



MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

Special Educational Needs Information Report

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

October 2016





All schools are required to have in place a policy for the management of Special Educational Needs. In compliance with section 69(2) of the Children and Families Act 2014 and Regulation 51 and schedule 1 of The Special Educational Needs and Disability Regulations 2014, the governing body must also publish a report on the implementation of the school's policy for pupils with SEN.

What does it mean if my child has Special Educational Needs?

The Special Educational Needs Code of Practice 2014 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it.

How does Singlegate and William Morris Primary School identify children with SEN?

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.

Class teachers monitor the progress of children at all the times through observation or work samples, as well as using information from whole school assessment data. If a child is not making expected progress or has difficulties in a particular area of learning, parents are informed and interventions are put in place in order to help the child catch up; this does not imply that the pupil has a special educational need.

A record of concern is kept and reviewed regularly in order to monitor progress and the impact of targeted teaching. The record of concern is characterised by the gathering of information and increased differentiation within the child's normal classroom work. At this stage, the child's class teacher:

- identifies a child's area/s of difficulty
- consults the child's parents and the child
- informs the Special Educational Needs co-ordinator, who registers the cause for





concern, supports the member of staff and monitors progress closely

- works closely with the child in the normal classroom context
- provides high quality targeted teaching at the areas of weakness
- monitors and reviews the child's progress, working alongside the Special Educational Needs Co-ordinator

In addition, your child may be assessed using a baseline assessment tool – for example Big Cat phonics tracker, the British Picture Vocabulary Scale or the Communication Trust progression tool. Where appropriate, this is then repeated after a period of six weeks to determine progress as a result of intervention.

If the child continues not to make expected progress, it may be necessary to consult with outside agencies, such as the Merton Language and Learning Support team, to receive more specialist expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the child to make better progress. In some cases, underlying needs may explain inadequate progress or challenging behaviour. Parents will be consulted prior to contacting an outside agency and the results of any assessments will be shared with parents. Where necessary, a meeting will be arranged to agree a support plan.

Pupils who require additional and different support and who would not be able to make progress without it are identified as having a special educational need, (see above definition) and are recorded as SEN on the school provision map.

What are the different types of support available for children with SEN?

Schools receive funding for all SEN children. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and evidence based. The amount of support required for each child to make good progress will be different in each case. We have a team of Learning Support Assistants (LSAs) who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.

Types of Support

- a) High quality teaching from the class teacher, including targeted support and differentiation for individual children, is the first step in responding to children who have or may have SEN.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (*SEN CoP, 2014*)

This means that:

- The teacher has the highest possible expectations for all children in their class.
- Teaching is based on building on what each child already knows, can do and can understand.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to meet the needs of individual children.





b) Specific group work with in a smaller group of children.

This work, known as intervention groups, may take place in the classroom or outside and may be led by a teacher or, most often, a teaching assistant who has had training to run these groups. This means that:

- The class teacher identifies gaps in a child's understanding / learning and puts in place extra support to help the child make the best possible progress.
- Group sessions are organised with specific targets for each child to help him/her to make more progress.

Examples of intervention programmes we use include:

- Phonics packages e.g. Big Cat Phonics and Nessy Reading and Spelling
- Early Literacy Support packages, e.g. Quest
- Reading interventions, e.g. Inference Programme
- Social Skills groups, e.g. Lego play
- Fine /Gross motor programmes, e.g. TOPPs and SMART Moves

c) Specialist groups or individual support to deliver a programme recommended by outside agencies e.g. Speech and Language therapy

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups. This means that:

- The child is identified by the class teacher/ SENCO as needing more specialist input instead of or in addition to high quality teaching and intervention groups.
- Parents are asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- With the parents' permission, the child may be referred to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations, which may include:
 - Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
- The school then inputs 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.
- Members of staff may work in conjunction with professional bodies to lead a package of intervention/support, e.g. Emotional Literacy Support groups, Nurturing Talk (speech and language)
- The class teacher will remain responsible for working with the child on a daily basis.





d) Specified Individual support

Where, despite having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of a child, the child continues to not make expected progress, the school or parents may consider asking the local authority to carry out an Education, Health and Care needs assessment. This is a legal process which sets out the amount of support that will be provided for the child. This means:

- The child has been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. In these cases the school will request 'top up' funding from the Local Authority.
- After the school submits the request, the Local Authority decides whether they think the child's needs, (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, the Local Authority will gather advice from the relevant professionals about the child's education, health and care needs, and establish and record the views, interests and aspirations of the parents and child. The LA then decides if the child's needs require an Education Health Care Plan.
- The Education Health Care Plan (EHCP) describes formally the child's Special Educational Needs and establishes outcomes across education, health and social care based on the child's needs and aspirations. It specifies the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes
- This type of support is available for children whose learning needs are severe, complex and lifelong.

How will the curriculum be matched to my child'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. 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 to maximise their learning, whatever their individual situation.

How does the school monitor the progress of children with SEN?

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. TA 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.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school has in place a comprehensive provision map to help track the interventions in place and the impact. We use the "Assess, Plan, Do, Review" model outlined in the Code of Practice. Additional targets are set for any intervention that takes place outside quality whole-class teaching and progress towards targets is carefully monitored, focusing on individual achievement and the effectiveness and impact of the provision.

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. 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.

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

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 then you are advised to:

- a) Make an appointment to meet with your child's class teacher to discuss your concern
- b) Make an appointment to meet with the school's Special Educational Needs Coordinator to discuss possible support options.

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 you child presents with.

How will I know how Singlegate and William Morris Primary School support my child?

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. 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.

Effective communication with families is an essential factor in developing the relationship and requires time and commitment for informal dialogue. Families are encouraged to support curriculum initiatives and to write regularly in the home/school diaries that the children take home. Parents help to write the 'passport to success' which outlines the child's strengths, areas of difficulty and strategies for support. Some children may





require an additional home school partnership book. This is a daily record that logs the child's behaviour, 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.

The class teacher will meet termly with parents to review provision and, where necessary, these meetings also involve the SENCO and professional from any outside agencies that are working with the child. In addition, pupil progress reports are sent home to families every half term which outline the child's attainment and progress against national expectations. You are welcome to make an appointment with the class teacher or SENCO at any time during the academic year in order to further discuss the provision for your child.

Who are the best people to talk to about my child's SEN?

The Special Educational Needs Co-ordinator (SENCO)

The SENCO oversees all support and progress of any child requiring additional support across the school. Each school has a designated SENCO and their duties include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with parents of children with SEN
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEN up to date

The class teacher

Class teachers are responsible for:

- the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
- differentiating the curriculum, providing high quality teaching, matching it carefully to the child's needs
- identifying children who are a cause of concern, then planning and liaising with the SENCO to put in place additional support,
- termly meetings with parents and children to write and update the passport for success, outlining strategies to support the child and recording the impact of support.
- ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- working to the child's strengths and encouraging success as independent learners.

Teaching Assistants

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. Teaching assistants are responsible for:





- working to the direction of the class teacher, providing support for individuals or groups of learners, and promoting inclusive education.
- planning and delivering small group intervention
- attending meetings, INSET and training to support ongoing professional development
- evaluating intervention group sessions and giving feedback to class teachers
- maintaining professional records and files that will be monitored on a termly basis

Executive Headteacher/Senior Management Team

- include the identification of SEN as part of the overall approach to monitoring the progress and development of all pupils
- ensure the quality of teaching and provision for children with SEN is an integral part of school improvement and regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision.
- ensure that children, parents and young people are actively involved in decision-making

Governors

There is a designated governor for Special Educational Needs. As part of this role, the governor regularly visits the school to meet with the SENCO and to familiarise themselves with provision for SEN children. 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. 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.

What support will there be for my child/young person's overall wellbeing?

At William Morris and Singlegate Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, SEAL, class reflection time and assemblies, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help, we also can provide the following: time-out space for pupils to use when upset or agitated; a personalised programme of support from a learning mentor; one to one Emotional Literacy Support with a qualified TA, under supervision of the Education Psychology Service; external referral to the Child and Adolescent Mental Health service. We involve both parents/carers and children in agreeing the appropriate provision.

In addition to whole school/class Social, Emotional Aspect of Learning activities, small group sessions are also 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.





Anti-Bullying Policy

Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time

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

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.

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

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 of 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 and areas they feel they need support with. We also make suggestions as to how you can support your child at home to maximise progress.


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. Professionals work in consultation with all members of staff and families to offer recommendations and advice. They can be used for individual assessments and / or working alongside class teachers to put in place appropriate provision.

Below is a list of some of the services we work with:

External Agency	Lead Personnel
Educational Psychologists	Ama Hirsch/ Charlotte Longley/ Fiona Ryng
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 Hold
Social Services Cluster worker	Lauren Evans

How are teachers in the school helped to work with children with SEN and what training do they have?

All teachers and teaching assistants have regular training to support them in meeting the needs of children with special educational needs. We also offer specific training to teaching staff providing personalised support programmes for individual children. Training providers we can approach include Educational Psychologists and Speech and language therapists.

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 advisors, attending courses or working in partnership with a specialist.

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.

How does the school support children with SEN when they are moving to another school or moving to another class?

At William Morris and Singlegate Primary School, we work closely other educational settings to help ensure the transfer between schools is as seamless as possible. We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. In-school transfer arrangements are outlined in the Policy Document Folders and part of the procedure includes visits to enable the child to become familiar with the new environment.

- a) If a child is moving to or from another school:
 - We will contact the school SENCO and ensure he/she knows about any special





arrangements or support that need to be made for the child.

- We will make sure that all records about the child are passed on as soon as possible.

b) When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- A transition book will be provided for children who need extra support
- The provision map provides detailed information for teachers about interventions in place for each child.

c) In Year 6:

- Our local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils
- Different aspects of transition are discussed in class to support the children's understanding of the changes ahead.
- Children are given several opportunities to visit their new school.

Who can I contact for further information?

The first point of contact is 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)

Mrs N Hickman – SENCO (WM)

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

Please contact the school Admin office to arrange to meet the Executive Headteacher, Mrs Bull, to discuss how the school could meet your child's needs.

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