

Griffin Primary School SEND information Report 2018-2019



Griffin Primary School is committed to providing a high quality education to all children at our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

- This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We offer inclusive teaching which will enable all children to make the best possible progress in school and for them to feel that they are a valued member of the wider school community.
- The school looks carefully at each individual child's needs when deciding how best to support them.

We comply with the Government's Special Educational Needs and Disability Code of Practice. The Code of Practice outlines the key ways pupils should be supported in class, along with expected equality duties shown in the Inclusion Policy and our access arrangements in the school's Accessibility Plan.

Code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special Educational Needs and Disability Code of Practice 2014:

Special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction,
- cognition and learning,
- social, mental and health
- sensory and physical needs.

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

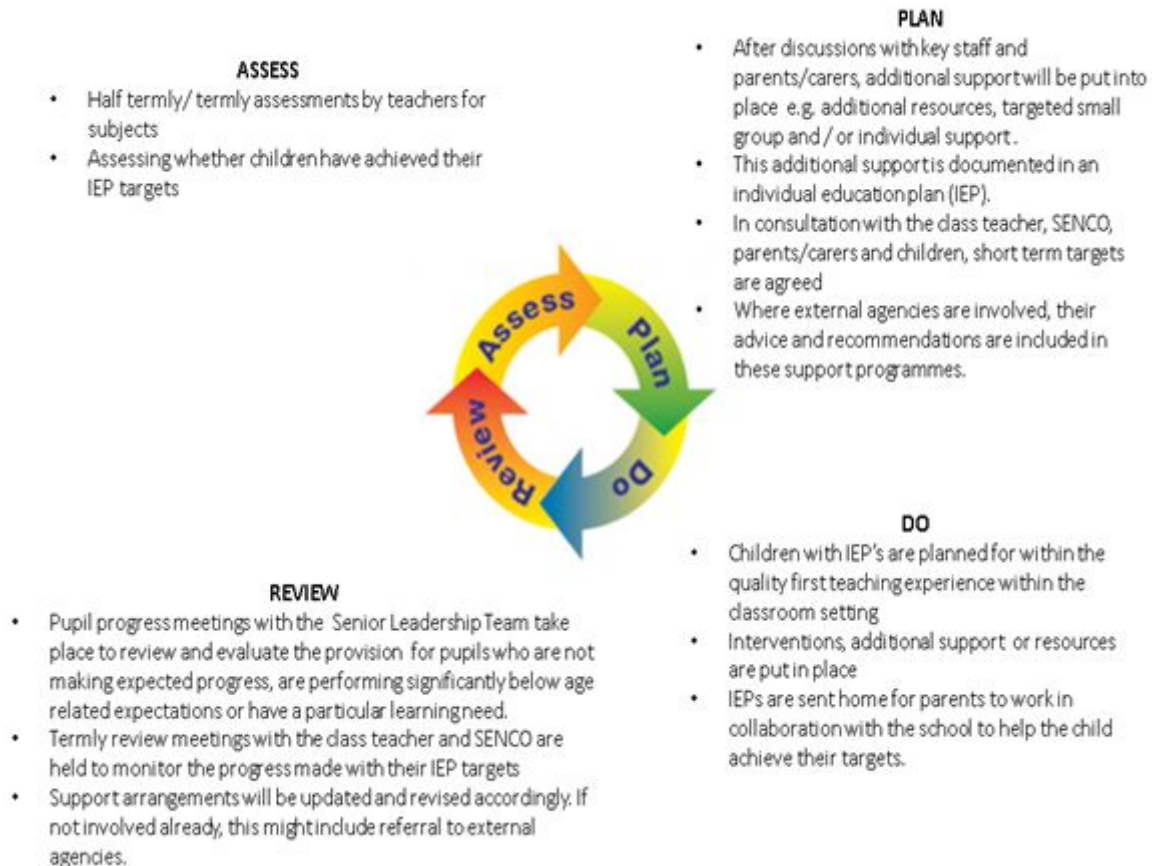
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Information and Guidance	<i>Who should I contact to discuss the concerns or needs of my child?</i>
Class teacher	<ul style="list-style-type: none"> ● Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying, planning and delivery of any additional support. ● Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. ● Applying the school’s SEND policy. <p><i>If you have concerns about your child, you should speak to your child’s class teacher first. You may then be directed to the SENCO</i></p>
SENCO: Nicolle Atkin	<ul style="list-style-type: none"> ● Coordinating provision for children with SEND and developing and following the school’s SEND policy ● Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. ● Ensuring that parents are: <ul style="list-style-type: none"> ○ Involved in supporting their child’s learning and access; ○ Kept informed about the range and level of support offered to their child; ○ Included in reviewing how their child is doing; ○ Consulted about planning successful movement (transition) to a new class or school.
Outreach Services Officer: Madiha Mohammad	<ul style="list-style-type: none"> ● The Designated Safeguarding lead at Griffin school, who is responsible, along with the Head Teacher and SENCO for all Child Protection Concerns. ● Supporting children and their families in many varied ways including meeting with families to offer information and advice around concerns around school, attendance issues, behaviour concerns, or any other issues. ● Can offer support and guidance regarding benefits, housing or worries that may have an impact on families

	<ul style="list-style-type: none"> • Organising and running regular Coffee Mornings, where all parents are welcome to come along
<p>Executive Headteacher Ms Karen Bastick-Styles Head of School (Inclusion): Mrs Abi McIvor</p>	<ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND and the safeguarding of children.

Plan, Do and Review of Pupils with SEND: *How can I find out about how well my child is doing?*

This is how we monitor children's progress as a school:



NB: Individual Education plans are now referred to as SEND support plans

- If your child is continuing to have significant difficulties, further external expertise may be requested. A referral will be made to the relevant agency once parents/carers have consented. Following appropriate assessments, a programme of support is usually provided to the school and parents/carers.
- Additional funding is available for children who meet the criteria for an Educational Health Care Plan. This can be accessed using the Local Authority process and guidance in the banded funding criteria. Further details about this process will be explained in the LA Local Offer. If you are a Wandsworth resident please refer to the Wandsworth Family Information Service website found through this link:
<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

If you are a Lambeth resident please refer to the Lambeth Information Service website found through this link:

<https://www.lambeth.gov.uk/send-local-offer>

Tests and Examinations: Access Arrangements

- For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Headteacher for Inclusion will inform you about eligibility and applications for these arrangements.
- There may be occasions where your child will not take the end of KS1 or KS2 SAT's assessments for reading, writing or maths. In this case, you will be verbally informed by class teachers throughout the year and will receive a letter near the assessment time.

Intervention *What interventions are used to help my child?*

Supporting learning and accessing the curriculum

There are 3 waves of Intervention:

Wave 1: The effective inclusion of all the children.

Teachers & support staff:

- Quality first teaching and support from teachers and support staff.
- Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.
- Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Provision to facilitate/support access to the curriculum:

- Use of a range of literacy and numeracy resources to reinforce concepts and understanding, including the use of i-pads and laptops.

- General SEND resources e.g. pencil grips, voice recording devices, alphabet strips, visual timetables etc.

Wave 2: Additional 1:1 or small group interventions for children who can often be expected to catch up with their peers, as a result of intervention. Some children accessing Wave 2 support may have a SEND support plan depending on the level, frequency and number of interventions needed.

Wave 2 support available:

- In class group support
- Small teacher-led groups
- TA group support in class
- Timetabled additional teaching assistant support for year groups
- **KS2 Rapid Read** (individual reading catch up programme)
- Volunteer Reading Helpers
- **Nurture Group** (for children specifically with social, emotional and mental health needs)
- **Social Communication and Developmental Play group** (for children with speech, language and communication needs)
- **Life skills group** (for children with ASD or/ and social communication needs)

Wave 3: Specific targeted approaches for children identified as requiring SEND support (on SEND support or with Education Health Care Plan)

1. Children on Wave 3, may have particular needs related specifically to mathematics or literacy or needs associated with other barriers to their learning
2. Provision is likely to draw on specialist advice.
3. Provision may involve the adjustment of learning objectives and teaching styles, and or individual support.
4. Children receiving Wave 3 Support will always be placed on SEND support, if an external agency is involved in the assessment. All children will need to have a SEND support plan if they are receiving Wave 3 support.

Wave 3 support available:

- **Speech and language therapy:** Staff carry out strategies/programmes suggested by the speech and language therapist
- **Garratt Park Advisory Service** (for children with a diagnosis of ASD)
- **Educational Psychologist** involvement
- **Victoria Drive Pupil Referral Unit** (for children with social, emotional and mental health needs)
- **Individual support for children with an existing Statement of Special Educational Needs and the new Education, Health & Care Plans**
- **Occupational therapy** (for children with identified gross and/or fine motor skills)
- **Moderate learning difficulties team** (for children with specific and identified cognition and learning needs)

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- SMSC (Spiritual, Moral, Social and Cultural) lessons
- PATHS (Promoting Alternative Thinking Strategies)
- Growth mindset
- Targeted playground support/ clubs
- KS1 and 2 friendship group work
- KS2 social communication groups
- Nurture Group

Strategies to support / modify behaviour:

- The school's behaviour policy implemented fairly and consistently
- Reward charts/ Target cards
- Dojo points
- Report cards
- Emotional thermometers
- Reflection/ reflection sheets
- Managing emotions 1:1 sessions/ group
- Nurture Group
- Victoria Drive Pupil Referral Unit

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Visual Timetables
- Visual timers
- Home/school diaries
- Communication in print resources
- Open communication –telephone, appointments
- Nurture Group

Support/supervision at unstructured times of the day:

- Visual timetables
- Support staff
- Lunch time clubs
- Alternative play (indoor play)

Partnerships with External Agencies <i>What support from outside does the school use to support my child?</i>	
Agency	Description of support
Educational Psychology Service	The EP's assigned to the school are Theodora Theodoratou and Ifoma Bennett The school has specific procedures in place before requesting EP involvement.
Education Welfare Officer (EWO)	The school EWO is Yasmin Deane The role of the EWO is to support schools and parents to ensure that every child attends school regularly.
School Nurse	The School Nurse is Ophelia Aggrey
Speech & Language Therapy Service	The Wandsworth SaLT therapist is Abigail Davies The Lambeth SaLT therapists are Elizabeth Collings Children are referred to this service as needed.
Victoria Drive Pupil Referral Unit Headteacher	The Headteacher is Eileen Shannon
Garratt Park ASD Advisory Service	Children are referred to this service as needed. Our GPAS contact is Kate Nicolson
Occupational Therapy / Physiotherapy	Children are referred to this service as needed
CAMHS (Child & Adolescent Mental Health Services)	Children are referred to this service as needed
Paediatric services	Children are referred to this service as needed
Hearing Impaired Support Service	Children are referred to this service as needed
Visually Impaired Support Service	Children are referred to this service as needed
CLAESS (Children Looked After Education Support Service)	The role of the team is to raise educational attainment and offer targeted support to children looked after by the council.

Transition <i>How will the school help my child move to a new year group or to a different school?</i>
<p>Children with SEND can become particularly anxious about "moving on" so we seek to support successful transition.</p> <p>When moving to another school:</p> <ul style="list-style-type: none"> • We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. • Individual arrangements may be made to visit the new school with support staff. • We will ensure that all records are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • An information sharing meeting will take place with the new teacher. • Opportunities to visit the new class / teacher. <p>Transition to secondary school</p> <ul style="list-style-type: none"> • The SENCO will attend the Wandsworth Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. • In some cases a more detailed transition plan may be needed which may include additional visits to the new school and/or additional visits from the new school.

- The SENCO from the secondary school is invited to attend the annual review (if held in the summer term) or any other relevant meetings.

Staffing Expertise *How skilled are staff in meeting the needs of my child?*

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered or will cover:

- **Speech & Language development** – key adults (teaching assistants or teachers) working with individual pupils meet the Therapist termly.
- **Elkan Speech and Language training for 3-5 years** – EYFS staff, SENCO. Angie Famiyeh (Social Communication and Developmental Play leader), Felicity Self
- **Teaching and support staff have received training on working with children with ASD**
- **Teaching and support staff received training on Attachment theory delivered by Wandsworth Educational Psychologists**
- **SENCO has achieved the National Award for SEN co-ordination in 2017**
- **SENCO attends termly Wandsworth SENCO forums**

The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school will seek advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

Who do I talk to if I am unhappy with my child's support or progress?

Class teacher



SENCO



Head of School



Executive Headteacher

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Local Authority Local Offer: <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>

Wandsworth Parent Partnership: www.wandsworth.gov.uk/pps

Lambeth Authority Local offer: <http://www.younglambeth.org/local-offer/>