

### **Contact to discuss child needs**

- Class Teacher – First point of contact. They usually know your child best, and monitor their progress academically, behaviourally, and socially.
- Class support staff – they know your children well and work closely with the teacher to support them and move their learning on.
- Phase Leader – responsibility for progress of Upper/ Middle phase or the Early years, and deals with concerns which cannot be resolved otherwise.
- Deputy Head teacher
- Designated Safeguarding Lead/Equalities Lead/ Lead for Looked After Children –Head teacher and inclusion manager
- Inclusion manager – safeguarding, SEND provision
- Headteacher
- SEN Governor
- Office staff can give you more information, and point you in the right direction if you are unsure of who to talk to.

### **Assessing children**

- Termly tests to assess Reading Age and Mathematics Age, plus teacher assessments for core subjects. Data analysis shows children making accelerated progress, children making good progress and those making unsatisfactory progress. It also shows children who are 'stuck'.
- Teachers, phase leaders, the senior leadership team and the governors analyse the data and plan what steps to take next.
- Observations, monitoring, working closely with your child, teaching for learning skills as well as subject knowledge, setting targets and reviewing.
- Regular pupil progress and Learning Support Plan meetings held, giving teachers the chance to discuss strategies and additional resources they may need.
- Regularly review provision, progress and attainment and make changes accordingly.

### **Informing parents and carers**

- Twice yearly parent/ teacher meetings and a summary meeting at the end of the year. A yearly written report sent home to parents.
- Informal discussions between parents and staff, and formal ones arranged through the school office.
- If your child has additional needs, you will be invited to meet with school staff to discuss provision and next steps. If joining the school with known needs, there will be a transition meeting, then follow up phone calls or meetings as appropriate. Home school books used as appropriate.
- E-mails used if preferred way of contact.
- Learning Support Plans (L.S.Ps) drawn up for children with additional needs. Key staff in school involved in writing the plan. Parents given a copy when targets are started and when they are reviewed.
- Personal Education Plans drawn up for Looked-After Children.

### **Updates on progress**

- Twice yearly parent/ teacher meetings with an optional one at the end of the year.
- An annual written report sent home to parents.
- Informal discussions between parents and staff, and formal ones arranged through the office.

### **If a child is not making progress**

- You may notice your child isn't making academic progress.
- They may be experiencing difficulties socially, or with their behaviour.

- You will be invited to come into school for a meeting, initially with the class teacher and then with the Inclusion Manager.
- We will agree strategies together, and may seek further advice if necessary from outside agencies.

### **Curriculum**

- The curriculum gives schools a framework to plan teaching and learning from. We broadly follow the National Curriculum, although, as an academy, we do not have to.
- The curriculum is taught in a range of ways including teacher led whole class, teacher led small group, support staff led small group, adult / child 1:1 sessions, small group activities, partner work, independent work, assemblies, trips and outings, enrichment activities including guest speakers and presentations.

### **Adapting for child's needs**

- Teachers skilled at modifying the curriculum, differentiating tasks and pitching work for a range of abilities.
- Curriculum overview shared with parents termly by newsletter.
- School website gives advice on policy and procedures.
- Visual and practical resources used as general good practise.
- Quality first teaching in classes, monitored by the senior leadership team.
- Planning takes account of individual pupil needs
- Grouping arrangements organised carefully to maximise learning opportunities for all.
- Additional adults used to lead groups and interventions including phonics, reading comprehension and maths.
- Additional adults used for booster groups.
- Setting for English and Maths in the upper Key Stage 2 classes.
- Inclusion manager coordinating the interventions and additional support children receive. Whole school provision map shows overview.
- Peer assessment, partner work and mixed ability groups used regularly.

### **Teacher flexibility on child needs**

- Teacher's work in teams with support staff, and are skilled at planning a range of activities to encourage all children to make accelerated progress.
- Our inclusion manager will seek additional resources if your child has significant needs which are not being met.

### **Additional support**

- Curriculum overview shared with parents termly by newsletter
- Visual and practical resources used as general good practise.
- Grouping arrangements organised carefully to maximise learning opportunities for all.
- Additional adults used to lead groups and interventions including phonics, reading comprehension and maths.
- Additional adults used for booster groups.
- Setting for English and Maths in the upper Key stage 2 classes.
- Inclusion manager coordinating the interventions and additional support children receive. Whole school provision map shows overview.
- Peer assessment, partner work and mixed ability groups used regularly.
- Children with a Statement of Need, or Education, Health and Care Plan are likely to have specific targets, and additional adult support, for part of their day.

### **Learning strategies**

- Additional resources determined due to needs of cohort and individuals. Some classes/pupils may be allocated support staff and have access to guided group work. Regular homework given out, differentiated for different abilities.
- Quality first teaching includes meeting needs of individuals.
- Range of visual and practical materials accessible, including working walls, word banks, 100s squares.
- Specialist phonics teaching.
- Specialist literacy teaching – Learning support service. Specialist speech, language and communication sessions – Speech, language and communication needs team.
- Specialist behaviour support –behaviour support team.
- Specialist advice around autism – ASD team.
- ELSA (emotional literacy support assistant) trained to do small group or 1:1 sessions for children with pastoral needs.
- Range of interventions led by trained school staff including Numicon, Toe by Toe and Direct phonics.
- External agencies- observe children, meet with parents and write a report for school with follow up suggestions.
- Diagnostic testing and assessment.
- Regular opportunities to discuss your child's needs with staff at school.

### **Meeting child's needs**

- We review the progress children make every half term using up to date data.
- We have regular pupil progress meetings where children's strengths and difficulties are discussed.
- Regular opportunities to discuss your child's needs with staff at school.

### **Access to exams**

- Teachers know children well – they know their ability, their anxieties, the resources they will need and are allowed to use in test situations.
- Data about children's progress is regularly updated. This is used to determine the tests they will sit.
- Teacher assessment of everyday activities used alongside more formal tests.
- Specialist assessments used if necessary e.g. cognitive profiling.
- Teachers and support staff trained to carry out testing.
- Range of access arrangements considered including having a scribe, being read the questions and having a prompt.
- Medical Needs/Anxiety considered.
- Discussion with parents and parents informed as necessary.

### **Additional support or time for exams**

- End of Key stage tests – follow statutory guidance for access arrangements, resources and allocated time given.
- Discussion with parents and parents informed as necessary.

### **Comfort, safety and socialising**

- Peer mediators active, and school council meet regularly.
- Regular circle time and PSHE lessons taught.
- Nurture class on site.
- Access to specialist support including ELSA, social skills groups.
- Lunchtime activities and clubs.
- Breakfast club, 'Late Club', including a wide range of after-school activities.
- Behaviour contracts set up as necessary.

- Home/school book set up as necessary.
- Visual timetables used in all classes.
- Strong ethos of pastoral care.
- Anti-Bullying week celebrated along with other key national events.
- Staff presence at morning and lunch breaks and before and after school.
- Staff who care, and will take time to talk to children about their needs and wishes.

### **Developing social & emotional skills**

As above, and including

- Jobs for responsibility.
- Fostering independence in learning and resolving conflict.
- Restorative justice magic 5 questions used for behaviour reflection.

### **Early Help Support in the Community (Tier 2)**

- School policies online on our school website.
- Close links with Tweeddale Children's centre and all the support they offer to individual children and parents.

### **Bullying**

- Incidents fully 'unpicked' and all sides listened to.
- Children encouraged to speak up and tell.
- Shared responsibility of all adults on site.

### **Disability support**

- Toilets with wheelchair access.
- Hand rails on all internal stairs.
- Reasonable adjustments to be made where necessary including moving upper phase classrooms on the ground floor.
- Wheelchair access to reception area.
- Slope boards, pencil grips, move n' sit cushions used as appropriate.
- Hearing loops in several classrooms, and sound assistive technology in the school hall.
- Assistive technology used as appropriate.

### **Accessing lessons**

- We are bound by and follow our duties under the Equality Act 2010.
- We are an inclusive school and will make reasonable adjustments to enable children have access to the curriculum.
- Work closely with parents to understand what their child will need and work to put it in practice.
- Regular meetings in school between teachers, support staff, phase leaders, inclusion manager, deputy and Head teacher.
- Nurture class.
- Family Liaison Officer.

### **Who we work with**

Outside agency support including

- Sutton Education Services Ltd.
- Educational Psychology Service.
- Behaviour support team.
- Sensory Impairment Service.
- Speech Language Communication Need Service.
- Autism Spectrum Disorder Service.

- Special Educational Needs Team.
- Occupational Therapy.
- School Nurse.
- Child and Adolescent Mental Health Service.
- Social Care and children's services.
- Voluntary and charity agencies.

### **Working with other agencies**

Referrals and information sharing.

- Additional need highlighted by staff or family.
- Evidence gathered including data, anecdotal records, testing.
- Referral made and parents informed.
- Referral accepted and meetings held. Report received by school and family, and any actions put into place.
- Outside agencies as well as school staff will contact parents.

### **Informing parents and carers**

- Meetings with school staff, initially the class teacher, then possibly the inclusion manager.

Specialist outside agency staff may also contact you.

- There is usually a long wait between referrals being made and children being seen by specialists, particularly for CAHMS, Speech and Language and Occupational Therapy.
- Parents' permission needed on referral forms.

### **Helping your child settle with confidence**

- Meet the teacher opportunities at the end of each year.
- Handover time for teachers and key adults in class.
- Parents informed of new class and teacher.
- Year 6 transition days, key staff visits, SENCo handover of information to secondary team.
- School nurse leads sessions on change in years 5 and 6.
- Children allocated a buddy when first joining the school.
- Getting to know you/ all about me/ PSHE taught at the beginning of each academic year.
- Links with local secondary schools e.g. Carshalton Boys Sports College for Sports Day, Greenshaw High School for Primary School Business and Enterprise Challenge.
- Personal passports for transition if appropriate.
- Communication with parents/carers.

### **Extended School Day**

- Lunchtime activities and clubs.
- Breakfast club, 'Late Club', including a wide range of after-school activities.