

SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER FOR CHARLTON MANOR SCHOOL: 2017/2018

Type of school	Mainstream
<p align="center">Primary School with Nursery</p>	<p align="center"> 100 sessions in Nursery Admissions for Nursery made via the school office 420 Places in main school Admissions for main school made via the local authority </p>

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities

- 2) The school SEND Policy, which can be accessed via our school website**
- 3) The school PSHE Policy which can be accessed via our school website**
- 4) The school anti bullying policy, which can be accessed via our school website**
- 5) The school accessibility plan, which can be accessed via our school website**
- 6) The school pupil premium statement, which can be accessed via our school website**

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services and agencies such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?

<p>What are the different types of support available for children with SEN in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a Teacher or Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources amended for your child. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. <p>A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans.</p>	<p>All children in school should be getting this as a part of excellent classroom and teaching practice.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
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<p>Intensive individual or group work which is in addition to quality first teaching and the usual intervention groups offered in school.</p> <p><i>Stage of SEN Code of Practice:</i> SEN Support, which means they have been identified by the class teacher as needing more intensive or specialised support in school, after putting strategies in place at class level.</p>	<ul style="list-style-type: none"> • Your child’s teacher or SENCo will have carefully checked on your child’s progress and will have decided that your child requires support in addition to that normally available to all pupils. This may include inclusion in a nurture group or personal mentoring. <ul style="list-style-type: none"> • Your child’s teacher, SENCo or other member of the Charlton Manor Inclusion Team will plan individual or group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plans. 	<p>Children will be at the stage of the SEN Code of Practice called SEN Support, which means they have been identified by the class teacher and SENCo as needing more intensive or specialised support in school, after putting strategies in place at class level</p>
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Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

AND/OR Individual support

for your child, as a guide of around 20 hours and below in school

Stage of SEN Code of Practice:
SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

- If your child has been identified as requiring more specialist input instead of, or in addition to, excellent class room teaching, intervention groups and specialised school-run provision, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before a referral is made you will be asked to come in to school to discuss your child's progress and help plan possible ways forward.
- If it is agreed that support from an outside agency is the way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a speech and language or sensory circuit
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what

Children with specific barriers to learning that cannot be overcome through Quality First Teaching, intervention groups and specialised school-run provision.

Specified Individual support for your child of, as a guide, 21 hours or more in school.

This is usually provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs. This means your child will have been identified by the class teacher/SENCO as needing a **particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school)**, which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the LA web site.
www.royalgreenwich.gov.uk
- Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's

Children whose learning needs are:

- Severe, complex and lifelong
- Need, as a guide, 21 hours or more support in school

<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO/Headteacher or the Inclusion Manager • If you are still not happy you can speak to the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> • Prior to a review meeting an adult that your child knows well (usually their class teacher, teaching assistant or 1:1 Support assistant) will discuss with them their progress, their strengths and things they may find difficult. • Regular pupil interviews are undertaken to inform future planning. • Our student council representatives speak to their own classes regularly to ensure they understand the needs, wants and concerns of all pupils. They then meet as a group before relaying their findings to the Senior Leadership Team.

<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the current needs of the children in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>They will then use these discussions to decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as necessary.
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<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning mentors • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • Additional Children and Adolescent Mental Health Services
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions

	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p> <p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> • School Nurse • Physiotherapy-specific to need • National Autistic Society • MENCAP • Greenwich ParentVoice
<p>How are the adults in school helped to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc.. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service. • The training is then shared with other staff members in school in order to share the expertise. 	
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. • 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. 	

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and parents are informed whether their child is working below, at or above age related expectations in reading, writing and numeracy.
- If your child is in Year 1 and above, but is not yet at this stage, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Support will have a PLP (personal learning plan) or be included in a class provision map which will be reviewed regularly with your involvement, and plans for future support made.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO/ Inclusion manager will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children.

The progress your child is making will be shared with you during parent's evening meetings.

You will receive a full report of your child's achievements at the end of each academic year.

What support do we have for you as a parent of child with an SEN?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support them both at home and school and can share what is working well in both places.
- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENCO or Class Teacher will also keep you informed of any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to suit your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none">• We provide mentoring and counselling for children struggling with different aspects of the school day.• Pastoral Care Manager available to support both parents and pupils.• PSHE policy and PSHE Programme in place.• Nurture Group in Key Stage I.
<p>How have we made this school accessible for children with SEND?</p>	<ul style="list-style-type: none">• Key Stage I is accessible to children with physical disabilities as it is all on one level.• School ensures that children with specific physical needs are accommodated appropriately within the seating of the classroom.• We ensure that equipment used is accessible to all children regardless of their needs.• The school has a hygiene suite.• The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT.• Individual workstations are provided for children under the guidance of outside agencies.• Please see our Accessibility Policy.

How does our school make special arrangements for looked after Children (LAC) with SEND?

- We consult with the virtual school – Head Teacher and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.
- We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes
<http://www.charltonmanorprimary.co.uk/information/pupil-premium>
- The SENCo ensures that training and policies are supportive of looked after children with SEND
The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.

<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ We will ensure that, when possible, the relevant staff members from the receiving school are invited to the final annual review of any children with a statement. • When moving classes in school: <ul style="list-style-type: none"> ○ 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 current targets will be shared with the new teacher. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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<p>SCHOOL BASED DATA/INFORMATION: 2015/2016</p>	
<p>How many students did we have at our school with statements or EHC plans at the end of July 2017?</p>	<p>We had 6 children with Statements or EHCP</p>
<p>How many students did we have at SEN Support at the end of July 2017?</p>	<p>We had 38 children supported at SEN Support.</p>

<p>What were the outcomes for children within our school with SEND for 2016/2017?</p>	<p>According to our in-house tracking system, our pupils with SEN or EHCP completing KS2 all made progress during their final year.</p> <p>By the end of KS1 all of our pupils with SEN had made expected, or above expected, progress in Reading, Writing and Maths.</p>
<p>What training did staff at our school have in SEND over the year 2016/2017?</p>	<p>Whole School Training:</p> <ul style="list-style-type: none"> • Supporting pupils working at P Levels • Supporting pupils with an ASD in the classroom for specific staff • On-line ASD training for staff • STEPS (for staff supporting pupils with personalised literacy programmes) • Speech and Language training for individual staff delivering 1:1 or small group support • Sensory Story training • PECS (picture exchange communication system) training for specific staff
<p>What was in the Headteacher's report to the Governors about SEND in 2016/2017?</p>	<ul style="list-style-type: none"> • How the school identifies pupils with SEND • The pupils' progress • SEND funding • An update on applications for EHCP • Information regarding SEND services and changes to personnel • Staff development • Work with external agencies

<p>Have there been any other important changes in SEND over the year 2016/2017?</p>	<ul style="list-style-type: none"> • All Statements have now been transferred to EHCP. • We have continued to support all children effectively through Quality First Teaching and through outdoor learning. We have used our teaching kitchen, garden and sensory room extensively, particularly for children with SEN who respond positively to a more kinaesthetic approach.
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GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder