



Allfarthing Primary School
Special Educational Needs (SEN) Information Report
February 2019

United Nations Convention on the Rights of the Child (UNCRC)

- Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.

At Allfarthing Primary School we are committed to providing high quality, inclusive teaching which will enable all children, including those identified as having a special educational need or a disability (SEND), to make the best possible progress at school. As a rights respecting school, we believe that all children have the right to an accessible, broad and balanced curriculum and to be fully included in all aspects of school life. Quality first teaching by all members of staff is vital; however, we may offer further positive support to some children with additional needs to help them achieve their targets. These additional needs may relate to communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

As a school we work within the Wandsworth guidance on provision for children with Special Educational Needs & Disabilities in mainstream schools, which explains the ways that children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

At Allfarthing Primary School, the SENCo is:

Katie Glynn-Jones

inclusion@allfarthing.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- Your first step should be to speak to your child's class teacher. You can arrange a suitable time to meet either by talking to your child's class teacher directly at the end of the day or by calling the school on 020 8874 1301 or emailing the main office at info@allfarthing.wandsworth.sch.uk.
- We also provide an optional 'Parent / Carer Concerns Checklist' drawn up by the Wandsworth Parent Partnership Service at reception or downloadable from our website that you might find helpful in thinking through or using to talk to your child's class teacher about any worries you may have about your child's learning or behaviour.
- When you meet with your child's class teacher, she or he will make notes of your conversation so that any questions or concerns can be followed up effectively. You might also be asked for your own observations of your child's learning and / or behaviour at home. The class teacher may recommend a period of observation and / or class-based targeted support to accurately identify and overcome any barriers to progress and will agree a date with you at which this provision can be reviewed.
- Class teachers discuss the progress of all children with the Headship Team at half termly pupil progress meetings. If it is clear that your child needs further support in order to meet his or her targets, senior leaders will work with the class teacher to map out a range of suitable class-based provision. It may be that the Special Educational Needs Co-ordinator (SENCO) attends the review meeting with you and the class teacher to discuss ongoing support.
- If concerns about your child's progress remain, the next step may be for the Inclusion team to organise additional assessments by other professionals, such as the Speech and Language Therapist or Educational Psychologist.

How does the school decide whether a child has special education needs and what extra help they need?

A child and young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Allfarthing we use the term 'Additional Needs' rather than SEND to refer to all barriers to progress, whatever they may be and whether diagnosed or not.

- **New arrivals:** Some children arrive at Allfarthing with identified additional needs, in which case the SENCO will liaise with the previous school or setting to ensure that there is a smooth transition and continuity of provision.
- **Pupil Progress meetings:** At Allfarthing we have a clear and systematic process for tracking pupil progress. When concerns are raised by parents or staff, or where tracking data shows that a child is making less than expected progress, this will be discussed at half termly pupil progress meetings between the class teacher and the headship team. Parents or carers will be consulted if any additional, targeted intervention is required to accelerate a

- child's progress to help them meet age-related expectations.
- **Pupil Voice:** All children at Allfarthing are involved in regular discussions about their views on learning and behaviour for learning, their targets and the support they need to achieve them.
- **School-based Support:** If your child needs an additional programme of School-based Support (previously known as School Action or School Action Plus), this is planned and overseen by the class teacher with the SENCo. All such provision takes place within a clear, graduated, time-limited cycle of:
 - Assess
 - Plan
 - Do
 - Review
- **EHC Plans:** Some children with significant additional needs may receive an Education, Health and Care Plan that includes details of the provision required to meet their needs as agreed with the Local Authority.

How will I know how my child is doing and how will you help me to support my child's learning?

- **Parent Consultations & Reports:** At Allfarthing we report on all children's progress through parent consultation evenings held during the Autumn and Spring terms. We also write individual reports during the Summer term with an optional appointment available following this to meet your child's class teacher to discuss their report.
- **Review Meetings:** You are able to request a meeting with your child's class teacher to discuss any concerns you might have via the school office. If a concern about your child's progress has already been raised, the class teacher will agree a suitable review date with you. This will vary from child to child but you can expect to meet with the class teacher at least once every term if your child is benefitting from a programme of School-based Support.
- **Home School Agreement:** All parents and carers are asked to sign a Home School Agreement that explains how you can help your child to make the best possible progress in their learning and behaviour at school. Your support for this Agreement is hugely important to your child's success at school.
- **Curriculum Evenings:** At Allfarthing we run early evening curriculum meetings for each year group during the Autumn term. These are extremely important in giving you the information you need to support your child's learning. At this meeting you will find out about our approach to teaching English and maths as well as the key topics and events planned for the year ahead. We also run occasional subject specific meetings, e.g. Maths Calculation Evenings, to help parents and carers understand the maths strategies children are being taught at school. A crèche for younger children is always available.
- **The PTA** work for the benefit of all children at Allfarthing by fundraising and also running events for children and their families such as effective parenting workshops.

How will my child be involved and consulted?

UNCRC Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

- All children at Allfarthing are involved in identifying the next steps in their learning. These targets are referred to constantly when children review their work, when teachers are marking and during pupil progress meetings.
- Children who need a programme of School-based Support or have a Statement or Education, Health and Care Plan participate fully in regular progress reviews. Children's views are sought when agreeing what outcomes are important to them and the type of help that they need.

How do you assess and review my child's progress?

At Allfarthing we use a range of assessment tools to review children's progress, both within each lesson and over time. These include:

- Teacher assessment in the class on a lesson by lesson basis
- Half termly assessment tasks
- Half termly pupil progress meetings that include the Class Teacher, Phase Leader, SENCo, Deputy Head and Head Teacher
- Termly moderation of English and maths books led by subject leaders
- Staff meetings at which pupils' English and maths work is moderated
- Individual 'Assess, Plan, Do, Review' cycles for children with additional needs led by the Class Teacher
- Annual reviews for children with Statements or Education, Health and Care Plans

How are teaching and the curriculum adapted to my child's needs?

At Allfarthing we believe in high quality, inclusive teaching that meets the needs of every child. This personalised approach recognises that all children have individual learning needs, not just those with diagnosed conditions or disabilities. The learning environment in every classroom is designed to support the development of independent and confident learners and teachers are trained to use a range of strategies and resources to ensure that children can access tasks and activities.

- **Quality First Teaching:** Every teacher is responsible for planning learning outcomes that meet the needs of all children in their class and for responding to pupils' diverse needs through a variety of teaching approaches.
- **Support Staff:** Teaching assistants work closely with class teachers, for example, to observe and assess children's progress or by teaching small groups of all abilities.
- **Additional Support:** Sometimes a child does not make adequate progress despite high quality, differentiated teaching. In this case additional support might include one or more of the following approaches:
 - Small group support in or out of class
 - Individual support in or out of class
 - Support staff used flexibly with a variety of groups and individuals to avoid children becoming over-reliant and dependent on support.
 - Referral to Place2Be counselling
 - Speech & Language Therapy support
 - Occupational Therapy support
 - Chatterbox
 - Rapid Read

What support is there for my child's emotional well-being?

UNCRC Article 3: The best interests of the child must be a top priority in all things that affect children.

The well-being of pupils lies at the heart of all that we do at Allfarthing. The code of conduct for all staff requires that adults hold children and their families in unconditional positive regard and our core school values such as respect and consideration form the basis of staff training and development.

- All children at Allfarthing participate in PSHCE lessons (Personal, Social, Health and Citizenship Education) led by their class teacher. These lessons, alongside class-based assemblies and Key Stage assemblies, reinforce key messages about dealing positively with anxieties and issues such as bullying.
- Place2Be is a national charity that provides emotional support to children in schools and it is also an important part of everyday life at Allfarthing School. Children from Y1 to Y6 can visit Place2Talk during break or lunch times, either on their own or with a friend, to discuss anything that might be troubling them. Up to 12 children can also be referred for one-to-one weekly therapeutic support to help develop greater resilience and self-esteem in dealing with significant life issues, such as bereavement, or other emotional barriers to development and progress.
- Every classroom has a 'worry box' in which pupils can share concerns confidentially and / or anonymously with their class teacher. Midday Meals staff also provide a 'Listening Ear' service following every lunch break to allow KS2 children the opportunity to talk through friendship issues so that they can settle quickly and calmly into afternoon lessons.

How do you promote positive behaviour?

- Allfarthing follows the 'Good to be Green' Behaviour system. All children are allocated a House when they join Allfarthing.
- Good behaviour is rewarded with house points. House points are added together each week and a cup is rewarded to the house with the most points during celebratory assembly. Individually when children have collected house points they receive a bronze, silver or gold award.
- When Pupils do not follow our clearly defined school rules they are given a 'yellow card' this results in missing time from their morning break. For more serious behaviour misconduct pupils are given a 'red card'. A conduct form is sent home to Parents/Carers and pupils miss their lunchtime play, sitting with a member of the Leadership Team. If a pupil receives more than 3 red cards per term then they receive an after school detention.
- For more information on our behaviour policy, please visit the downloads section of our website.

What training and specialist skills do the staff supporting children with SEND have or are having?

- There are high expectations of all staff to provide consistent 'Quality First Teaching' that is inclusive of all children and a programme of appropriate training is provided throughout the year.
- Specialist training and advice is provided by:

- The Garratt Park Advisory Service (GPAS) for Autistic Spectrum Disorders
- Visiting occupational therapists who train staff in-school to implement individual Occupational Therapy plans
- The Behaviour for Learning Support Service (BLSS)
- The Wandsworth Hearing Support Service (WHSS)
- The Child and Adolescent Mental Health Service (CAMHS)
- The Literacy and Numeracy Support Service (LNSS)
- Dyslexia friendly strategies are evident throughout the school,

How do you make the school environment and curriculum accessible for all children?

- We have a Soundfield system installed in both halls for children with a hearing impairment.
- The school environment and curriculum is regularly and systematically reviewed to ensure that the site and learning is accessible for all children. For example, provision of specialist ICT equipment and software, general classroom equipment such as move 'n' sit cushions and personalised exam access arrangements.

How will my child be included in activities outside of the classroom?

- All children from Y1 to Y6 are encouraged to sign up for a wide range of after-school activities and clubs. Arrangements are made for one-to-one support as required.
- Risk assessments for school trips: We work closely with individual families to ensure that all children can access school trips and other enrichment opportunities, including residential visits.

How will the school prepare my child with additional needs to join the school or transfer to a new school?

- If your child is joining Allfarthing we will we arrange to meet you and your child and the team around your child prior to their start at Allfarthing. We normally arrange for a pre-visit whenever possible. Team around the Child (TAC) meetings would include representation from your child's previous school. .
- We have a detailed transition process for children moving to another school or making the transition to secondary school. This involves liaison with the next school organised through TAC meetings. Children with additional needs may also have a personal passport with detailed information about their needs and the support required. This would be shared with their new school. We would also facilitate any pre-visits to the new school.
- When children move classes within school, phase leaders and class teachers hold detailed transition meetings to discuss those children with additional needs and the support required. The transition process includes practical steps to familiarise children with their new classroom and new class teacher, such as visits to the new classroom and cloakroom areas.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

When specialist external advisors, such as those listed above, are involved in school, our policy is to release the staff working with the child so that they can be fully briefed and prepared to meet the child's needs. Support can include collaborative target setting, joint planning, reviewing progress, TAC meetings, therapy provision and sensory or physical disability outreach services.

What will you do if my child has medical needs?

Parents are required to complete a detailed questionnaire prior to entry to the school and a detailed health care plan is drawn up and implemented by the Deputy Head. This includes ensuring that all staff are aware of the medical needs of all children in the school and the impact that medical conditions can have on a child's learning. It is school policy that all staff working with children with medical needs will receive appropriate training, e.g. epipen training or insulin monitoring. Allfarthing is a nut-free school.

What should I do if I am unhappy with my child's support or progress?

- We ask that parents / carers go through the following stages, as any concerns can usually be resolved at the first stage.
 - Class Teacher
 - Phase Leader
 - AH for Inclusion
 - Deputy Head / Head Teacher
- To contact the Chair of Governors please email governors@allfarthing.wandsworth.sch.uk and mark for the attention of Andrew Bacon.
- For complaints to the Local Authority go to:

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

- The Wandsworth Information and Support Service (WVIASS) (Information Advice Support Service for parents / carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> or telephone 020 8871 5237 (school term time only)
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth. <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

The information in this report is accurate at the time of writing. We will regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Katie Glynn-Jones at inclusion@allfarthing.wandsworth.sch.uk.