Windrush Thamesmead Primary School SEND Information Report

At Windrush we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. The basis of our provision for children with special educational needs and disabilities at Windrush is that we believe:

• All children are valued equally regardless of their abilities and behaviours.

• All children are entitled to a broad, balanced and relevant curriculum which is tailored to meet their individual needs in order to make the best possible progress.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	**Class teacher**	**They are responsible for:** • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

		• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Contacted by arranging an appointment to speak to the class teacher, either when you pick your child up in person, email or by calling the school's main telephone number.

	The SENCo (Special Educational Needs Coordinator)
	Catrina Bangura
		They are responsible for:
		• Coordinating all the support for children with special educational needs (and/or disabilities (SEND), and developing and overseeing the school's SEND Policy to make sure all 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 how they are doing
		  • part of planning ahead for them.
		• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
		• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
		• To provide specialist support and advice for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
		• Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
		• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
		• Supporting the transition of all SEND children new to the school, or leaving the school plus supporting the transition of vulnerable pupils who need transition plans for moving

		to new classes. • Provide assessment evidence to support children who may need access arrangements for SATs. Contacted by email on senco@endeavourpartnershiptrust.org.uk or on the schools main telephone number, ask for the school SENCo.
	Learning Support Assistant (LSA) or Teaching Assistant may be allocated to some pupils with SEND	A teaching support assistant (TA), also known as a Learning Support Assistant (LSA), may be allocated to a pupil with exceptional special educational needs and/or disabilities for certain subjects and or times in the day. They are given specific training e.g. ASD/ADHD depending on the pupils needs. As a school we welcome daily dialogue between parents and TAs/LSAs on how a child's day has been and we actively encourage this continued feedback.
	Headteacher Carrie Lee **Inclusion Lead** Hannah Morgan.	**They are responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEND. • They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **Contacted by :** Carrie Lee: clee@windrushthamemead.org.uk Hannah Morgan: hmorgan@endeavourpartnershiptrust.org.uk
	SEND Governor Quality of Education Committee	**They are responsible for:** • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

		The governor can be contacted by calling the school's main telephone number and requesting a message to be left for the school SEND Governor.

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEND in this school?	**Class teacher input via quality first teaching.**	• The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on the foundation of 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 adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.	All children in school
	Specific small group work. This group may be: • **Run in the classroom or outside.** • **Run by a teacher or (most often)**	• 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 additional support to close the gap between your child and their peers.	Any child who has specific gaps in their understanding of a subject/area of learning.

	a teaching assistant who has had training to run these groups. These are called ***Intervention groups*** by the school. *Stage of SEND Code of Practice:* ***SEND Support***	• They will plan group sessions for your child with targets to help your child to make more progress to narrow the gaps. • Learning Support Assistant/Teaching Assistant or outside professional (e.g. Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.	
	Specialist groups run by outside agencies e.g. Speech and Language therapy, Occupational therapy groups or STEPS AND/OR Individual support for your child *Stage of SEN Code of Practice:* ***SEND Support***	• If your child has been identified as needing more specialist input ***in addition*** to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a 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, Occupational Therapy, STEPS or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching	Children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

		to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with an outside professional such as STEPS 1:1 specialist teacher. • 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 strategies will be put in place. • Your child may have individual programmes from agencies which will be reviewed regularly.	
	Individual bespoke support This is usually provided via an Education, Health and Care Plan (EHCP). This means that for your child to make progress they will have been identified by the class teacher/SENCO as needing a particularly high level of support, which cannot be provided from the resources already delegated to the school.	The school, or you, can request that the Local Authority carry out a statutory assessment of your child's SEND needs. This is a legal process and more details about this can be found in the Local Authority Local Offer 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 therapy service, Physiotherapy and/or CAMHS	Children whose learning needs are: • Severe, complex and lifelong
How will we support your child	• 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 may be held to discuss your child's		

with identified special needs starting at school?	needs, share strategies used. • The school will use all the information gathered to ensure provision is put in place before your child starts school. • Your child's key person may make a home visit and may also visit your child if they are attending another provision • We may suggest adaptations the settling in period to help your child to settle more easily i.e. they may have a reduced timetable initially with a slow increase of hours. • If your child requires some settling visits to school then these can be arranged alongside any resources that may help prepare them for their first day e.g. a book about their new school, including photographs of school staff, their classroom and school environment.
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak initially speak to your child's class teacher as they know them best and can outline any support already in place. • 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. • If you are still not happy you can speak to the Head teacher and school SEND Governor.
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher has concerns about your child's progress they will initially speak to the you and outline what their concerns are and how they are supporting your child. • If the targeted support has not met the child's needs, the teacher will discuss this with you 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 expected progress. This is another way your child may be identified as not making as much progress as expected. If this is the case, you will be informed by the class teacher. • If your child is still not making expected progress the school will discuss with you o Any concerns you may have o Discuss with you any further interventions or referrals to outside professionals to support your child's learning o To discuss how we could work together, to support your child at home/school.
How do we ensure that the views	Our pupil's voices and opinions are always valued at Windrush Charlton and this is seen as an important part of school life.

of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?	• We have an active school council who share the views of their class and work together with the staff to continually improve our school. • Children are involved in their own target setting and reviews of these and have pupil/teacher conferences to express their likes/dislikes and to discuss their progress. • Alternative ways of communicating are used throughout the school to help pupils who find communication difficult to also contribute effectively. This may be through pictures and symbols or basic signs. It can also be through the use of a talking mat, whereby the child is able to indicate clearly their likes and dislikes or feelings by using symbols and pictures. • Regular circle times and class based discussions are held on a weekly basis whereby children contribute their thoughts, feelings and ideas about school life or situations that are concerning them.
How is extra support allocated to children and how do they move between the different levels?	• The school budget, includes money for supporting children with SEND. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher, Inclusion Lead and the SENCO discuss all the information they have about SEND in the school, including o the children getting extra support already o the children needing extra support o the children who have been identified as not making as much progress as would be expected. They decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. Teachers and TA's receive specialist training if needed.

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	• Counselling services • Private Speech and Language Therapist • Private Educational Psychology • ELSA • Social Communication Project Support Worker • Additional TAs to support and run intervention groups • Learning Mentors
	B. Paid for centrally by the	• Autism Outreach Service • Educational Psychology Service

	Local Authority but delivered in school	• Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • NHS Speech and Language Therapy (for pupils with EHCP's). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • Greenwich Inclusion Service for children requiring a PSP • Parent Partnership Service (to support families through the SEN processes and procedures). • CENMAC (technology support) for some children with an EHCP
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	• School Nurse • MHST (Mental Health in School Team) • CAMHS Advisory service to schools
	D. Voluntary agencies	• National Autistic Society • Greenwich Parent Voice
How are the adults in school helped to work with children with an SEND and what training do they have?	The SENCO supports the class teacher in planning for children with SEND. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • 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 or medical /health training to support staff in implementing care plans.	

How will the **teaching** be adapted for my child with learning needs?	• 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 scaffolded in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted 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. • Personalised curriculum if appropriate. • Use of appropriate technology to access the learning.

How will we **measure** the progress of your child in school?	• Your child's progress is continually monitored by his/her class teacher.
	• His/her progress is reviewed every half term and he/she will be assessed formally every term in reading, writing, numeracy and science as well as progress in other areas, e.g. engagement in learning and behaviour (in Foundation Stage assessment is against the EYFS Curriculum).
	• If your child is in Year 1 and above but is not yet working within the National Curriculum performance descriptors, a more sensitive assessment tool is used which shows their smaller but significant steps of progress.
	• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are currently required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and results are published nationally. A few children with specific, complex needs may not undergo these formal assessments and teacher assessments will be used using class based evidence and observations etc.
	• Children at SEN Support will have a PLP (personalised learning plan), agency programmes or provision map which will be reviewed with your involvement, every term and the plan for the next term made.
	• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education each year.
	• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
	• A range of ways will be used to keep you informed, which may include:
	  ○ Home/school book
	  ○ Letters/certificates sent home
	  ○ Additional meetings as required

	○ Reports ○ Half –termly curriculum letters ○ Parent mail
How will we make arrangements to ensure that the social emotional needs of your child are met in school?	• Windrush Thamesmead is a Nurture informed school, with all staff (teaching and non-teaching) and children involved in keeping our values and providing a safe and caring environment for all. Some examples of this are: Playtimes are made stimulating and rewarding through our OPAL scheme. Good behaviour is praised in class, in Commendation assembly and through postcards sent home. No problem is seen as too small by any adult in our school. Playground buddy scheme. • PSHE (Personal, Social, and Health Education) is embedded throughout daily life at Windrush. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in weekly PSHE assemblies, Circle Time and in PSHE. We follow the 'jigsaw' mindfulness programme for our PSHE lessons which cover a wide range of personal and social skills, in a progressive and age-appropriate manner from reception through to year 6. All pupils are part of the Jigsaw sessions. • Children who may have more significant social and emotional needs may be identified for support from the learning mentors. Children will work with the learning mentors to address their needs in small groups or 1:1 for a block of time. Parents will be informed about this intervention. • A few children may need additional individualised support with their emotional needs and these will be discussed with parents. If agreed, these children will be offered a block of one-to-one counselling sessions via our school counsellors.
How is our school made accessible for students with SEND?	• Thamesmead is a small site it is all on ground level and has disabled toilet facilities. We have Clicker 8 software for children with literacy learning difficulties. We provide scanning pens for identified children with dyslexia. • We provide assisted communication technology for EHCP children who may need this by referring them to CENMAC.
How does our school make special arrangements for looked after Children (CLA) with SEND?	• We consult with the virtual school – Headteacher, Inclusion Lead 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 for each child. • We review the child's needs and progress regularly, e.g. 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.

	• The SENCo and Inclusion Lead, ensures that training and policies are supportive of CLA with SEND. • The Designated Governor for CLA ensures provision is enabling CLA with SEND to make good progress.
How have we made this school physically accessible to children with SEND?	• The school is accessible to children with physical disability via ramps. • We have a sensory room to support children with sensory needs. • We ensure that equipment used is accessible to all children regardless of their needs. • We work alongside the physiotherapy/occupational therapy services, sensory impairment services and hospital services to ensure any necessary and reasonable adaptations are made to our environment prior to the admission of a child with physical difficulties.

How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.
	• If your child is moving to another school:
	  ○ 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.
	• When moving classes in school:
	  ○ Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher.
	  ○ If your child would be helped by a 'transition' book to support them understand moving on then it will be made for them.
	  ○ Some children will have a one-page profile and PLP which bullet points the child's strengths and difficulties and ways to support the child. This will be passed on to new staff working with your child.
	• In Year 6
	  ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.
	  ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
	  ○ Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

Further Information can be found on the school website, https://windrushthamesmead.org.uk/Policies/ in the following policies:

- The school pupil premium information
- The school SEND Policy
- The school anti bullying policy
- School Accessibility Plan

The Royal Borough of Greenwich Local Offer for children and young people with SEND:
https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0

Greenwich SEND Outreach Services: https://servicestoschools.royalgreenwich.gov.uk/services/sendoutreach

GLOSSARY OF TERMS	
AEN	Additional Educational Needs
IEP	Individual Education Plan
PLP	Personal Learning Plan
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