



SCHOOL OFFER:

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

<p>What is the school's vision and mission statement</p>	<p>Our Mission: To provide a Good education for each and every child at our school through the highest standards of Teaching and Learning; a rich curriculum and learning environment; working in partnership with Parents and having the highest aspirations and expectations for each and every child at our school.</p> <p>Our Vision: To inspire and equip each and every child with the skills , knowledge and insight to achieve the very best of their academic potential within the highest degree of well-being in order to prepare them to succeed at all the next stages of their education and life.</p> <p>Our Aims:</p> <ul style="list-style-type: none"> • To inspire a love of learning and motivate each child to achieve their best in a safe and stimulating environment • Every family to have access to a range of services that will deliver better outcomes for children and their families • Professional and community groups to work together to provide holistic support to children and their families • To provide high quality teaching and learning within a broad, balanced and rich curriculum • To celebrate, promote and respect diversity and value everyone's contribution to our community
<p>What type of school are we?</p> <p>What age children does the school admit?</p>	<p>Earlham is a two form primary school in North London. The school has a higher than average socio-economic deprivation index and the vast majority of the children speak English as an additional language. The school is led by the Head Teacher, Daniel Kerbel with Governors designated as SEN (John Keever) and Pupil Premium champions (Aziz Ahmed).</p> <p>The school admits children from nursery all the way up to Year 6.</p>

<p>What is your current Ofsted rating?</p>	<p>2, Good (school last inspected May 2017)</p>
<p>How does your school ensure that children who need extra help are identified early?</p> <p>What should a parent do if they think their child may have special educational needs?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher and share your concerns as early as possible. This will enable the class teacher to address your concerns and provide appropriate support where required or make a referral to the SENCO.</p> <p>If concerns need to be addressed at a deeper level and you have spoken with the teacher, you should speak to the SENCO.</p> <p>If you wish to increase the level of support, you may speak to the Head Teacher or school SEND Governor.</p> <ul style="list-style-type: none"> • Each child's progress is assessed each half term by their class teachers and based on this assessment, an evaluation of progress is made with a decision as to whether the progress is appropriate or needs to be examined and accelerated. • If normal classroom provision is not sufficient the class teacher will plan specifically to target progress for the pupil to accelerate progress and raise attainment. • Baseline tracking is determined at the start of each year, so that progress can be effectively monitored. • The class teacher will also refer the child to the phase leader during half-termly pupil progress meetings, who will consider if further interventions delivered by other adults working with the children would be appropriate. These interventions will be monitored half-termly to ensure impact • If adequate progress after a period of further input is not sufficient (at least a term), then the class teacher will refer the child to the SENCO using the appropriate referral form (based on the nature of the child's difficulty) to investigate further. The teacher will advise the child's parents of the referral. • The SENCO will first observe the child, if further investigations are deemed to be required, he will assess using a number of measures to assess the child's abilities and skills. • The SENCO may place the child on the SEND/Inclusion Register for additional provision to be facilitated by the school. • The SENCO will meet with the child's parents each term to discuss the assessment results and what actions the school can offer the child (e.g. referral to speech and language services, 121 and small intervention groups). • If adequate progress after a period of time is still not made then the SENCO will discuss with the child's parents the option of applying for additional funding through an 'Educational Health Care Plan-EHCP' through Haringey LEA. • If a decision is made to apply for a EHCP then referrals are made through Haringey LEA to assist in such an application

	<ul style="list-style-type: none"> • If an EHCP is granted (the threshold for funding is met), then the extra funding granted will be used for school-based pupil-based provision. This provision will be strategically planned through consultation with stake-holders including Parents, pupil and the School
<p>What does the school do to help children with special educational needs?</p>	<ul style="list-style-type: none"> • The School champions Diversity and Inclusion and holds an annual Inclusion week to champion different abilities and to create an atmosphere of Respect for all. This is emphasised within the curriculum and in assemblies. • The school maintains a regularly updated provision map that details the range of provisions the school uses in supporting pupils with SEN, In this way, the school can monitor the effectiveness of each program • The class teacher is responsible for the pupil’s progress; deploying and using resources given. Supervision of the pupil includes lunchtime provision through the team of SMSAs; during curriculum time, other staff might be in immediate charge such as during PE and Music provision. • The SENCO along with parents and external specialists from Haringey LEA will plan and monitor the provision for children with SEND. The Headteacher will be consulted by the SENCO to determine final level of provision and resource. • Each term the SENCO will invite parents with children on the SEND/Inclusion Register for a review meeting to discuss progress and plan provision for the next term. In these meetings parent’s voice is very important as home-school co-production has been shown to improve pupil outcomes. • Each year the SENCO will hold an annual review of each child on the SEND/Inclusion register (in some cases more than one annual review will be required), along with termly review of reports from external specialists involved with each child. The SENCO will continuously review the effectiveness of each intervention to determine if it should be continued, modified, or discontinued. • Each year the SENCO will hold annual review meetings for all child with an EHCP or Statement of SEND. This is a statutory requirement of the school and draws collaborative input from the child, the parents, a child’s 121 Educator, the child’s teachers, and any other educational profession working with the child. • Each year the school works with parents to review SEND policies and procedures, and SEND items are included on school questionnaires to parents. Parents’ voice is very important to the school.

WHO ARE THE BEST PEOPLE TO TALK TO ABOUT CHILDREN WITH SEND AT OUR SCHOOL?

The SENCO (Special Educational Needs co-ordinator) will be responsible for:

Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all our children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing progress
- Liaising with all the other agencies, who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.
- Making assessments of children's learning and progress to inform choice of interventions and support.
- Alongside Class Teachers generating support trackers and sharing and reviewing these with parents at least once each term and planning for the next term.
- Termly updating the school's SEND/Inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are very good records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Working with parents to develop SEND policies that are robust and relevant.

Class Teacher responsible for:

- Providing high quality teaching and tracking of the progress of your child. Identifying, planning and delivering any additional help your child may need (eg. targeted work, additional support) and referral to the SENCO as necessary.
- Developing appropriate support (in consultation with the SENCO) and planning and tracking this support.
- Ensuring that all staff working with your child in school are enabled to deliver the planned work/programme for your child, to achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in the classroom and for all the pupils they teach including pupils with any SEND.

Head Teacher responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENCO (for assessment, recording and documentation and liaison with agencies and advice to teachers) and Class Teachers to deliver appropriate provision.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. Alongside the Governing Body, ensuring that SEND funding is allocated securely (this will depend upon accurate identification and appropriate paperwork from the SENCO).

Governing Body responsible for:

- Making sure that the necessary support is provided for any child with recognised SEND.
- Alongside the Head Teacher they have responsibility for monitoring the SEND budget.

How do teachers match the curriculum to an individual child's needs?

At Earlham, we recognise that early intervention and support is paramount in supporting your child's development. Their progress is carefully monitored as part of our regular pupil progress cycle. If your child is identified as not making progress or is believed to have additional needs the class teacher will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may require
- discuss with you any possible referrals to outside professionals to support your child's learning.

The latest Education Act specifies that all teachers are teachers of SEN, thus they are responsible for the differentiation of work for all pupils in their classroom. This means they have a direct responsibility to deploy and manage any teaching assistants in their classrooms, so that all children receive effective teaching. Thus if you have any concerns for your child's education, the class teacher should be the first point of contact.

How will the teaching be adapted for my child with SEND?

- Class Teachers are responsible for planning lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through effective differentiation of the work and careful planning.
- Trained support staff can also adapt the teacher's planning to support the needs of your child where necessary to ensure further differentiation if required.
- Specific resources and strategies, which may include additional adults, will be used to support your child individually and in groups and this will be logged in the tracking.

	<ul style="list-style-type: none"> • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs. • Smaller focussed teaching groups in reading, writing and maths are provided for children who are identified as needing additional support. • For some children 1:1 programmes are required to support their continued development and progress.
<p>How are your school’s resources allocated and matched to children’s special educational needs?</p> <p>How is the school’s special educational needs budget allocated?</p> <p>How decisions are made about what type and how much support an individual child will receive?</p>	<p>The school budget, received from Haringey LA, includes money for supporting children with SEND:</p> <ul style="list-style-type: none"> • The Head Teacher determines the budget for SEND in consultation with the school governors based on information and proposals he receives from the SENCO and the tracking of budget expenditure, on the basis of needs in the school. • The Head Teacher and the Governors discuss all the information they have about SEND 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 decide what resources/training and support is needed in order to provide effective provision for children with SEND.</p>
<p>How do you monitor a child’s progress and how do you communicate with parents about their child’s progress?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher through a regular cycle of Pupil Progress meetings that are attended by members of the Senior Leadership Team and the SENCO. • His/her progress is reviewed formally every term by the Class Teacher and assessment levels given in reading, writing and maths. • If your child is in Year 1 and above, but is not yet reaching expected levels, 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 who currently have a Statement/Education Health Care Plan or receive additional support from external professionals will have an SEN review which looks at the current support in place for your child. This is reviewed termly with parental involvement, and the plan for the next term made. <p>In addition to this the progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with parents, class teacher, SENCO and other professionals who may be involved with the child’s education.</p>

The SENCO will also review and check that your child is making good progress within any intervention groups that they take part in during the school year.

Communication with parents

- The school has a weekly newsletter
- Each year group holds a welcome meeting with parents to provide information, outline expectations and to explain the curriculum.
- Evening meetings for new parents and those in year 6 to discuss transition choices
- Termly parent evenings to discuss your child's progress
- Termly reports from the school
- Teachers and phase leaders are available to meet with parents on a daily basis before and after school. If a longer meeting is required they are available through appointment.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have and can help to signpost appropriate areas of support that you may wish to access.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Tracking will be shared and reviewed with your involvement each half term.
- Homework will be adapted as needed to 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.

What support does the school offer for children's overall health and wellbeing?

At Earlham School we work very closely with all professionals who provide support for our children and welcome their advice and guidance in helping us to support children with SEND.

Directly funded by the school:

- Senco
- One School Counsellor
- Family Support Worker-Education Welfare

- Speech and Language Therapists (half day per week)

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Autism Outreach Service
- Hearing Impairment Team
- Speech and Language Therapy (provided by Health Service but paid for by the Local Authority).
- Educational Welfare Officer

Provided and paid for by the Haringey NHS Trust but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

What support do we offer for children and young people’s overall health and wellbeing?

- A democratically elected school council for pupils to share and expand their views, including representation of pupils with SEND
- Our school counsellor is able to provide a range of support including art/play therapy for our children who have identified emotional/behavioural needs.
- Breakfast club
- After-school clubs
- Lunchtime clubs
- Playground lunchtime coaches to facilitate good team-play for all children

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

- Earlham is committed to Staff development and continuously sends staff on courses to improve provision especially for pupils with SEND. The school has a training focus for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- We currently have staff who are trained in working with children who have a diagnosis of Autism and staff who are highly experienced working with children with Speech and Language Difficulties.

	<ul style="list-style-type: none"> • Our staff have been trained to deliver phonics support through the ‘Letters and Sounds’ programme. • The SENCO supports the class teacher in planning for children with SEND and teachers differentiate the class curriculum to support any individual needs that a child may have. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The School has a Designated Safeguarding Leader and Deputy Safeguarding Lead (trained at DSL level). All staff have level 1 Child protection training and a number of staff are first aid trained including epi-pen administration. Clear signage exists for children with a recognised medical condition who require medication during the school day and this is managed in conjunction with the school nurse and parents. We are a nut-free school and the kitchen staff are aware of children with allergies and deliver provision accordingly.
<p>What training have the staff supporting children with special educational needs and disabilities had?</p>	<p>All staff receive regular safeguarding training as required by Haringey LA, along with other training (e.g. Autism awareness, differentiation) as and where a skills deficit is identified. 121 educators receive training as part of their role, to effectively support their named child.</p>
<p>How are children included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> • Are they be able to access all of the activities of the school offers and how are they assisted him or her to do so? • How do you involve parent carers in planning activities and trips? 	<p>How we include children/young people in activities and school trips</p> <ul style="list-style-type: none"> • The school makes all possible efforts to meet the needs of children with special needs and enable them to access school trips. Earlham does this through its process of risk assessment for every outing as overseen by our Educational Outing Coordinator looking carefully at travel arrangements and ensuring the access is suitable for children with special needs. • We include Parents on trips whenever possible. • The school is happy to discuss with parents how their children’s needs can be met for educational visits.
<p>How accessible is the school environment?</p> <ul style="list-style-type: none"> • Have there been improvements in the auditory and visual environment? 	<ul style="list-style-type: none"> • The school has wheelchair access for both children and adults • The School has an inclusive toilet which accommodates wheel chair users • Equipment and facilities for SEN are held in classrooms and in our multi-sensory room • The ground floor of our school building is accessible to those with physical disabilities. We are able to move our classes if required in order to accommodate the needs of a child. • We have a designated medical room and trained staff. • We have a sensory room to help meet the needs of our autistic children.

<p>How does the school prepare and support children when they join?</p> <p>How does the school support children when they transfer to a new school or the next stage of education and life?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible and ensures that the child feels supported and ready to make the changes.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure we pass on information. • We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: • Information will be passed on to the new class teacher in advance and a hand-over meeting will take place with the new teacher. Your child’s tracking will be shared with the new teacher to ensure continuity of appropriate support. • If your child would be helped by a book to support them understanding moving on, we will work with them to enable this to happen. The book will use photographs and provide key information for the child such as who their new teacher will be, what their new class looks like and any other important changes for the child. • A transition morning is timetabled towards the end of the summer term and offers the opportunity for all children to spend time in their new class and with their new teachers. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO will arrange and attend transition meetings with the SENCO of their secondary school. • When possible, Class teachers will have the opportunity to meet with staff from the secondary school during the summer visits from Secondary schools. • Your child will be provided with access to a Secondary Transition group provided by our Learning Mentors to support their understanding of the changes ahead, • Where possible your child will visit their new school on several occasions (possibly accompanied by a member of our staff if that is deemed helpful and possible) and in some cases staff from the new school will visit your child in our school and meet with families.
<p>How are parents involved in school life?</p> <ul style="list-style-type: none"> • Describe the school’s approach to involving parents in decision making and day-to -day school life including for 	<p>How parents are involved in school life</p> <ul style="list-style-type: none"> • The contribution of parents is welcomed and valued at Earlham. • Parents are regularly invited into the school to take part in workshops to support their child’s learning and even to develop their own learning. • Teachers and the SLT are available before and after school if parents have a concern. • If an SEN concern is identified in relation to a child the parents will be contacted as soon as possible so

<p>their own child</p> <ul style="list-style-type: none"> • How does the school communicate with parent carers and parent carers whose first language is not English? 	<p>that they can be fully involved with decision making.</p> <ul style="list-style-type: none"> • Parents are encouraged to bring any concerns they have to the child’s class teacher or the SENCO as appropriate. • The school has a number of bilingual staff who are happy to facilitate communication with parents where this would be beneficial. • School surveys are translated into other languages to include Parents without English • The school tries to translate key documents into other languages and will always do this by request.
<p>Who can a parent contact for further information?</p> <ul style="list-style-type: none"> • Who would be the parent’s first point of contact if they want to discuss something about their child? • Who can a parent talk to if they are worried? • Who should they contact if I they are considering whether child should join the school? • Who is the SEN Coordinator and how can I contact him/her? 	<p>Who to contact for more information or to discuss a concern</p> <ul style="list-style-type: none"> • If a parent has a concern, the first point of contact should be the child’s class teacher who will be happy to discuss any concerns the parent may have. • Should the parent feel that they would like additional support, they should consult the SLT or the SENCO as appropriate. • If a parent is considering whether their child should join the school they should contact the school office who would be happy to help them. • Our SENCO is Neil Alexander-Passe and he can be contacted through the school office. <p>If your child with SEND is joining the school:</p> <ul style="list-style-type: none"> • The SENCO will arrange either a visit to your child’s existing setting or ensure that all information is shared by the previous setting in regards to your child’s needs and to ensure that appropriate support is in place when your child joins us.
<p>Date of this document</p>	<p>Our offer to children with special educational needs and disabilities was updated in April 2018.</p> <p>It will be reviewed in September 2018.</p>