Special Educational Needs Information Report

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

Our vision and how we hope to achieve it

Our aim as a school is to offer all children every opportunity to reach the highest standard they can achieve. We welcome all children to Mowlem, and work very hard to ensure that those who are disabled or have additional needs achieve to the best of their ability and are included fully in all aspects of school life.

Type of school/college we are

Mowlem is a one-form entry primary school with about 220 pupils aged from 3 to 11.

Our Ofsted rating

In our last Ofsted inspection (October-November 2017) Mowlem was found to be an outstanding school where pupils 'who have special educational needs (SEN) and/or disabilities make effective progress. This is because their needs are well known and they have very effective support.'

How we give pupils/young people a voice

We want to ensure that pupils are fully engaged in their own learning and in setting targets for themselves to achieve, and that their opinions on all aspects of school life are listened to carefully.

We consult children using pupil surveys. We also have a school council with councillors from each class who meet regularly with the Senior Learning Mentor to discuss issues that pupils raise about any aspect of school life.

We write pupil passports with children who have special educational needs, so that all staff and visiting teachers are aware of their needs, what works well for them and what they do not respond to. These passports also contain targets, which the children are involved in setting for themselves with help from their teacher.

Children with Education, Health and Care Plans have an annual meeting to review progress. These meetings are run on person-centred lines so that the young person, their class mates, their family and any other relevant professionals all have the opportunity to contribute fully by identifying what works for the child, what is going well and where improvements can be made.

An inclusion group, consisting of the SENDCO, Senior Learning Mentor and SEN governor meets regularly to review practice in this area.

How we know if a child/young person has special educational needs

During the summer term before a child starts school, we meet their parents/carers to talk about their strengths and needs. We ask parents/carers to let us know if their child has a disability or if they feel their child has any additional needs so that we can ensure the right support is in place. We assess each child on entry in autumn term so that we can identify those children who might need some extra help as soon as possible.

We also hold parent coffee mornings so that we can explain what support is available and parents can give us any additional information about their child.

We monitor and assess all children throughout their time at Mowlem, and class teachers have regular meetings with the SENDCO to discuss any children who might develop additional needs at a later point.

We always find time to listen to parents/carers and they are welcome to talk to the class teacher, SENDCO, Deputy Head or Headteacher or Senior Learning Mentor if they have any concerns.

What we do to help children/young people with special educational needs

Mowlem has developed a variety of ways to support children who have additional needs.

- We will follow the planning and review process outlined in the Code of Practice for Children with Special Educational Needs and Disabilities.
- If we have a concern that a child is not making the progress we would expect to see, the SENDCO and class teacher will assess that child to see where the difficulty lies and arrange a meeting with the parent/carer to discuss the child's needs.
- The class teacher, supported by the SENDCO, makes a plan to support that child in class. The plan focuses on the child's area of difficulty, and describes what we hope the support will achieve within a certain period of time. The teacher is responsible for implementing that plan in the classroom, supported by a variety of staff members including the SENDCO, the class TA, the learning mentor team and any other involved professionals.
- We review that plan with the child and parent/carer at the end of the period of support to see if the child has made progress or if we need to consider changing the nature of the plan or referring to another professional for support.
- We use the school tracking system to monitor provision for children with SEN and to evaluate the effectiveness of interventions by recording the entry and exit data for children and the progress they make in that time. We also listen to feedback from pupils and parents about the provision offered.
- In planning for a child we take account of his or her specific needs based on the four categories of need as set out in the SEN Code of Practice: cognition and learning; communication and interaction; social, emotional and mental health difficulties and physical and/or sensory development.
- We are prepared to make adaptations and develop staff knowledge and skills to support children with a need or disability we have not yet encountered, as well as routinely using a number of adaptations for frequently occurring special educational needs. For example we think about seating arrangements and size of typeface for children with hearing or visual impairments; we use language structures and Colourful Semantics to support children with limited language skills; we use visual timetables and Picture Exchange Communication systems for children with communication difficulties or autism; we encourage dyslexic children to use mind maps to plan writing tasks and laptops to complete the written activity. We also run a number of effective literacy, mathematics and communication skills interventions to support children with additional needs to make accelerated progress to catch up with their peers.
- A variety of Computing resources and software are available to support children with SEN, for example: 2simple software, Wordshark, Numbershark, LGfL SEND resources and apps including Clicker Sentences and Our Story.
- If your child is continuing to have significant difficulties, further external expertise may be requested and additional funding may be available for children who meet the criteria. Where this is agreed, an Education, Health and Care (EHC) plan will be drawn up and implemented with support from other professionals where appropriate.

How we adapt our teaching for children/young people with special educational needs

Every teacher is responsible for planning for and teaching all children, including those with additional needs. Children with additional needs work with and alongside their class peers and the activities they are asked to do are differentiated to meet their needs, so that they can work towards the same learning intention as all

children at a level appropriate to their abilities. Planning can include personalised tasks and may be adapted for children with complex needs by the class teacher, with support from the SENDCO.

Some children may need additional support available via interventions like Intensive Interaction, Precision Teaching, Phonics Group, Oral Language intervention and Speech and Language Therapy based interventions which may take place outside the classroom.

How we decide what resources we can give to a child/young person with special educational needs

School governors are responsible for the school's policy on SEN and how the school uses its resources. The Headteacher, Deputy Head and SENDCO ensure that the policy is put into practice and organise support for individual children.

If your child has an Education, Health and Care Plan it should set out the support and resources that are provided.

We use our SEN budget to target the needs of individuals and groups. Decisions on support provided are made using a varying combination of assessment information, advice from professionals, pupil voice and consultation with parents. Parents are informed of any additional intervention their children receive outside of the classroom.

Please refer to our SEN Funding Report on the school website to see the allocation of funds for the previous financial year.

How we check that a child/young person is making progress and how we keep parents informed

Class teams have termly meetings to review the progress and targets of all children in the class. In addition the SEN team review the progress of children with SEN on a termly basis and meets with class teachers 3 times a year to review the progress of these children, to discuss any new children causing concern and to set targets for the next term in collaboration with each child with additional needs.

All children receive an annual report, and parents/carers meet class teachers three times a year to discuss progress. They are also invited to attend review meetings of children with Education Health and Care Plans. These review meetings are run on child-centred lines and we involve the child and a friend in setting up and participating in the meeting.

We attach a lot of importance to the views of both children and parents/carers and involve them as fully as possible through review meetings, Parent Information Points (PIP meetings), coffee mornings and questionnaires.

We value very highly the efforts made by parents/carers to support their children at home and pass on ideas and resources to help them carry out this support successfully. Parents/carers may also make an appointment to see the class teacher or the SENDCO to discuss how their child is doing.

We run training and classes for parents/carers on a regular basis: please speak to Shaghaygh Khademian or Lucy Dempsey to request information.

Support we offer for children's/young people's health and general wellbeing

Children's physical and mental health are of primary importance. We have trained learning mentors in school to give classroom support to children who are experiencing emotional difficulties.

We refer to the Tower Hamlets NHS service for children with mental health needs (CAMHS), so that expert professionals can offer more extensive care to families in need.

A nurse from the School Nursing Team visits regularly to meet parents /carers who have concerns about their child's physical health, to offer advice and to refer on to other health services.

Children with medical needs have a care plan written with the parent and the school nurse, and parental authorisation is sought before any medicine is given to a child. Staff are trained to administer certain medical interventions such as EpiPens and asthma pumps, and may receive additional training where necessary.

We have an effective and positive whole school behaviour scheme called Stay on Green and parents/carers are welcome to ask for a copy of the Behaviour Policy, which explains how the scheme works.

For children whose emotional difficulties lead to challenging behaviour we have access to the Behaviour and Attendance Support service (BASS), and they will come to school to observe and advise.

External or internal exclusion of a child is a very rare occurrence and only follows a very graduated response to persistent challenging behaviour or a particularly serious incident.

Specialist external services we use when we think extra help is needed

Sometimes a child's needs will mean that we refer them to an external specialist for advice and support. Services that we may refer to include:

- Speech and Language Therapy (we have a speech therapist who works part-time in school)
- Educational Psychology Service (EPS)
- Specific Learning Difficulties team
- Behaviour and Attendance Support service (BASS)
- Vision Impairment Service and Deaf/Partially Hearing team
- Social services
- Child and Adolescent Mental Health Services
- Occupational Therapy
- Stephen Hawking Special School Outreach
- Phoenix Special School Outreach

We always discuss referrals to external services with parents first and only proceed with their permission and approval, (except sometimes to social services, if we have concerns about a child's safety).

The training our staff have had or are getting

Each year we have five training days, one of which focuses on special educational needs. These ensure that teachers and support staff understand the variety of special educational needs, know how to plan and deliver lessons in a way that suits that variety of needs, know how to support children emotionally and are aware of the importance of working closely with parents/carers.

We have audited teaching and support staff to ascertain their strengths and areas for development and plan training needs accordingly and in the light of the needs of the children in school.

We also train staff individually if they are supporting children with particular needs. We have a teaching assistant who works alongside the speech and language therapist and runs communication groups each afternoon. Other teaching assistants are also trained to run groups including TAs in the Early Years to develop the skills of children who enter school with any language delay.

Staff have also received training in working to support children with autism, challenging behaviour, and difficulties in acquiring basic reading and mathematics skills.

How we include children/young people in activities and school trips

We always include pupils in trips and activities outside the classroom, unless their behaviour on previous trips has given us concern for their safety.

Children with additional needs or disabled children are supported by an appropriate adult to ensure their safety and ability to participate. A risk assessment prior to the trip ensures that preparations to remove any possible barriers to participation are made in good time.

Parents/carers may be invited to take part in trips and activities where appropriate, and are always consulted before arrangements are finalised where children with complex needs are concerned.
There are a number of clubs and other activities that take place before or after school and children with SEND are considered as a priority for these activities

Our school environment
Mowlem is on one level and is fully wheelchair accessible. There are accessible changing and toilet facilities available.

In school we have a range of equipment to support children with SEND, but if any child needs additional equipment this may be purchased from our SEN budget or acquired from specialist services.

How we prepare for children/young people joining our school and leaving our school
The family of each child entering the nursery receives a home visit so that we can meet the family and see the child in a familiar environment. We ask the family to share information about their children's likes and strengths and to inform us about any areas of concern. In turn, we share our expectations with the family and pass on information about the curriculum, school procedures and ways parents/carers can support their children at home.

Parent information point (PIP) meetings are held at the beginning of Reception and Year 1, when children also make a 'Me-map' to share their likes and dislikes with their new teacher. Each class spends an afternoon in the summer term with their teacher for the following year, and staff conduct detailed handover meetings to share information about children moving from one year group to the next.

When children move on to another setting we always communicate with that school to pass on important information. If a child has particular additional needs we invite the new school to a review meeting, which also involves the child, the parents/carers and any relevant professionals, so that the child and the new school are introduced to each other, and strengths and needs are shared well in advance of transition.

Before moving to secondary school, all children in Year 6 take part in a variety of transition activities, including a morning with Into University, a charity that works with young people to raise their aspirations for their future.

Children with special educational needs may also receive an additional transition support programme: for example, special visits to the SEN department at their secondary school, support with transition skills from the speech and language therapist, and travel training to help develop safety awareness when in public places. The SEN team also communicate with secondary colleagues to pass on information about strengths and areas of need.

For information on our admissions procedures and criteria please us e the following link:
http://www.towerhamlets.gov.uk/Documents/Education-and-skills/Admissions-and-exclusions/2.-LBTH-Determined-Admission-Criteria-for-Community-Primary-Schools-2016-17.pdf

How parents are involved in school life
Parents/carers are always invited to annual reviews of children with Education and Health Care Plans. We have termly parent conferences to meet with parents/carers to review their child's achievement.

We have parent representatives on the school governing body, and these parents/carers are also involved in the Inclusion Group that reviews the provision for children with SEND.

We have a number of staff who are able to translate informally to aid communication with Bengali speaking parents. For longer or more formal meetings, or to support families who speak other community languages, we book the assistance of an interpreter from the Newham Language Shop.

Who to contact for more information or to discuss a concern

Parents/carers are encouraged to talk to school staff to ask questions, pass on information or raise any concerns they may have. They are invited to make an appointment at a convenient time to talk with any of the following members of staff:

- the relevant class teacher;
- SENDCO, Rumina Bibi
- the Headteacher, Julia Burns;
- the Deputy Head, Shaghaygh Khademian.
- Senior Learning Mentor, Lucy Dempsey

Parents/carers may be able to catch these members of staff at the beginning or the end of the day for a more informal chat.

Information about the school and its policies can be found on the school website:
www.mowlem.towerhamlets.sch.uk

The Local Authority local offer may be found at:
www.towerhamlets.gov.uk/localoffer

Our offer to children with special educational needs and disabilities was reviewed in July 2022.

It will be reviewed again in July 2023.