about what support and advice is available from Richmond please visit their local offer on www.richmond.gov.uk/send

Kids, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities.

Please visit their website by following the link below: www.kids.org.uk/richmond-and-kingston-sendiaass

