



MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

Special Educational Needs Information Report

**The Federation of Singlegate and
William Morris Primary School**

January 2016





How does Singlegate and William Morris Primary School know if child/young person needs extra help?

At Singlegate and William Morris Primary School children that may require additional support or may have special educational needs are identified through careful monitoring, tracking and observation.

The particular help required or special educational needs of your child is identified in consultation and dialogue between the class teacher, teaching assistant, SENCo and other professional bodies that may be involved with the individual.

If your child presents with a particular need then a 'cause for concern' document is completed where the observations are noted and shared with the family.

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.

At Singlegate and William Morris Primary School children are categorised as having special educational needs when they require a significantly greater amount of support than their peers

- a) in gaining access to the basic curriculum.
- b) in order to progress and achieve thus ensuring that National Curriculum entitlement is met.

The range of needs are categorised within the following areas.

BEHAVIOUR AND EMOTIONAL:

poor motivation, temporary or permanent behaviour or attitudes that are continuously distracting from the learning process e.g. disruptive, destructive, violent behaviour towards self or others, unwillingness to co-operate with adults and peers, tantrums, poor self-esteem, self-confidence, poorly developed social relationship with peers and adults and failure to accommodate to school and social expectations.

LEARNING DIFFICULTIES: -

temporary or permanent poor responses to learning, lack of curiosity to new situations or experiences, failure to cope with change and poor achievements.

SPECIFIC LEARNING DIFFICULTIES: - related to literacy and numeracy and therefore access to the National Curriculum and assessment.





COMMUNICATION: -

poor communication skills i.e. speaking and listening, reading and writing, comprehension and expressive and receptive use of language.

MEDICAL/PHYSICAL:

poor vision, hearing, co-ordination, speech and specific medical conditions.

Once the cause for concern has been shared with the necessary parties your child is carefully monitored. Observations and evidence is collected. Additional support is provided through effective classroom differentiation. Class teachers and teaching assistants will target the support that may be required in a number of ways:

- Through additional resources
- Adult support
- Support materials provided for home

Your child may be assessed using a baseline assessment tool – for example big cat phonics tracker/behaviour monitoring chart. This is then repeated after a period of six weeks to determine progress as a result of intervention.

A Passport to Success is generated if the concern continues and the needs persist. Three to five targets are set in relation to your child’s identified area of need. These targets are shared with all parties working with your child – including their opinions and feelings. Signed copies are provided to all parties. The additional intervention that your child requires is identified and targeted to address identified needs – this is recorded on the Passport to Success. Additional support/tools and resources are provided. Staff training is considered where appropriate. Progress and attainment is then carefully monitored through SEN tracking tools (such as the SEN progress and attainment tool and the impact of intervention document)

The support and intervention for individuals and groups of children with special educational needs is carefully planned using established intervention programmes. These include:

- Phonics packages – using Big Cat Phonics
- Early Literacy Support packages – Quest
- Social Skills groups – SEALS
- Fine/Gross motor programmes – TOPPs

The planning files are monitored on a termly basis with targeted feedback provided for the teaching assistant identifying areas of strength and actions for further development. Members of staff may work in conjunction with professional bodies to lead a package of intervention/support – for example:

- Precision teaching
- Numicon groups (Mathematics)
- Write from the start (fine motor control/development)
- Nurturing talk (speech and language)

There will be a number of opportunities for the Class teacher/Teaching Assistant and/or SENCo to meet with families in which to review the individuals’ attainment and progress. At Singlegate and William Morris Primary School we offer an ‘open door’ policy where families are welcome to request an appointment with any member of staff at any time.

Should your child continue to present with significant levels of concern then further assessment may be sought – advice from Merton’s special educational needs team including:





- Learning, Behaviour and Language team
- Educational Psychologists
- Merton's Autistic Outreach Service
- Jigsaw for you
- Speech and Language service
- Occupational Therapy
- Child and Mental Health Service

We then input support and intervention based on the recommendations and advice. Reports are shared with families and there is the opportunity to meet with the professional body involved to discuss the observations, assessment and report. Actions are noted and discussed regarding the support mechanisms that can be employed. These are then monitored over time to ensure progress.

What should I do if I think my child/young person may have SEN?

The term 'Special Educational Needs' has a legal definition. Children with Special Educational Needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

These children may need additional or alternative support from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with Special Educational Needs may need additional support because of a range of needs, such as in

- thinking and understanding,
- physical or sensory difficulties,
- emotional and behavioural difficulties,
- difficulties with speech and language
- or how they relate to and behave with other people.

Many children may have Special Educational Needs of some kind at some time during their education.

Schools and other organisations can quickly and easily help most children overcome the barriers their difficulties present. But a few children will need extra help for some or all of their time in school.

Special Educational Needs could mean that a child has difficulties with:

- all of the work in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving properly in school;
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.





If you are concerned about your child's progress, education or well-being or that your child may present with a particular need that requires additional support at any time then you are advised to:

- a) Make an appointment to meet with your child's class teacher/teaching assistant to discuss your concern
- b) Make an appointment to meet with the schools Special Educational Needs Coordinator to discuss the possible support mechanisms that can be accessed

A 'cause for concern' document will be completed with you. This outlines and summarises your discussion with the member of staff. It will record the area of concern and the evidence used to inform this judgement. In dialogue with the class teacher/SENCo you will be included in a discussion about the type of special educational needs your child presents with.

Your child's progress will be monitored for a period of six weeks (half a term). During this time the class teacher will use additional resources, targeted teaching through careful planning and/or adult support. A baseline assessment may be completed in order to measure the progress your child makes during this time. Observations will be completed on your child to note the impact of support provided.

An Individual Education Plan (Passport to Success) is generated if the concern continues and the needs persist. Three to five targets are set in relation to your child's identified area of need. These targets are shared with all parties working with your child – including their feelings and opinions. Signed copies are provided to all parties. The additional intervention that the child requires is identified and targeted to address identified needs – this is recorded on the Passport to Success. Additional support/tools and resources are provided. Staff training is considered where appropriate. Progress and attainment is then carefully monitored through SEN tracking tools (such as the SEN progress and attainment tool and the impact of intervention document)

Support for your child will be carefully planned according to the identified special educational needs. Intervention groups and/or use of additional resources/adult support are all effective tools in addressing the targets outlined on your child's Passport to Success.

Your child's progress will be reviewed on a termly basis. You will be invited to discuss your child's attainment and progress during your scheduled pupil achievement review appointment. During this meeting you will have the opportunity to review the set targets and discuss the impact of any additional intervention with the appropriate members of staff.

If your child continues to warrant significant concern, despite the additional intervention and external assessments provided, you will be invited to a meeting in which to discuss the possible need to refer for an Education Health Care Plan.

Under the new legislation, children who currently hold a statement of Special Educational Needs will have the legal document replaced with education, health and care (EHC) plan, taking children and young people up to the age of 25. All existing statements will remain in force until all children and young people have completed the transition. Transfers from statements to EHC plans should be completed within three years, so for children who already receive support, the old guidelines will be in place until September 2017.

By 2014, children and young people aged from birth to 25 who would currently have a statement of SEN or learning difficulty assessment will have a single assessment process and 'Education, Health and





Care Plan' for their support which will afford parents the same statutory protection as the statement of SEN.

All the services on which the child or young person and their family rely will work together with the family to agree an Education, Health and Care Plan which reflects the family's needs and ambitions for the child or young person's future outcomes covering education, health, employment and independence.

The plan will be clear about who is responsible for which services, and will include a commitment from all parties across education, health and social care to provide their services.

How will I know how Singlegate and William Morris Primary School supports my child/young person?

We believe that working in partnership with families to identify, assess and support their child's special educational needs is essential. You will be involved in discussions throughout your child's learning journey with us regarding the correct identification, assessment, support package and individual progress.

Support plans will be created by class teachers/SENCo's in order to set specific targets for your child in relation to their individual area/s of need. The plan will outline the level of support your child will receive, including the frequency of intervention and access to additional resources. The support plans will be shared with you during your planned pupil achievement review meeting. You are most welcome to make an appointment with any member of staff at any time during the academic year in which to further discuss/question the support package offered.

The support and intervention for individuals and groups of children with special educational needs is carefully planned using established intervention programmes from within the schools resources. These include:

- Phonics packages – using Big Cat Phonics
- Early Literacy Support packages – Quest
- Social Skills groups – SEALS
- Fine/Gross motor programmes – TOPPs/Smart moves

Should the child continue to present with significant levels of concern then further assessment may be sought – advice from Merton's special educational needs team including:

- Learning, Behaviour and Language team
- Educational Psychologists
- Merton's Autistic Outreach Service
- Jigsaw for you
- Speech and Language service
- Occupational Therapy
- Child and Mental Health Service

We then input support and intervention based on the recommendations and advice. Reports are shared with families and there is the opportunity to meet with the professional body involved to discuss the





observations, assessment and report. Actions are noted and discussed regarding the support mechanisms that can be employed. These are then monitored over time to ensure progress.

Training for members of staff is carefully planned according to the individual needs of the children. Training may include staff attending core group meetings with external bodies, attending directed courses from our specialist providers or working in partnership with a specially skilled trainer.

Governors have the responsibility to ensure that:

- pupils with Special Education Needs are identified
- identified pupils have full access to all that school has to offer
- the curriculum is appropriately planned to meet individual and group needs
- resources are available to implement the school policy.

The Education Act requires Governors to write an annual report for parents and to hold an annual meeting with them. This report includes a section on Special Education Needs. It is a regular item on the Executive Headteacher's Report to the Governors. At Singlegate and William Morris there is an identified Governor for Special Educational Needs, as part of their work programme they regularly visit the school to familiarise themselves through involvement with all pupils in their learning processes.

In order to monitor the effectiveness of the provision staff planning files are monitored on a termly basis with targeted feedback provided for the teaching assistant identifying areas of strength and actions for further development. Termly monitoring of special educational needs is completed and shared with governors, members of staff and individual families. An impact of intervention tracker is completed which notes the achievement of individuals attending each group.

How will the curriculum be matched to my child/young person's needs?

Differentiation is the right of each child to be taught in a way specifically tailored to their individual learning needs. The process of differentiation, consequently, is the adjustment of the teaching process to meet the differing learning needs of the children, and it involves every teacher having the appropriate knowledge of the individuals in their class, plus the ability to plan and deliver suitable lessons effectively, so as to help all children individually to maximise their learning, whatever their individual situation.

Class teachers plan and evaluate their strategies for children with Special Education Needs, within their class plans which are monitored by the Executive/Associate Headteacher and Senior Management Team.

The Special Educational Needs Co-ordinator meets with the individual class teachers to monitor Individual Educational Plans and review strategies. Meetings with parents are held informally in the first instance as Singlegate and William Morris Primary School has an 'open door' policy.

Pupil Achievement Review meetings are held twice yearly. Opportunities are given for parents to talk with classteachers or the Executive Headteacher on an individual basis as necessary. Pupil Progress Reports are sent home to families every half term, these highlight the child's attainment and progress. They indicate the National Expectations related to age and year group.





At Singlegate and William Morris Primary School we carefully monitor and evaluate the provision for our children with Special Educational Needs. Weekly planning is collected by senior managers, analysed and feedback given to all staff. Areas of strength are identified and consideration is given to differentiation of task, use of adult support and additional resources to include and deliver a broad and balanced curriculum.

Lesson observations and weekly drop in sessions allow members of the senior management team to monitor how children are being catered for within the classroom. Teaching assistants are carefully planned for, using their skills to consolidate, reinforce and support learning objectives and tasks. Detailed records and observation sheets are kept in inclusion files.

How will the school know how well my child/young person is doing?

There are a number of ways in school in which the attainment and progress of all children is monitored on a daily, weekly and half termly basis.

Class teachers use ongoing assessment for learning tools to ascertain the ability of an individual in relation to the planned learning objective. Key questions are planned during whole class teaching and appropriately matched activities. Weekly evaluations are completed on the class teachers planning where comments relate to achievement of intended outcomes. This will then be used in which to inform the planning for the following week accordingly. The child may require additional time to consolidate their understanding or may need to use additional resources/tools in which to break the objective down into smaller achievable steps.

Half termly assessments are completed across the whole school in reading, writing, Mathematics and Science. Attainment is carefully monitored to ensure that all children are making adequate progress. Tracking documents are shared with members of staff and outline any necessary actions.

The planned intervention groups are monitored carefully noting individual achievement and the effectiveness and impact of the provision.

At the end of every academic year the children's assessment papers are carefully reviewed in order to identify individual and collective areas of strength and those requiring further develop. These are used to set individual, group and whole class targets for improvement.

Individual targets can then be incorporated into the child's individual education plan, noting the measures of support and provision required for achievement.





There are rigorous whole school tracking measures in place that inform planning. Attainment is monitored by:

- Year group
- Ethnic groups
- Gender
- Ability groups
- Pupil Premium groups
- Special Educational Needs

- SEALs
- Trained ELSAs
- Access to MAOS/CAMHS
- Core group meetings
- Parent partnership officer

How will I know how well my child/young person is doing?

We value families as partners in the education process and aim to begin this partnership as early as possible in the child's school life when home visits are planned before s/he starts in our Nursery.

Effective communication with families is an essential factor in developing the relationship and constantly demands time and commitment for informal dialogue. Families are encouraged to support curriculum initiatives. They are asked to write regularly in the home/school diaries that the children take home and to attend assemblies and meetings.

Some children may require a home school book. This is a daily record that logs the child's behaviours, attitude and achievement. Class teachers and teaching assistants will use the home school book to communicate important messages home to families. Parents are also encouraged to record observations from the home environment.

Parents/Carers of children with Special Educational Needs are encouraged to discuss their concerns at every stage and these views are recorded on the Individual Education Plans for their children.

Parents/Carers also form part of the group at the Annual Review discussion for those children with Statements/Educational Health Care Plans of Special Educational Needs.





How will you help me support my child/young person's learning?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

Our SENCO oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.

There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

A home/school partnership book will be introduced- clear communication between all staff and parents is paramount.

WHO WILL EXPLAIN THIS TO ME?

Your child's class teacher will meet with parents at least on a termly basis (this could be as part of our PAR day's) to discuss your child's needs, support and progress.

For further information the SENCo is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

The SENCo reports to the Governing Body every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

We welcome all parental support and have a well established parents committee at Singlegate- FOSS. We are also developing our parents committee at William Morris.

We also invite parents to form part of our Team of Governors.

What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?

Social and Emotional Aspects of Learning (SEALs group)





In addition to whole school/class Social, Emotional Aspect Of Learning activities, small group sessions are planned for. This group work supports an early intervention approach for children who need additional help to develop their social, emotional and behavioural skills. The intervention is based on the principle that some children will benefit from exploring and extending their social and emotional and behavioural skills by being members of a supportive group that is facilitated by a teaching assistant. This group builds on and enhances the curriculum being offered to each child within the whole class setting.

Play Project

In support of positive behaviour management intervention, specialist teaching assistants work closely with an individual and groups of children to support their emotional and social development. Play sessions are planned to improve children's self-esteem, cooperation skills, social strategies and communication skills.

Children are identified by the specialist teaching assistant and the class teacher together and play sessions are planned for the children on a weekly basis according to individual social and emotional targets. The Play Project ultimately supports more effective learning in the classroom.

Primary and Language Behaviour for Learning Support Team

The school works closely with the London Borough of Merton Primary Behaviour Support team. We refer to this team when children who are causing concern and are at risk of exclusion.

If appropriate this team will come into school to work with the child/ren concerned in an effort to modify the behaviour. We also work in close liaison with the Education Welfare Service, Social Services, Mental Health Services and the Educational Psychology Service.

We work together to identify strategies to deal with particular issues causing concern.

In a very small number of cases inappropriate behaviour may be indicative of emotional disturbance or be influenced by factors which are beyond the child's control. In all cases where behaviour does not improve following a range of positive management strategies or sanctions, it is important that this is investigated.

Initially teachers should talk to the SENCO and ensure that they are kept fully informed of the situation. Regular review is essential and all strategies tried should be recorded.

It may also be necessary to keep a detailed log of behaviour to provide evidence that will be needed if further assessment/involvement of outside agencies is required.

Advice regarding the management of children with emotional and behavioural difficulties is available from the SENCO, the Educational Psychologist and the Leadership Team.

Anti-Bullying Policy

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, children, parents and the governing body must work in partnership to ensure that we create an environment in which bullying is actively discouraged, with the aim of eradicating it completely.





Anti-Bullying Weeks are planned in support of our school community's commitment to raising the awareness of potential incidences of bullying.

We define bullying as any behaviour, verbal or physical, which is intentionally intimidating and causes hurt or distress to others.

We believe that all children have the right to be safe and secure while in our care and we consider any instances of bullying as a serious infringement of acceptable school behaviour.

We aim to prevent bullying by:

- developing clear procedures for dealing with incident
- actively promoting non-bullying behaviours
- providing networks of protection and support for victims e.g. mentors
- offering a range of positive strategies that will enable children who do bully to modify their behaviour

Instances of bullying will always be dealt with according to our Behaviour Policy and all alleged instances of bullying will be fully investigated when reported. All staff share a collective responsibility to investigate any complaints made by children who may be the victims of bullying and to make the situation known to a member of the Senior Management Team.

If any patterns of bullying are identified, representatives of marginalised groups will be consulted and action plans drawn up. **For more information, please refer to our Behaviour for Learning Policy.**

How will my child/young person be able to contribute their views on how things are going?

Circle Time

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE). The purpose is to provide children with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions.

School Engine/The Voice

A direct result of a circle time session is the formation of The School Engine/The Voice (children powering/voicing the school). This involves all the children in the school. This circle time will be overseen by the class-teacher who will listen to children's concerns and discuss issues that contribute to school improvement. Discussions will be summarised during this session and will be recorded in The School Engine/Voice Book. Children in Key Stage 2 will be given the opportunity to be the class scribe and in the Foundation Stage and Key Stage 1 the teachers or teaching assistants can record the main idea/s and issue/s.

These books are then given to the Head Boy and Head Girl who will discuss all class issues with the Senior Management Team once a month. The Head Boy and Head Girl will report back to the school during a whole school assembly. The Head Boy/Girl and /or Deputy Head Boy/Girl will occasionally be





invited to Full Governing Body meetings to present/discuss newly planned initiatives and will also be involved in the selection and recruitment of new members of staff.

Passports to Success

Children's understanding and contribution to their target setting is fundamental to their success levels. We have developed a Passport to Success for all children with SEN; it will enable them to consider what they find difficult, areas they feel they need support with and targets set by the teacher with them. Your child will then sign the document alongside their class teacher and you to ensure cohesion. We also make suggestions as to how you can support your child at home to maximise progress. The Passports to Success are locate within the classroom and fully accessible for your child.





What specialist services and expertise are available at or accessed by the school?

Both schools in our Federation work alongside a range of external agencies within the Borough of Merton to offer the most suitable support. External agencies are invited to participate in assessments when a child is deemed to be at School Action Plus level.

Professionals work in consultation with all members of staff and families to offer recommendations and advice.

External Agency	Lead Personnel
Educational Psychologists	Ama Hirsch/ Charlotte Longley/ Lucy Ball
Speech and Language therapists	Carly Bishop/ Charlotte Scott / Karen Allen
Child and Mental Health Support	Linda Jacobs
Targeted Mental Health Support	Yvonne Henry
Learning, Language and Behaviour Team	Karen Akroyd Jo Weeks Sue Jamal Gwen Lancaster Bev Selway
Team for Autistic Spectrum Disorder	Nafisa Shehu
Merton Outreach for Autistic Spectrum Disorder	Bonnie Brown
Occupational therapy	Nikki Westbrook Lyn Hazen Sheena Rufus
Hearing Impairment team	Sarah Rendell / Karan Jackson
Sensory Impairment team	Ruth Bowman
Parent Partnership Services	Chris Wilson
Jigsaw 4 U	Laura Nigel
Social Services Cluster worker	Lauren Evans

Services include:





We recognise the need to work closely alongside multi agencies and a range of professionals to provide the best possible support that we can offer an individual. This year we have accessed many of these services in different ways. They can be used for individual assessments, referrals, leading small group sessions or supporting identified members of staff with key children.

We have a number of specialist teaching assistants at Singlegate and William Morris Primary School who have are certified and have trained to become:

Higher Level teaching assistants
ELSAs (supporting emotional health and well-being)
ELKAN (supporting speech and language needs)

What training have the staff supporting child/young person and young people with SEN had or are having?

INSET is provided for staff in order to ensure that the policy can be reviewed (see School Improvement Plan).

There has been training for staff on the completing of the Individual Education Plans and record-keeping procedures. The school will use the Local Education Authority agencies, service level agreement and central INSET programmes to support all staff.

Recent training this past academic year includes:

Ongoing half termly support/training: Provided by Carly Bishop/Sian Owen (speech and language therapists)

- Ongoing speech and language training

November 2013

Provided by Sue Jamal from Merton's Learning Behaviour and Language team

- Numicon intervention
- Phonics intervention
- Precision teaching

May 2014

Provided by Sue Jamal and Bev Selway from Merton's Learning Behaviour and Language team

- Speech and language support
- Supporting emotional health and well-being in school
- Monitoring the impact of planned intervention

Termly training for special educational needs coordinators/drop in clinics is provided with the borough of Merton

INSET provided from specialist providers/teaching schools within the borough of Merton.





How will my child/young person be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school continually reviews the accessibility of the school environment in light of the needs of the children.

An annual accessibility action plan is reviewed on annual basis that outlines key targets for the year.

Targets for Sept 2013-July 2014 included:

- To ensure that corridors are fully accessible to people with physical/mobility disabilities
- To ensure there is an accessible and safe exit from each class
- To ensure there is an accessible and safe exit from Special Educational Needs Teaching Rooms
- To ensure that people with physical/mobility disabilities are aware of safe and accessible fire exit routes
- To improve access to cage and large apparatus in playground
- To improve awareness of all staff of children with Special Educational Needs
- To receive advice from Occupational Therapy Services regarding support of identified individuals
- To receive advice from Physiotherapy Services regarding support of identified individuals

VISUAL AND HEARING IMPAIRMENTS





- To maintain minimum amount of glare from walls
- To be aware of improvement potential re supporting people with hearing impairment
- Ensure information visually accessible for all parents/carers

CURRICULUM

- To maintain accessibility of Sports Day
- Trips are planned to meet the needs of all children, staff and parent helpers
- Enhance provision in respect of children with autistic spectrum disorders
- Review and update provision map
- Support children with Special Educational Needs

How will the school prepare and support my child/young person when joining Singlegate and William Morris Primary School, transferring to a new school or planning for the next stage of their education, employment or training?

Care is taken to ease any transition periods that the children experience. In-school transfer arrangements are outline in the Policy Document Folders and part of the procedure includes visits to enable the child to become familiar with the new environment.

Reports and other Special Educational Needs documentation are transferred as required.

All reports about children are circulated to class teachers via the Special Educational Needs Co-ordinator or Executive Headteacher.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Children with more complex needs are supported with a tailored transition programme delivered by our Jigsaw4u support worker Laura Hold.

How are the school's resources allocated and matched to child/young person's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.





We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.

How is the decision made about what type and how much support my child/young person will receive? How will I be involved?

The class teacher alongside the SENCo will discuss your child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

By reviewing children's targets on Passports to Success and ensuring they are being met.

The child is making progress academically against national/age expected.

levels and the gap is narrowing – they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and pupil.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How will I be involved in discussions about and planning for my child/young person's education?

Describe how parents generally are involved in decision making about aspects of their child/young person's provision and any specific involvement offered for pupils with SEND.

How can I be involved in the school more generally?

THE ROLE OF FAMILIES

We believe that parents have a fundamental role to play in helping their child to learn. Partnerships between home and school are used to inform parents about what and how their children are learning:

- by holding curriculum evenings and workshops to explain school strategies linked to all aspects of the curriculum;
- by sending information to parents, which outlines the projects that the children will be learning at school;
- by sustaining a managed learning environment and a regularly updated website to communicate information;
- by providing half termly Pupil Progress Reports;
- by sending parents annual reports in which we explain the progress made by their child, and indicating how their child can improve further;





- explaining to parents how they can support their child with homework, and suggesting, for example, regular shared reading and support with their projects and investigative work.

We operate an 'open door' policy and are always willing and available for informal discussions.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would therefore ask parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect their child's learning; promote a positive attitude towards school and learning in general.

Who can I contact for further information?

First point of contact would be your child's class teacher to request any information or to voice any concerns about your child's academic, social or emotional progress.

Mrs N Bull – Executive Headteacher
Mrs H Hart – Associate Headteacher (SPS)
Mrs M van Manen – Associate Headteacher (WM)
Miss C Holliday – SENCo (WM)

What should I do if I am considering whether this is the right school for my child/young person?

Contact the school Admin office to arrange to meet the Head teacher Mrs Bull who would willingly discuss how the school could meet your child's needs.

Singlegate Primary School
South Gardens
Colliers Wood
London





SW19 2NT
020 8395 8737

William Morris Primary School
Recreation Way
Pollards Hill
Mitcham
CR4 1PJ
020 7649765

