

Ellen Wilkinson Primary School & Little Ellies Nursery SEND Offer 2022



High quality Inclusive learning and teaching (HQT)

A curriculum that enables access for all

Assessment for learning

Targeted Learning time

Personalised target setting

After school clubs and educational visits

Access to Real Life Opportunities and experiences

ALL pupils will access



Targeted Learning time

Targeted interventions and support matched to need

Individualised target setting and access to specialists

Personalised progress tracking and assessment of need

Access to flexible working groups and phonics groups

Access to additional adult support for specific tasks

Booster groups

SOME pupils with additional SEND needs will access



Targeted learning time/ personalised timetable

Access to evidence based specialist programmes- Better Reading Partner programme

Lego Therapy and LCIS programmes: Attention Autism

SEN Personal Support Plans

Access to specialist services and therapists

Educational Psychology Service

PDDS- Dyslexia service including Language Enrichment Programmes reading/writing intervention

Speech Therapists

High levels of adult support and small group working

Education Health and Care Plan (EHCP)

A FEW pupils with significant or complex needs will access



Ellen Wilkinson Primary School & Little Ellies Nursery

SEND School Offer 2022

The information above outlines the support and provision pupils with SEN can expect at our school

The diagram illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities.
- She will delegate responsibility to the SENDCO and class/ subject teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Checking that the school has an up to date SEND School Offer.
- Checking that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Monitoring that necessary support is made for any child who attends the school who has SEND.
- Conducting learning walks with the SENDCO to see the support given to children with SEND.
- Checking that children with SEND achieve their potential in school.

Inclusion Manager / SENDCO

- The SENDCO is also the Deputy Head teacher on the Senior Leadership Team (SLT). She works closely with SEND pupils, all staff in school, parents, outside agencies and professional specialist colleagues.
- She has the responsibility of coordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs, English as An Additional Language and More Able, Gifted and Talented pupils.
- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an Additional Language, More Able and Talented.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Works with pupils with SEND in small groups and or 1:1 provision
- Tracking Intervention/booster groups for children with specific difficulties
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Advisory teams in the borough.
- Attend Local Authority SEND cluster meetings and panels to secure High Needs Funding (HNF)
- Quarterly meetings with the GB SEND link Governor and reports to the Governing Body
- Progress inclusion review meetings and annual review meetings

SEND Lead Practitioners

- Works alongside the SENDCO and as part of the SEND team
- Supports class teachers in planning suitably for children with SEND
- Supports TAs with resources and strategies for use during intervention groups

- Tracks the EAL provision and assessment run by TAs
- Works with pupils with SEND in small groups and or 1:1
- Supports with referrals to specialist agencies
- Attends Inclusion review meetings, SEND cluster and panel meetings

Class teachers and Teaching Assistants

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Where a pupil is not making adequate progress, teachers and SENDCOs and parents collaborate on problem-solving, planning support and teaching strategies for individual pupils.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Class teachers work with the SENDCO to ensure Teaching Assistants are effectively deployed.

Learning Mentors

- Learning Mentors are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs
- Children referred to the Learning Mentors may have difficulties with feelings, making friends, social skills and behaviour or home issues
- Anti-bullying programmes, behaviour tracking at all time
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including Social Services and the Police.
- As part of their role Learning Mentors may signpost to other relevant services
- Learning mentors are both part of the Safeguarding team
- Lead Triple P Parenting Programme

SEND Teaching Assistants

We have an SEN HLTA and TAs with good experience who carry out the following interventions and programmes

- Lexia reading phonological intervention
- EAL Mid phase arrivals Early settling in (New to English)
- Letters & Sounds Phonics booster
- Language For Thinking & Language Enrichment Programmes
- Lego Therapy
- Music therapy, Maths in a Flash Early Literacy

Ellen Wilkinson Primary School & Nursery SEND Information Report

Background

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND in the local area.

Newham's SEND Local Offer is available on the Newham LA Website-<https://families.newham.gov.uk/kb5/newham/directory/home.page> and tells parents and Carers how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the SEND Information Report for Ellen Wilkinson Primary School and Little Ellies Nursery. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with parents, carers and our children and will be reviewed annually.

Our Vision

Ellen Wilkinson Primary School and Little Ellies Nursery offer high quality Primary and Early Years education (including wrap around care) for 535 children aged 0-11 years. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential including the use of additional provision if appropriate. Our SEND staff are:

Janice Owen-Amadasun - SENDCo, Deputy Head Teacher & Inclusion Lead
SEND Lead Practitioners
SEND/EAL Senior teaching assistants
Designated Teacher /Governor with an Inclusion brief

Our SENDCo is responsible for the management of provision and support for identified pupils with SEND. Our SEND team will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. All teachers are teachers of SEND pupils and as such provide high quality teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

Identification and Assessment Arrangements, Monitoring and Review Procedures

We use a number of procedures for assessing children. These are also used to identify pupils who are not progressing satisfactorily and who may have additional needs:

- Baseline assessment results EYFS, Star Renaissance tests in Key stage 2
- Progress measured against the End of Year expectations in English and Mathematics
- Early Literacy Renaissance Assessments
- Lexia Assessments
- Progress measured against the P level descriptors
- Engagement Model used to assess children who are not engaged in subject specific study
- Standardised screening and assessment tools (British Abilities Reading Scale) Phonics Screening, Dyslexia and Dyscalculia Screening
- Teachers' formative assessments in English and Mathematics.

The SEND Code of Practice (July 2014) states that there are four main areas which cover Special Education Needs. Children who have difficulty accessing the curriculum at age expected descriptors are assessed based on the profiles of need as described below:

Area of Special Education Need	Summary of profile
<p>Communication And interaction difficulties</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • Frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar /phonological awareness is still fairly poor and therefore their literacy can be affected. • Speech, language and communication needs (SLCN), • ASD, including Asperger’s Syndrome and Autism,
	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number

<p>Cognition and Learning Difficulties</p>	<ul style="list-style-type: none"> • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may therefore have:</p> <ul style="list-style-type: none"> • Moderate learning difficulties (MLD), • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD) • Specific learning difficulties (SpLD), dyslexia, dyscalculia, dyspraxia or dysgraphia
<p>Social, Emotional and Mental Health Difficulties</p>	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention deficit disorder (ADD), • Attention deficit hyperactivity disorder (ADHD) Attachment disorder (AD) • Anxiety and depression • Low self esteem • Issues with self-image • Self-harming, substance misuse • Eating disorders or physical symptoms that are medically unexplained
<p>Sensory and/or Physical needs</p>	<p>These children may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual impairment (VI) • Hearing impairment (HI) • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care. • Multi-sensory impairment (MSI)

Other identification includes pupils with:

- An existing Education Health Care Plan (EHCP) and High Needs Funding (HNF)
- Another school, Local Authority or other agency which has already identified or provided SEND Support

Medical (See Medical & Asthma Policy)

The SENDCo, Learning Mentors and First Aiders work closely with all staff in School, the School Nurse, parents/carers and a range of outside agencies to support all pupils' health and medical needs within school. This support includes:

- Meeting with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professionals to meet a pupil's individual needs.
- Arranging School nurse and Community Asthma nurse 'Drop ins' for parents/carers
- Administering medication including asthma inhalers, epi pens and train staff to do so.
- Liaise with the School nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs
- Support staff to use advice and recommendations from NHS Speech and Occupational therapists' reports

Complaints about SEN provision:

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/head teacher] in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns:

Please send your concerns to: send@ellenwilkinson.newham.sch.uk for the attention of:

- Your child's class teacher is the first contact
- Mrs Janice Owen - Amadasun Deputy Head teacher & SENCO
- Mrs Sue Ferguson Head teacher (if your concern has not been addressed by staff listed above.

ELLEN WILKINSON PRIMARY SCHOOL & LITTLE ELLIES NURSERY SEND SUPPORT

Frequently Asked Questions (FAQs)

Our Special Education Needs and Disability Support offer was initially drafted and approved in 2014 by the GB after consultation with all stakeholders via working parties. Current views are subsequently gleaned annually from pupil, parent and staff surveys. Below are responses to FAQs about the SEND Support Offer in our School

How does the school know when a pupil has learning difficulties or Special Educational Needs?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with Infant school/previous school
- Child performing below age expected levels/ a child not engaged in subject specific study
- Concerns raised by Parent
- Through Quarterly Pupil Progress Meetings held between the Teachers and members of the Senior Leadership team
- Concerns raised by teacher for example behaviour or self-esteem affecting performance
- Liaison with external agencies: physical or health diagnosis through a paediatrician, GP, School Nurse or clinical psychologists

As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. Targeted Learning Time (TLT) occurs once a week for all teachers with targeted pupils. As a school, we track children's progress from entry at Nursery and / or Reception through to Year 6, using a variety of methods including National Curriculum end of year expectations, Foundation Stage Profiles and PIPs.

Children who are not making expected progress are picked up through our Quarterly Pupil Progress Review meetings with the Class teacher and Senior Leaders. In this meeting barriers to progression are identified and support/solutions are put in place.

What should I do if I think my child may have Special Educational Needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENDCo, Head Teacher or other members of our Senior Leadership team. We are easily accessible at the start and end of the school day. You are also welcome to make an appointment with the office that suits you. We are open and honest with parents and hope that they are able to do the same with us.

How will Ellen Wilkinson Primary School staff support my child?

Our SENDCo / Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. There may be a Teaching Assistant (TA) or Learning Mentor working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How is the curriculum matched to the pupil's needs?

The curriculum provision is designed to meet the needs of pupils through varied access and pedagogy styles. Life skills requirements are also introduced according to the need of the child. There are opportunities for over learning and accelerated learning to close gaps in learning that may exist.

How does the Engagement Model support pupils?

The engagement model is a pupil centred approach and is used as an assessment framework for pupils who have complex profound learning difficulties, disabilities or cognitive impairments and are not engaged in subject specific study. The model looks specifically at how pupils engage with their learning and assessments are done in five areas:

Exploration Realisation Anticipation Persistence and Initiation.

The model is used alongside our mainstream planning and assessment. Parents work closely with the class teacher and Senco to ensure progress is identified

How does the school know whether pupils are making progress?

Pupils with additional support are tracked, their progress is monitored and evidence moderated alongside their peers. Class teachers and Teaching Assistants attend review meetings with the SENDCo to evaluate and review personal specific targets, behaviour plans or pastoral plans that have been agreed. Pupil Progress meetings are also held every quarter to discuss the academic progress of the child against set benchmarks. Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

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

The class teacher will meet with parents every term as part of Parent's evening to discuss your child's needs, support and progress. For further information the SENDCo is available to discuss support in more detail. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have measurable targets that are set according to their need with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review (Person Centred) will take place to discuss your child's progress and a report will be written.

What arrangements does the school make to support pupils transferring from another school?

Mid phase inductions are held to identify the needs of the child. This will involve links with previous schools, parents and the child to collect information. Planning sessions are held with the parent, Class Teachers and Learning Mentors depending on the need of the child,

How are decisions made about how much support individual pupils receive?

Individual pupil support is usually dependent on the High Needs of the child. Some children receive additional funding, agreed by the local authority, in order to meet their needs and parents would be involved in this process.

What specialist services and expertise are available at or accessed by Ellen Wilkinson Primary School?

Our SENDCo / Inclusion Manager is also the Deputy Head Teacher of the school. She is accredited with the National Special Education Needs Coordinator (NASENCo) qualification. The Inclusion team is also supported by a SEND Lead qualified teacher who is also accredited with NASENCo). Class teachers, Learning Mentors and Teaching Assistants attend specialist CPD courses offered by the LA. As a school we work closely with any external agencies that we feel are relevant to individual children's needs including: Behaviour Support Service, Professional Dyscalculia Dyslexia Service (PDDS), Language Communication Interactive Service (LCIS), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians- Child Development Service (CDS), Development Advisory Clinic (DAC), OT (Occupational Therapist), the Speech & Language Therapy service, Hearing (HI) and Visual Impairment team (VI). We also work very closely with Social Care and the Education Psychologists Service. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents/carers to pursue any kind of professional intervention.

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

Classrooms are accessible to encourage reasonable mobility (wheelchair access), easy visual and audio access and language/number rich environments. The school has two accessible toilets for children and there are also two nappy changing facilities.

What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom, including school journeys?

Reasonable adjustments are made for comfortable access and inclusion including additional adult support where needed (1:1).

How will the school prepare and support pupils who are transferring to a new school?

SEND transition meetings are held in May with the secondary schools. Transition programs are set in conjunction with the Secondary School according to the needs of the child. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties.

School / Parents may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns. Many of our 'feeder' secondary schools run a

programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How does the School support pupil's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of keen pastoral care across our school. We expect our children to have high self-esteem in order to achieve positive well-being. Here at Ellen Wilkinson Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment. We have a Safeguarding team (SGT) which meets regularly to discuss the welfare of children deemed to be vulnerable. The class teachers are therefore supported in their overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCo / Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health & Social Services and/or the Behaviour Support Service. Children can access Chill and Chat sessions run by Learning Mentors at lunch times.

Medical Needs: We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the SENDCo to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.

Schools will generally not take responsibility for other medicines such as cough medicines; however we may be able to make reasonable adjustments following discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENDCo / Inclusion Manager (Mrs Owen-Amadasun).

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Owen-Amadasun our SENDCo / Inclusion Manager and / or Mrs Sue Ferguson our Head teacher. You may also wish to:

- Look at the SEND policy on our website
- Contact Parent Partnership or the SEND team at Newham Dockside.

Who should I contact if I am considering whether my child should join Ellen Wilkinson Primary School?

In this instance you can contact the school Admin office to arrange a meeting with the Head Teacher, our SENDCo / Inclusion Manager or our Senior Learning Mentor to discuss how the school could meet your child's needs.

How is the School offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEND are invited to join the Parents Forum during the SEND Coffee mornings or Surgeries to help us match our School offer to the needs of their child.

Janice Owen-Amadasun

SENCo Inclusion Manager

Deputy Head Teacher

January 2022

02075119414

