

Beatrix Potter Primary School

Special Educational Needs & Disabilities (SEND) Information and Offer

Report 2023-2024



UNICEF: Article 28: every child has the right to an education.

As a school we work within the Wandsworth guidance – Ordinarily Available Provision for children with SEN in mainstream schools. This explains the ways learners with different additional needs are provided for within Beatrix Potter. We also follow our ‘Equality Objectives’.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at www.wandsworth.gov.uk/localoffer

Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

Inclusion Statement

At Beatrix Potter School, all learners, regardless of their particular needs, are offered inclusive quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We offer the following range of provision to support children with difficulties in the four main areas of SEND:

- communication and interaction
- cognition and learning
- social, emotional, mental health
- medical/health problems or sensory or physical needs

So far as this is reasonable, practical and compatible with the learner receiving special educational provision and consistent with the efficient education of the other children in the school and the effective use of resources.

Learners with SEND are regarded as full members of the school community. All children attending the school have full access to the curriculum, environment, resources, staff and activities so far as this is reasonable, practical and compatible with the learner receiving special educational provision and consistent with the efficient education of the other children in the school and the effective use of resources.

The school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Special Education Needs Co-ordinator is

Lynn Jones

She can be contacted on: 0208 874 1482

Her email address is: senco@beatrixpotter.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- Step 1: contact your class teacher to organise a meeting to discuss your concern.
- Step 2: the SENCO will become involved if the class teacher feels that he/she needs additional advice on how to support your child in class. We will complete an Initial Concerns Record on Provision Map Writer with you. The class teacher (with the support of the SENCO) will set outcomes and plan quality first teaching and extra support (and/or interventions) to target areas of weakness.
- Step 3: if you are unhappy with the advice you have received you may wish to arrange to meet with Amanda Robertson, Headteacher or the SEND Governor.

How does the school decide whether a child has special education needs and what extra help they need?

Early Identification:

The SEND Code of Practice (September 2014) defines SEN as below (p.15-16):

xiii. 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.

xiv. 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**

If a child arrives with already identified SEND, we will endeavour to contact any outside agencies involved with your child and ensure we are aware of any particular needs, support packages or advice that may help us to support your child.

When considering whether a child has a special educational need the school will follow the identification process guidance provided by the LA.

Concerns can be triggered by parents (see above) or by the school if regular assessing and tracking at termly learner progress meetings shows less than expected progress despite quality first teaching (QFT). At this stage information will be gathered, including a discussion with the learner and their parents in order to develop a better understanding of the child's strengths and difficulties, parental concerns, outcomes and the next steps.

For advice and guidance on how to support identified needs in school, we refer to the LA document Ordinarily Available Provision: Expectations for All Schools/Settings

https://search3.openobjects.com/mediamanager/wandsworth/fsd/files/ordinarily_available_provision.pdf

For higher levels of need we may seek advice from external specialists, for example an educational psychologist.

Consideration of whether special educational provision is needed will be led by the desired outcomes, including expected progress, attainment and the view and wishes of parents and the child.

Children will only be identified as SEN and placed on the SEN Support Register if they make less than expected progress despite high quality, personalised and differentiated teaching and adjustments to classroom provision and/or interventions.

The SEND Code of Practice (Jan 2015) identifies less than expected progress as follows (6.17 p.95):

- is significantly slower than that of their peers with similar starting points**
- fails to match or better the child's previous rate of progress**
- fails to close the attainment gap between the child and their peers**
- widens the attainment gap**

The quality of teaching is regularly reviewed for all learners, including those at risk of under achievement. This takes place through timely observations and monitoring. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

If it is decided that a child does have a SEN then the parents will be informed and the child will be placed on the SEN Support register. Actions will be put in place to remove barriers to learning and effective SEN support put in place.

This SEN Support will take the form of a 'graduated approach'. This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes.

The Graduated Approach to SEN Support

Assess: the class teacher, working with the SENCO will decide on the child's needs using the teacher's assessment and experience of the learner, their previous progress and attainment, as well as information from the school's learner progress tracking system, attainment, and behaviour, the individual's development in comparison to their peers and national data, the views and experience of parents, the learner's own views and, if relevant, advice from external support services.

Plan: The teacher and SENCO will meet with parents to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention. Provision will be recorded on an individual provision map along with outcomes for the next term.

Do: The class teacher or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the learner, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCO is to support the class teacher in the further assessment of the child's particular strengths and weaknesses,

Review: The progress of the learner and the impact of the SEN provision will be regularly monitored by the class teacher, with support as required from the SENCO.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, we or the parents can consider requesting a statutory assessment for a Education, Health and Care Plan from the local authority.

Statements/Education, Health and Care Plans

A very small number of children need to have a statement or Education Health and Care Plan (after September 2014) to ensure that their very individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the LEA to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with statements/EHCPs continue to have detailed provision maps which are regularly reviewed by all involved with the child. Learning Support Assistants (LSA's) have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the statement, the level of provision needed and to set targets for the child to achieve over the next year.

The SEN Support register

Once a child has been placed on the SEN Support Register the school may seek further advice and support from an outside agency. A provision map will be drawn up to which the specialist agency also contributes targets. Usually, in addition to specialist support, the child continues to receive school support. Parents are invited termly to meet with class teachers to discuss progress, set new outcomes and decide on next steps. Progress continues to be regularly reviewed and if targets are fully met the outside agency may no longer need to be involved.

Provision maps need to be working documents that show exactly what needs have been identified, how to remove key barriers to learning effectively and the clear outcomes to be achieved within an agreed time frame. The class teacher is responsible for updating the year group provision map with any new interventions and the learner's provision map in partnership with the learner, the parents, the Inclusion Manager and any other adult involved with the child (e.g. LSA). The class teacher is responsible for evidencing progress according to the outcomes described in the provision map.

If we are unable to meet the needs of a child through our own provision arrangements we may engage additional support or specialist services. The school will request the support or services provided by the Local Offer. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist support services, including Wandsworth Hearing Impaired Services, Visual Support Services

- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists

How will I know how my child is doing and how will you help me to support my child's learning?

- We will meet with parents/carers 3 times a year to discuss concerns, progress, provision and targets
- If you want to arrange a meeting to discuss your child's progress or how best to support their learning you can arrange a meeting with your class teacher and/or SENCO
- We support parents/carers to help their children by: setting regular homework, sharing targets, providing termly reports, meeting termly with parents, parent/carer workshops and information meetings.

How will my child be involved and consulted?

- Children with SEND are regularly asked for their views. All children in the school are asked to reflect on their learning as part of the whole school monitoring process. Children with EHCPs are asked to reflect on their year as part of the Annual Review process.

How do you assess and review my child's progress?

- Children are assessed half termly in their writing through teacher assessment and reading is teacher assessed. Children are also assessed termly using more formal assessments in Writing, Reading and Maths. Children regularly self and peer assess their own work and teachers constantly monitor the progress of their children in more informal ways throughout the year by regularly marking work and working closely with children.
- Learner progress data is monitored by class teachers half-termly and children who are not making expected levels of progress are identified. The SLT also track the progress of the children.
- The progress of children with SEND is monitored through the Provision Mapping process.

How is teaching and the curriculum adapted to my child's needs?

- At Beatrix Potter we believe that every teacher is a teacher of children with SEND. There is a whole school responsibility for making sure that children make expected progress. We believe that is essential. As an inclusive school we ensure that all children are given equal access to the curriculum through quality first teaching. The different needs of children in the classroom are met through careful planning, differentiation, by providing challenge and support, adapting resources and approaches.
- Some children may need additional support over and above what may be normally provided in the classroom. This may be provided through carefully targeted additional materials/resources/equipment or through withdrawal from the classroom for short periods of time to receive an intervention such as Speech and Language Therapy or Occupational Therapy.
- We may use additional adults to provide support – this may be a Learning Support Assistant for a child with a Plan or a Teaching Assistant who may provide small group support in or out of class.
- We are fortunate to have additional teaching staff so that we can teach children in smaller groups for Literacy and Maths. Many children with SEND benefit from being taught in a small group where they can receive the additional help they need in a supportive environment.
- We aim to provide a multi-sensory approach to the curriculum that suits a range of learning styles. This may involve the use of ICT, debating, drama, art or music

How do you promote positive behaviour?

- We are a Gold Level Rights Respecting School and we operate a consistent behaviour policy across the school which is written in line with UNICEF's Rights of the Child. The whole staff is responsible for delivering the behavioural policy and fostering a positive approach to behaviour management across the school. Our School Charter sets out the expectations we have of the learners and that they should have for themselves. Children are encouraged to take responsibility for their own behaviour and to consider how it may impact on others.
- Some children are provided with support at unstructured times through well-trained playground and lunchtime supervisors. We have a longstanding tradition of children supporting each other in the playground through Anti-Bullying Ambassadors and Peer Mentors
- Behaviour is monitored carefully in order to identify trends or areas that need to be addressed

What training and specialist skills do the staff supporting children with SEND have or are having?

- The school supports a wide range of CPD approaches including: in school training, school visits to observe good practice in other settings, attendance at courses etc. All our staff receive universal levels of training and the school expects all staff to be teachers of children with SEND. Staff are encouraged to suggest training that they feel would have a positive impact on their practice.
- We are visited regularly by specialist services such as Occupational Therapists, Speech and Language Therapists, the Wandsworth Hearing Support Service, Visual Support Service, Garratt Park Advisory Service and Behaviour and Learning Support Service
- Staff receive regular training/advice from SALT, B&LSS, GPAS etc to help them support children with specific needs

How do you make the school environment and curriculum accessible for all children?

- Environmental adaptations for learners with ASD/sensory needs
- General equipment e.g. sloping desks, move ‘n’ sit cushions, sensory toys, OT equipment
- Children with SEND are entitled to additional time in formal assessments
- Other adaptations to the school include ramps, rails, and disabled toilets

How will my child be included in activities outside of the classroom?

- There are a wide range of activities and clubs before, during and after school. The school does its best to ensure that every child has the opportunity to take part in these activities.
- All children are included in school trips. Risk assessments are made before every trip
- Residential trips are available in Upper Key Stage 2.
- A range of activity days are organised as part of the school year which include all children e.g Sport’s Weeks, Anti-Bullying Days, Science Weeks, World Book Day.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school we make sure they have a buddy to show them around. A member of staff will greet your child on your first morning and make sure they settle into the school. We will make every endeavour to ensure we have enough details about your child before they begin to ensure the induction process is smooth and that we can meet the needs of your child.

If your child is moving to another school or is in year 6 we will endeavour to contact the school and give them as much information about your child as possible to ensure a smooth transition. We are part of the LA’s Primary Secondary Transfer process where all relevant information on children with SEND is passed onto the secondary school. The SENCO meets with the SENCOs of the secondary school to ensure that all relevant information is passed on. If your child has a EHCP, an Annual Review will be held in the summer of Year 5 to discuss possible secondary schools and amend their statement accordingly.

When moving classes in school children will have the opportunity to meet their new teacher and visit their new class room before the end of the summer term.

What specialist services from outside does the school use to help meet children’s needs and how do you work together?

- SALT, OT
- BLSS and GPAS
- Greenmead School outreach services for children with physical disabilities
- CENMAC
- Voluntary readers
- Private Educational Psychologist
- WHSS and WVSS
- ELSA

How do we work together?

- The specialist service will make regular visits to the school. They will collaborate closely with the class teacher to assess your child, set targets, advise on planning and review progress.
- The school may hold Team Around the Child (TAC) meetings to review progress.

What will you do if my child has medical needs?

We will take advice from specialist services e.g. school nurse, diabetes nurse, epilepsy nurse depending on the needs of your child. All staff will be made aware of the medical needs of your child. A health care plan will be written in collaboration with you and the first aid team at the school to ensure that your child’s needs are met.

What should I do if I am unhappy with my child's support or progress?

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCO or the Head teacher who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. Sometimes the Parents in Partnership Service may be invited to attend to give support and impartial advice to the parents/carers. If this does not resolve the situation then the complaint should pass to the Disagreement Resolution Service outlined in section 11 of the Code of Practice.

These links will take you to the LA complaints procedure – (you can follow this link to the Local Offer record -

- http://www.wandsworth.gov.uk/downloads/download/1339/making_a_complaint

Where can I go for further advice and support?

- The Wandsworth Information, Advice and Support Service (previously Wandsworth Parent Partnership Service) offers advice and support for parents/carers of children with SEN/disability. They provide an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Glossary:

B&LSS: Behaviour and Learning Support Service

CPD: Continued Professional Development

EHCP: Education, Health and Care Plan

EP: Educational Psychologist

GPAS: Garratt Park Advisory Service

LSS: Literacy Support Service

OT: Occupational Therapy/Therapist

SALT: Speech and Language Therapy/ Therapist

SEND: Special Educational Needs and Disability

TAC: Team Around the Child

VIS: Visual Impairment Service

WHSS: Wandsworth Hearing Support Service