

Edmund Waller's practice and approach to SEND Information Report

1. What types of SEND does the school provide support for?

SEND stands for Special Educational Needs and Disabilities.

We use the definition in the [2014 Special Educational Needs and Disability Code of Practice \(June 2014\)](#):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Our school currently provides additional and/or different provision for a range of needs, including:

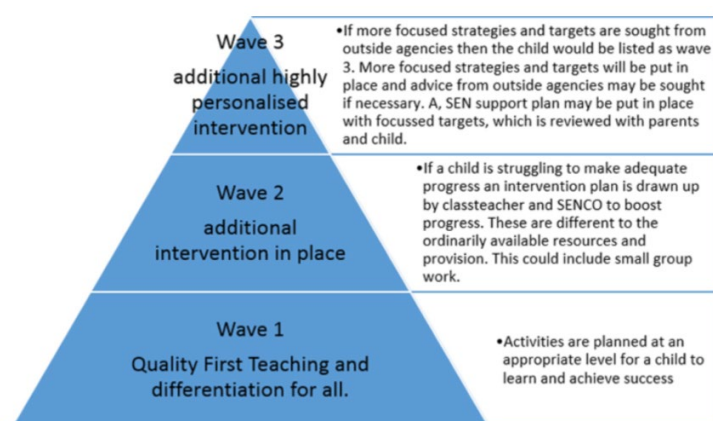
- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

We acknowledge that some children may have learning difficulties, which may not have a label or diagnosis but still require additional support in school. We aim to identify needs of children individually and make reasonable adjustments to provide for their needs accordingly.

2. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

There are three waves of differentiation and support: High quality teaching; in-class differentiation; and additional interventions.



Wave 1 - High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted and differentiated for individual pupils. The teacher will plan a series of strategies to address any gaps in learning in the first instance. A programme will be put in place to support the child who needs to make progress at a universal level.

Wave 2 - If a child is finding it difficult to make adequate progress, an intervention plan is drawn up to boost progress. This could include small group work.

We may also provide the following interventions:

- Listening and Attention
- Zones of Regulation
- Colourful Semantics
- Draw on your emotions
- Emotional Toolkit
- Circle of Friends
- Sounds-Write
- Lego Therapy
- Emotional Toolkit or Drawing on your emotions
- Additional reading
- NCETM maths skills
- Mastering Number Rec, Year 1 and Year 2
- Numbers Count

Wave 3 – some pupils may receive targeted support at a specialist level. We work closely with a range of additional agencies who may provide additional support by specialist trained professionals. See Section 15.

3. Who is the SENCo at Edmund Waller?

We have two SENCos: Sue Greenbank for the Early Years, Y1, Y2 and Y3, and Daisy Moon for the Upper Phase – Y4, 5 & 6. Both hold The Masters Level National Award for SEN Co-ordination (NASENCo) and are qualified teachers with forty years primary teaching and leadership experience between them.

Our SENCos can be contacted via the school office on 0207 639 0436 or by email send@edmundwaller.lewisham.sch.uk.

4. What should I do if I think my child has an additional need?

In the first instance, speak to your child's class teacher. If you require more information, you can meet with or email the school's Special Educational Needs Coordinator (SENCo). It is vitally important that we work closely with parents and carers so that we can help your child to achieve as well as they possibly can during their time with us.

5. How does the school know if my child needs extra help?

At Edmund Waller, we are committed to knowing each child and through building positive relationships we are able to develop an understanding of their individual needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6. How will the school prepare and support my child to join the school?

Initially we will liaise with you as parents and carers to plan for a smooth transition to our school. If your child is due to join Edmund Waller at the start of September in the Reception year, we will also liaise closely with their pre-school setting and carry out a home visit.

The Reception children then follow a short part-time induction, building up to full time. If your child is due to join us at some other stage during the course of the school year we will liaise closely with the previous school. We will also liaise with any other professionals who have been involved in your child's educational provision or in meeting their additional needs, such as health visitors, speech and language therapists or paediatricians.

This communication with other relevant professionals will enable us to plan a suitable transition programme for your child, depending on their needs, which may include:

- Extra visits to our school before your child's start date.
- Meeting significant members of staff such as the class teacher and any teaching assistants who work in their phase
- Staggered day – not full time
- Taking photographs of areas in the school which will be important to your child e.g. classroom, hall, toilets and playground, and using these to create a transition booklet.
- Ensuring the correct resources are available and reasonable adaptations have been made to the school environment, where relevant.

7. How will the school prepare and support my child to transfer to a new setting?

We have good relationships with all of our local secondary schools and in the second half of Year 6 we work closely with them to ensure that all children make a successful transition.

Our Year 6 teachers meet with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENCo and the SENCo from your child's receiving secondary school also meet early in the summer term to ensure that any child with additional needs is discussed in depth, and that provision to meet those needs is put in place in advance of his/her start date.

If your child has an Education, Health and Care Plan (EHCP) a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend. At this meeting appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review so that their transition can be planned and prepared for well in advance of the September start date.

As with transition into Edmund Waller we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know them in a familiar and comfortable environment.

If your child is transferring to a specialist provision, key staff from that school will visit them at Edmund Waller and meet with the class teacher and SENCo to help plan the transition. A timetable of visits to the new provision by your child, together with key school staff, parents and carers, will be drawn up to ensure that your child has ample opportunity to get to know their new school before making the transition.

8. Adaptations to the curriculum and learning environment

Edmund Waller is made up of three main buildings Rosen, Blume and Lloyd plus there are additional spaces. The corridors are narrow and playgrounds have a high level of traffic. We do have a ramp to access Rosen, Blume and Lloyd buildings at the lower levels and a lift to access the first floor in Rosen building. There is a disabled toilet in all three buildings on each ground floor.

We work closely with agencies including Lewisham Sensory Impairment Team, Physiotherapy, Occupational Therapy Services and Health and Safety who advise us on how to make reasonable adjustments to the environment. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exit the school in an emergency. Our aim is to make Edmund Waller as safe and welcoming as possible. Please refer to our accessibility plan which can be found on the school's website or a copy may be obtained from the school office for further information.

We ensure we have high expectations of all our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils, all our staff should understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is non-negotiable and is about making reasonable adjustments to a child's day. E.g. allowing a child sensory or movement breaks, break instructions down into manageable chunks for a pupil who may have receptive language difficulties, reducing the need to copy words

from the whiteboard for a child with dyslexic tendencies or providing a calming workstation and visual timetable for a pupil with sensory overload.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by flexible grouping to meet the needs of the learners, teaching style, instruction, no hands up and adapting questioning to meet learners needs and content of the lesson.
- Adapting our resources.
- Use of concrete, pictorial and abstract resourcing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, pre-teaching topics through the use of knowledge organisers and reading instructions aloud.

We aim for all the children at Edmund Waller to enjoy the same educational opportunities as others and to feel included in our school community. Every effort is made by the staff to ensure that they are integrated into all aspects of school life. If your child has an EHCP and requires additional adult support as part of their provision, they will accompany your child on school trips, where necessary. We may also increase adult ratios on trips where we feel the children in a particular class would benefit from more adult support.

We encourage volunteers to work at our school and we can allocate this additional support to enable identified pupils to read regularly and rehearse maths skills.

9. How does the school support children to develop socially and emotionally?

We believe that happy children learn. We teach our children how to learn by looking at the skills of resilience, reflectiveness, collaboration, curiosity and independence. These skills underpin our teaching and learning. In addition, we teach regular Personal, Social and Health Education lessons (PSHE). This curriculum is embedded through whole school assemblies and cross-curricular application. Our management of pupil behaviour ties in with these values and we encourage a restorative approach where pupils have time to reflect and repair.

If you ever have concerns about your child's social and emotional wellbeing please contact the school and we will try our best to sign post you to support and to make appropriate provision for your child in school.

We provide support for pupils to improve their emotional and social development in the following ways:

- Prepare them for any changes or transitions with social or transition stories.
- Promoting positive friendships, by using a 'circle of friends' or 'circle time' involving the whole class.
- Restorative practices to resolve any issues and a 'Worry Box' or 'Worry Monster' for pupils to raise any issues they feel they may need help with.

- During lunchtimes, support is available through the mid-day supervisors. On occasions, additional support may be provided for pupils who have difficulties during these times.
- Pupils with SEND are encouraged to be part of the school council and climate champions.

We have a zero-tolerance approach to bullying.

10. How is the decision made about what type and how much support my child will receive?

It is the Governing Body's responsibility to ensure that resources in school are allocated to ensure appropriate provision for all pupils who require it. These resources include equipment for the children, training for staff, employment of additional staff, access to external specialists and time to meet and plan. It is important for children to have a balance of support from teachers and teaching assistants as well as opportunities to work independently and with their peers.

The SENCo works closely with the headteacher, senior leaders and the teachers to allocate provision. Our decisions are informed by many things including progress data, book looks, observations, advice from external agencies and feedback from staff, pupils and parents.

11. How does the school evaluate the effectiveness of the provision made for children with additional needs?

We hold pupil progress meetings twice a year to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. These meetings form part of the plan, do, assess, and review cycle of support. If an intervention isn't working then we explore why and adjust our plans. Our aim is for all pupils, no matter what their needs, to make good progress every year.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after at least 6 weeks, where necessary
- Obtaining pupil voice through interviews
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

It is vital that pupils with special educational needs are identified at an early stage.

Every teacher in the school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and work in partnership with them to establish the support that the child needs.

We will adopt a graduated approach coordinated by the SENCo and using the following four stages of action: **Assess, Plan, Do and Review.**

Assess

- Initial concerns may be raised by parents or by the child's teacher and an analysis of the child's needs will be undertaken to identify what kind of action or intervention is required
- Support is put into place and reviewed regularly to ensure that the support is matched to need
- More specialist assessment will take place if there is no improvement in the child's progress
- This will be organised by the SENCo with the agreement of the parents

Plan

If it has been decided that additional support is needed, all parties will discuss:

- the expected outcomes
- the interventions or support that are required
- the expected impact on progress, development or behaviour
- a review date

Plans will take into account the views of the child

Do

The SENCo, the teacher and supporting staff:

- will oversee the implementation of the interventions
- will monitor and assess the child's progress and response to the action taken
- the SENCo will offer continuous advice on the effective implementation of support
- parents will reinforce the provision by contributing to progress at home

Review

The effectiveness of the support and its impact on the child's progress is reviewed at Pupil Progress Meetings, Parents' Evenings or sooner if necessary.

- In light of the child's progress and development, changes to the support will be agreed
- The views of the child are also taken into consideration at this meeting
- Parents must be kept fully informed of any additional support being given to their child
- Parental agreement to any specialist involvement is needed if a child continues to make less than expected progress
- In some cases, an Education, Health and Care and Needs Assessment may be requested if a child continues not to make the expected progress despite a substantial and significant amount of support and intervention being given over an extended period of time
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually
- Records will be maintained by the SENCo and will be available to the child's parents

A child's progress will be reviewed termly, in line with the school's assessment cycle.

12. What training have members of staff had to enable them to support my child?

In the last academic year, staff have been trained in the Pivotal Behaviour Curriculum, Zones of Regulation, Colourful Semantics, Developing Friendship Skills and Social Skills, Lego Therapy and Supporting SEND pupils in reception.

We use specialist staff for behaviour, art therapy and speech and language support.

We share good practice with each other. We have a number of highly experienced members of our Inclusion Team.

Staff have had specific training in:

- Attachment (all staff)
- Autism Champion (1 support staff)
- Colourful Semantics
- Developing Friendship Skills
- Developing Social Skills
- <https://www.annafreud.org/schools-and-colleges/research-and-practice/education-for-wellbeing/inspire/>
- Emotional Toolkit
- Lego Therapy
- Mental Health
- Mental Health First Aid (3 members of staff)
- Pivotal Behaviour Curriculum Training
- Sensory Circuits and Movement Breaks
- Sounds-Write
- Speaking and listening booster groups (specific support staff)
- Staff have been given access to the following resources
- Supporting SEND pupils in reception
- Writing Social Stories
- Zones of Regulation

We also have access to individual training opportunities from autism outreach at Drumbeat school, Outreach Inclusion Service, occupational therapy and speech and language therapy at Kaleidoscope.

Training needs are regularly audited.

13. What specialist services and expertise are available for my child?

Lewisham Local Authority has a statutory duty to develop and publish a Local Offer setting out the support they expect to be available for local children and young people, aged 0-25 years, with additional needs. We can refer your child to these services but will only do so after we have met with you and gained your permission. If you are concerned and wish to access a service, you are welcome to contact us.

Lewisham's local offer can be accessed here: <http://www.lewishamlocaloffer.org.uk/>

14. How does the school communicate with parents and carers about their child's progress?

To ensure learning opportunities in school are maximised, school communicates with parents and carers of children with additional needs through:

- EYFS Tapestry Programme
- Autumn and Spring term parents' evenings
- Summer term written report
- Dedicated email address send@edmundwaller.lewisham.sch.uk
- Informal discussions with the class teacher
- Meetings with the SENCo can be requested by calling 020 7639 0436 or emailing send@edmundwaller.lewisham.sch.uk

If your child has an Education, Health and Care Plan (EHCP) we, a SEND Caseworker and other professionals, will have sought your views during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child. This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.

If your child has been supported in school by an agency, such as the Educational Psychology or Speech and Language Therapy services, you will be invited to attend, and contribute your views to review meetings with these services.

If the school is the only service working with your child then your child's class teacher and the SENCo may meet with you either at parents' evening or at another mutually convenient time to discuss your child's needs and progress. We will aim to meet with you each term.

15. How will my child be involved in the assessment and review of their progress and needs?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

We encourage all children at Edmund Waller to be aware of themselves as learners and identify where their strengths and needs lie. A younger pupil may indicate how they feel they are progressing towards a target visually using 'thumbs up' or a drawing. As pupils get older we might ask them to complete a questionnaire. We also seek pupil's views via the adults who know them best e.g. their parent or carer or an adult who might work with them in their phase. It is important to us that your child is enjoying the support we are offering them so we welcome feedback as it informs us of any improvements that may be made to provision.

16. Who are the other professionals who may be involved with my child at school?

The school selects service level agreements to access a range of additional services. These are funded by the school's inclusion funding stream.

After assessment and discussion with the school team, a range of services may be available. Referrals can be completed by the SENCo. Demand often outweighs supply for these services and we have waiting lists. Children with the highest level of need will have priority.

We work with the following agencies to provide support for pupils with SEND:

- Early Years Inclusion Service
- Drumbeat
- Art Psychotherapist
- Educational Psychologist
- Speech and Language Therapy
- Lewisham SpLD Team - Specific Learning Difficulties Team (SpLD) – Years 4-6
- Visual Impairment Team
- Targeted Family support

- Outreach Inclusion Service (for children with Social, Emotional and Mental Health difficulties)
- Lewisham's MASH [Multi Agency Safeguarding Hub] team
- Virtual School

There is a waiting list for these services.

17. How will my child be included in activities and events in school and outside the classroom?

We aim for all the children at Edmund Waller to enjoy the same educational opportunities as others and to feel included in our school community. Every effort is made by the staff to ensure that they are integrated into all aspects of school life. If your child has an allocated assistant providing individual support they will accompany your child on school trips and school journey. We may also increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support.

18. What can I do if I have a concern or complaint?

We would always advise you to contact your child's class teacher first and arrange to meet. If you still have a concern or complaint then please contact our SENCo or headteacher. We value open communication and staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding.

However, we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion. A copy of the school's complaints procedure can be found on the school website.

There are some very useful parent support groups that we can sign post you to e.g. 'contactafamily' <http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/lewisham/>

'sendiass' <https://www.kids.org.uk/lewisham-sendiass>

We welcome visits to our school. Please call the school office on 020 7639 0436 to arrange a tour.

We would welcome feedback on our SEND report. If you have any questions, you feel we have not answered or suggestions to improve this information then please contact us.

Review Date: June 2023