

## Griffin Primary School



### SEND information Report 2019-2020

Griffin Primary School is committed to providing a high quality education to all students at our school. We believe that all students, 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 students 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 students 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](http://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, emotional and mental health
- sensory and physical needs.

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

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

<b>Information and Guidance</b> <i>Who should I contact to discuss the concerns or needs of my child?</i>	
<b>Role</b>	<b>Responsibilities:</b>
<b>Class teacher and support staff</b>	<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> <ul style="list-style-type: none"> <li>• Adapting and refining the curriculum to respond to the strengths and needs of all students. Checking on the progress of your child, identifying, planning and delivery of any additional support.</li> <li>• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</li> <li>• Applying the school's SEND policy.</li> </ul>
<b>SENCO:</b> Nicolle Atkin	<ul style="list-style-type: none"> <li>• Coordinating provision for students with SEND and developing and following the school's SEND policy</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Ensuring that parents/ carers are: <ul style="list-style-type: none"> <li>◦ Involved in supporting their child's learning and access;</li> <li>◦ Kept informed about the range and level of support offered to their child;</li> <li>◦ Included in reviewing how their child is doing;</li> <li>◦ Consulted about planning successful movement (transition) to a new class or school.</li> </ul> </li> </ul>
<b>Outreach Services Officer:</b> Madiha Mohammad	<ul style="list-style-type: none"> <li>• The Designated Safeguarding leads at Griffin school are the Head of School (Luke Campbell) and the SENCO (Nicolle Atkin). They are responsible for all Child Protection Concerns.</li> <li>• Supporting students 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.</li> <li>• Can offer support and guidance regarding benefits, housing or worries that may have an impact on families</li> <li>• Organising and running regular Coffee Mornings, where all parents/ carers are welcome to come along</li> </ul>
<b>Executive Headteacher</b> Ms Karen Bastick-Styles <b>Head of School (Inclusion):</b> Mr Luke Campbell	<ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for students with SEND and the safeguarding of students.</li> </ul>

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

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

# Assess, Plan, Do, Review Cycle

## Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

## Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

## Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

## Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



- 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 students 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>

## **How will we support your child with identified SEND starting at school?**

If your child has been allocated a place in our school by the Local Authority, and they have SEND, please contact us as soon as you receive the offer as we may not have the details of their needs at this stage. If you are attending an admissions appointment with the leadership team, please make them aware of your child's needs in this meeting and they will inform the Senco who will arrange a follow up visit to talk through in more detail.

We will invite you to visit the school (if appropriate with your child) to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school.

If other professionals are involved, we will endeavour to hold a Team Around the Family (TAF) meeting to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. At this point, a decision may be made that your child may require a SEND Support Plan to be put in place as soon as they start school. This may be because they have "Very High Levels of 1:1 Need" that have not already been identified through an Education and Health Care Plan and will need to be closely monitored during your child's first few terms at school.

A member of staff may make a home visit and also visit your child if they are attending another provision or school.

We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you before your child is given a starting date. We will also try to develop a transition plan to explain to your child about the school and their new class.

If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.

Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.

The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you and review their SEN plan (if they have one)

## **How have we made this school physically accessible to children with SEND?**

The lower part of the school is accessible to all children with physical disability via ramps in the EYFS and KS2 playgrounds. There are 4 KS2 classrooms that can only be accessed by stairs. However, we would ensure that your child would be situated in a lower floor classroom, if your child had a disability that meant that they were unable to access stairs.

The school has staff trained to support pupils with a range of needs and would seek external advice depending on the individual needs of the child and/or ensure staff were sent on relevant training in order for them to be able to meet the needs of the individual child

The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.

See Accessibility Plan for more detail:

<https://docs.google.com/document/d/0Bzf7hhXcKbsnOHU5RjE2SFFIZ00/edit>

If you have a specific concern please make contact with the Senco via the school office.

### **Tests and Examinations: Access Arrangements**

For some students 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 can inform you about eligibility and applications for these arrangements.

### **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 students.**

##### **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 students can experience success and challenge in their learning.
- Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students 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 students who can often be expected to catch up with their peers, as a result of intervention. Some students 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
- Leadership team interventions and team teaching
- Timetabled additional teaching assistant support for year groups
- KS2 Rapid Read (individual reading catch up programme)
- Volunteer Reading Helpers
- Nurture Group (for students specifically with social, emotional and mental health needs)

- Social skills groups (for students with speech, language and communication needs)

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

1. students 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. students receiving Wave 3 Support will always be placed on SEND support, if an external agency is involved in the assessment. All students 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 students with a diagnosis of ASD)
- **Educational Psychologist** involvement
- **Victoria Drive Pupil Referral Unit** (for students with social, emotional and mental health needs)
- **Individual support for students with Education, Health & Care Plans**
- **Occupational therapy** (for students with identified gross and/or fine motor skills)
- **Moderate learning difficulties team** (for students with specific and identified cognition and learning needs)

## **Pastoral Support**

### **Strategies to support the development of students' 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
- KS1 and KS2 social communication/ skills 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
- Feelings diaries
- 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)



<b>Partnerships with External Agencies</b> <i>What support from outside does the school use to support my child?</i>	
<b>Agency</b>	<b>Description of support</b>
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.
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 students are referred to this service as needed.
Victoria Drive Pupil Referral Unit Headteacher	The Headteacher is Eileen Shannon
Garratt Park ASD Advisory Service	students are referred to this service as needed. Our GPAS contact is Kate Nicolson
Occupational Therapy / Physiotherapy	students are referred to this service as needed
CAMHS (Child & Adolescent Mental Health Services)	students are referred to this service as needed
Paediatric services	students are referred to this service as needed
Hearing Impaired Support Service	students are referred to this service as needed
Visually Impaired Support Service	students are referred to this service as needed
CLAESS (students Looked After Education Support Service)	The role of the team is to raise educational attainment and offer targeted support to students looked after by the council.

<b>Transition</b> <i>How will the school help my child move to a new year group or to a different school?</i>
<p>students with SEND can become particularly anxious about "moving on" so we seek to support successful transition.</p> <p><b>When moving to another school:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Individual arrangements may be made to visit the new school with support staff.</li> <li>• We will ensure that all records are passed on as soon as possible.</li> </ul> <p><b>When moving classes in school:</b></p> <ul style="list-style-type: none"> <li>• An information sharing meeting will take place with the new teacher.</li> <li>• Opportunities to visit the new class / teacher.</li> </ul> <p><b>Transition to secondary school</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The SENCO from the secondary school is invited to attend the annual review (if held in the summer term) or any other relevant meetings.</li> </ul>



### **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 students with SEND.

Recent training has covered or will cover:

- **Speech & Language development** – key adults (teaching assistants or teachers) working with individual students meet the Therapist termly. Most recent training included Blank Level Questions
- **Elkan Speech and Language training for 3-5 years** – SENCO. Angie Famiyeh (Social Communication and Developmental Play leader), Felicity Self
- **Teaching and support staff have received training on working with students with ASD**
- **Support staff attend an annual Elliot Trust TA conference**
- **Teaching and support staff received training on Attachment theory and Meta-cognition, 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 students with SEND.

The school will seek advice and guidance from local special schools to review, evaluate and develop provision for students 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 students 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](http://www.wandsworth.gov.uk/pps)

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