

# SEND Information Report ~ Downe Manor Primary School



*Special Educational Needs and Disability Report 2016-2017*

At Downe Manor Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Downe Manor Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals.

This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

**2016/17 Pupils without a SEND: 96.5%** (Ealing: 96.4%), **SEND Support: 95.9%** (Ealing: 95.0 %) and **Statements or EHC plans: 95.2%** (Ealing: 93.6%)

**We are currently working hard on improving attendance for pupils with a SEND to ensure they are in school to be able to access the provision and support they need to make progress.**

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

<b>1.</b>	<b>What kinds of needs can be supported at our school?</b>
	<p>Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website.</p> <p><b>Additional and/or different provision is currently being made in school for children with a range of needs, including:</b></p> <ul style="list-style-type: none"><li>• <b>Cognition and Learning</b> – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia</li><li>• <b>Sensory, Medical and Physical</b> – hearing impairment, sensory processing difficulties, epilepsy</li><li>• <b>Communication and Interaction</b> – autistic spectrum, Asperger's Syndrome, selective mutism, speech and language difficulties</li><li>• <b>Social, Emotional and Mental Health</b> – attention deficit hyperactivity disorder</li></ul>

## 2. Who can I talk to about my child's needs?

Class teacher

SENCo – Mrs Holland (*Inclusion and Special Educational Needs Coordinator*)

### **Once external support has been accessed:**

Speech Therapist

Occupational Therapist

Clinical Psychologist

Educational Psychologist

## 3. How are children's needs identified?

All children are different so at Downe Manor Primary School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

### **How are children's needs identified before they start school?**

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Parent information evenings
- Questionnaires to parents and children
- Work with previous schools and settings
- 'Getting to know your new school' visit before children start properly
- Pupil views profiles and All about Me books
- Home visits

### **How are children's needs identified whilst children are at our school?**

- Pupil's telling us - pupil profile
- Talking with parents and carers - parent consultation record sheet (formal meeting)
- Informally talking to the teacher – open door policy
- Circle time
- Worry boxes – boxes where children can place notes to the teacher with their concerns
- Feedback in books – children can write notes in their books for the teacher to see when they mark.

**Through teacher assessments**

All pupil progress and achievement is assessed by teachers in every lesson.

Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets.

**Other information that may be used to identify pupil needs**

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support.

Analysis of behaviour logs and analysis of welfare logs

**During a review of progress against SEND desired outcomes**

These happen every term in meetings with parents, carers, children and teachers.

**4. How do we work in partnership with parents and children with SEND?**

We try and work closely with all our parents and carers to ensure that all pupils are happy and make progress. Working in partnership with parents and carers of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through home school books and/or phone calls and letters and quick informal chats at the beginning and/or end of the school days and when needed
- Have an open door policy so that parents can make appointments to see class teachers and the SENDCo when they are concerned and would like a longer discussion
- Provide time for a pre-provision meeting prior to planning additional support to ascertain parent/carer views
- Include the progress a child with SEND has made towards their desired outcomes in their annual report
- For any child with an EHC plan and for some children with more complex SEND the school will work with parents and children to draw up a 'one page profile' that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff
- Provide parents and carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them
- Hold an Annual Review for any child with an EHC plan (or a statement if they still have one)

## 5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with an SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. (Please see our Teaching and Learning policy for more details)

We do this in school through:

- Asking questions in lessons
- Asking questions in books
- Target setting

### **Children with SEND support**

In addition, children with SEND support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood.

These outcomes are decided with pupils and with parents through our pupil views profile and pre-provision consultation meetings.

The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map.

Class teachers will give parents and carers and children a copy of the plan as soon as it has been agreed.

A date for reviewing the success of these plans will be set and should happen at least termly.

Please ensure that you come to this meeting as this is the best way we can work together with you.

If you need help to get to the meeting, or you need someone to help you (eg a translator) then we can arrange that too if you give us some notice.

### **Children with an EHC plan or a statement**

In addition to termly review meetings we also hold an Annual review meeting.

We work with parents and pupils to invite all the people needed in order to review the progress made against the outcomes in the EHC plan.

We aim to include the children's views in this meeting in as appropriate way as possible.

Staff support pupils to develop an "All About Me" presentation or an up to date pupil views profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life.

Children can attend the whole of the Annual Review meeting if they wish – or just state their views at the beginning.

<b>6.</b>	<b>How do we help children when they move to our school?</b>
	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle I quickly. All our new children have the opportunity to come and visit the school so they know what to expect.</p> <p>Once we know a child has an SEND we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a ‘transition plan’ to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.</p> <p>If appropriate a one page profile can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.</p>

<b>7.</b>	<b>How do we help children when they move to another school?</b>
	<p>Whenever any child moves to another school we always pass on school records to the new school.</p> <p>If a child has an SEND we also:</p> <ul style="list-style-type: none"> <li>• Pass on SEND records to the new school including SEND support plans, or EHC plans and ‘one page profiles’ drawn up.</li> <li>• Liaise with the SENCo/Year group leader of the new school to clarify and information necessary</li> <li>• If needed we can include ways to support a child to have a settled move to a new school through their SEND support plan. For example we may organise some extra visits to the school or do some work to help prepare them for transition eg drawing maps of the new school and/or working on a new one page profile for the new school</li> <li>• If possible we invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.</li> </ul>

<b>8.</b>	<b>How do we help children when they move between classes and/or phases of education?</b>
	<p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.</li> <li>• Opportunity to visit your new classroom and meet your new teacher</li> <li>• If your child will be helped by a ‘my new class and teacher’ book to support them then this will be made for them.</li> </ul>

**9. How are adaptations made to the school to help children with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met

- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
- We run the following interventions to support learning:

Reading and Writing	Mathematics	Communication, Social and Emotional Development	Physical development
Catch-Up Literacy	Catch-Up Numeracy	Language for Thinking	Fine motor groups
5 Minute box	1 <sup>st</sup> Class@Number	Emotional Literacy	Teodorescu Handwriting Programme
Read Write Inc	Success@Arithmetic	Talking Partners	Large motor groups
Accelerated Reader	Numicon	Lego Therapy	
ECAR (Every Child a Reader)	5 Minute number box	Time to Talk	Rainbow Road Programme
Reading for Meaning	Small group Mathletics	Nurture groups	
Toe by Toe		Anger Management	
Inference Skills Group		Transition to High School	
Nessy (ICT based)		Makaton and PECS	
		PALS	
		Talking Box	
		Individual Speech and Language care plans	Individual Occupational Therapy care plans

**10. What skills and training do our staff have?**

Staff members	Training completed	Names
All staff	<p>Are trained in the requirements of:</p> <ul style="list-style-type: none"> <li>• The SEND code of Practice and The Equality Act</li> <li>• Supporting pupils with an SEND in the classroom (update training on 15/11/16)</li> <li>• All general school policies on teaching and Learning and behaviour Management include information on how to include children with</li> </ul>	All staff

	SEND	
SEND Teaching Assistants	We have a variety of skills in our teaching assistants depending on their job. Different staff have had training in the following areas: <ul style="list-style-type: none"> <li>• ASD (autistic spectrum)</li> <li>• SLT programmes (speech and language)</li> <li>• OT programmes (occupational therapy)</li> <li>• Reading and Writing support – including supporting readers after ECAR</li> <li>• Maths support</li> <li>• Social, Emotional and Behavioural support</li> <li>• Restorative Practice – resolution strategies</li> </ul>	All SEND Teaching Assistants
SEND teaching staff	ASD What is Autism? Behaviour Management for Children with Autism and Social Stories	Miss Banks, Mrs Carre-White, Mr Whaley, Miss Dias, Miss Richards, Miss Davies, Miss Tsohas, Miss James, Miss Tull, Miss Hunt, Mrs Gumbs, Mrs Holland and Mr Celeghin.
	ECAR (Every Child a Reader)	Miss El-Azizi
	PALS (communication programme)	Mrs Howe and Miss Tull
	Talking Box	Mrs Howe, Miss Tull and Mrs King
	NASENCo accreditation	Mrs Morgan and Mrs Holland
	Family Links leaders (family support)	Mrs Holland and Miss Richards
	Bereavement and counselling support	Miss Richards
	Restorative Practice	Miss Richards and Mrs Thorn
	HLTA – Communication Champion and ICAN Educational Practitioner	Mrs Howe
	Makaton Tutor	Mrs Howe
	Makaton	Mrs Holland Also, staff in Nursery and Reception are supported by Mrs Howe providing Makaton resources for every day terms and for themes and topics.

**11. Can the school work with other agencies/services?**

The school works with lots of different agencies and professionals to support children's needs

- Speech and Language therapy service (SLT)
- Occupational Therapy service (OT)
- Educational Psychology service (EP)
- Clinical Psychology service (CP)
- Primary Behaviour Service (PBS)
- Social Care
- SAFE team
- Looked After Children Team
- Post-Adoption Team
- School nursing service
- Local Authority Attendance Officer

**12. How do we support the emotional and social development of all our children?**

The schools Behaviour Policy can be found here [\(add link\)](#)

We also teach children strategies to help them socially and emotionally in the following lessons:

- PSHE lessons
- Circle time
- Assemblies
- Small group interventions such as Social Stories or PALS
- Learning Support Mentor sessions

If necessary we also support children's social and emotional development in individual support plans that teach social skills and coping strategies.

The school also uses therapeutic support from:

- Clinical Psychologist
- Primary Behaviour Service

### 13. How effective is our SEND provision?

Last year we provided the following interventions for children with SEND:

Reading and Writing	Mathematics	Communication and Language	Social and Emotional Development	Physical development
5 Minute box	1 <sup>st</sup> Class@Number	Talking Partners	Language for Thinking	Fine motor groups
Read Write Inc	Success@Arithmetic	Time to Talk	Emotional Literacy	Teodorescu Handwriting Programme
Nessy (ICT) - Phonics and Words	Numicon	Makaton and PECS	Lego Therapy	Large motor groups
Speaking in Sentences	5 Minute number box	Talking Box	Nurture	
ECAR follow-up - supported reading	Mathletics		Anger Management	Rainbow Road (OT)
Inference Skills Group			Transition to High School	
			PALS	
		Individual Speech and Language care plans		Individual Occupational Therapy care plans

- 17.7% of pupils on roll (429) are currently on our SEND register (October 2017)

Children with SEND in our school attained the following and made x amount of progress last year – see below

	At expected standard – KS1 (Ealing figures in brackets)				
Year 2 (2016-2017)	Reading	Writing	Mathematics	R W M	
SEND Support (6)	50% (36%)	17% (26%)	33% (38%)	17% (22%)	
SEND with a Statement/EHCP (1)	0% (13%)	0% (10%)	0% (15%)	0% (9%)	
Reception (2016-2017)	Emerging	Expected	Exceeded		Good level of development
SEND Support (8)	87.5%	12.5%	0%		12.5% (30.1%)
SEND with an EHCP (1)	100%				0% (0%)

	At expected standard – KS2 (Ealing figures in brackets)					KS1 to KS2 Average Progress score (Ealing figures in brackets)		
Year 6 (2016-2017)	Reading	Writing	Mathematics	R W M	GPS	Reading	Writing	Mathematics
SEND Support (9)	22% (45%)	33% (40%)	33% (52%)	11% (27%)	11% (52%)	0.8 (0.0)	0.4 (-1.5)	0.3 (0.7)
SEND with a Statement/EHCP (0)	-	-	-	-	-	-	-	-

#### 14. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness to the governors. Minutes of these meetings and reports from the SEND governor can be found here (add link to effectiveness section)

But if you are concerned at any time please contact the school in this order:

- Class teacher – ask for an appointment at the classroom door or request an appointment via the school office
- Phase leader for your child’s Key Stage (via the school office)
- SENCo: Mrs Tara Holland - [Senco@downemanor.org.uk](mailto:Senco@downemanor.org.uk)
- Co-Headteacher: Mrs L Morgan – [general@downemanor.org.uk](mailto:general@downemanor.org.uk)
- Co-Headteacher: Miss R Gumbs – [general@downemanor.org.uk](mailto:general@downemanor.org.uk)
- SEND Governor – Mrs R Siyani (via the school office)
- Chair of Governors – Mr N Bailey-Powers (via the school office)

The schools complaints policy can be found here (add link)

Special educational  
needs and disability  
A guide for parents and carers



 Ealing Council  
www.ealing.gov.uk

[www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers](http://www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers)

[www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/isaid/](http://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/isaid/)

[www.ealing.gov.uk/info/201020/children-and-families/2110/special-educational-needs-and-disability?CookiesAccepted=1](http://www.ealing.gov.uk/info/201020/children-and-families/2110/special-educational-needs-and-disability?CookiesAccepted=1)