



Special Educational Needs and/or Disability (SEND) Information Report 2018-2019

By demonstrating our school values, children at Camelot will develop a love of learning, independence, skills and knowledge to fulfil their potential and become well-balanced, resilient, active members of our community.

At Camelot we all work together to nurture and challenge each individual child through our tailored provision. We have high expectations of learning and behaviour and regularly celebrate achievement, collaboration and effort.

Our enriching curriculum provides a broad range of inspirational learning experiences both inside and outside the classroom. We engage children in their learning through interesting and relevant topics, reinforcing the skills necessary to develop their personal character, sense of community and spirituality. We encourage children to take responsibility for their learning and behaviour, promoting independence through exploration, questioning and decision-making.

As members of the school community, children work collaboratively and are encouraged to take on roles and responsibilities in the classroom and across the school. They participate in a wide range of school events and activities which supports their all-round development and provides them with the opportunity to model our school values.

What are Special Educational needs and/or Disabilities (SEND)?

At Camelot we use the definition of SEND from the Code of Practice (2015);

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

A child of compulsory school age or young person has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities... provided by others of the same age in mainstream schools.”- *SEND Code of Practice (2015)*

Many children and young people who have SEN may have a disability under the Equality Act (2010). This is where he or she;

- “Has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.” - *SEND Code of Practice (January 2015)*. This definition includes sensory impairments such as those effecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Camelot has a Special Educational Needs and/or (SEND) Policy which includes the practice and principles followed by the school. The policy is reviewed regularly in a process that involves staff a governors.’

The school will meet the needs of children with the following ‘Four Broad Areas’ of SEND;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The information below details the offer within the school and the way parents, children and young people can access the required support.

How does Southwark support parents/carers of pupils with SEND?

“The Local Offer contains information on all services for children and young people with Special Educational needs and Disability available in Southwark. The local offer provides information from birth to 25. It includes information on health, education, social care, activities outside of school and where to access advice, support and guidance.

It gives information on all the changes happening locally such as how to apply for an Educational, Healthcare Plan (EHCP) and Personal Budgets. Parents and young people can provide feedback and help to shape the way we commission services in the council.”

The Southwark Local Offer can be accessed using the following link: <http://localoffer.southwark.gov.uk/>

Who supports pupils with SEND at Camelot?

| People | Summary of responsibilities; | Contacted by; |
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| Class Teacher (Recommended as initial point of contact if you have any concerns) | <ul style="list-style-type: none"> • Ensuring that all children access quality first teaching and that the curriculum and lesson planning is adapted to meet your child’s needs. This is known as differentiation. • Monitoring the progress of your child and identifying and applying the additional support your child may need. This may be through targeted work, adapting resources, additional support and discussing these amendments with the SENCO as necessary. • Writing Personal Development Plans (PDP’s) for children with Educational Health Care Plans • Ensuring that all members of staff working with your child are aware of their individual needs/ conditions and what adjustments are needed to support their learning and progress • Ensuring that all adults working with your child are supported in delivering the planned work or programmes for your child. This may include specifically planned programs and resources set by specialists. | Speaking to them directly at the end of the school day or by telephoning the school to arrange an appointment. |

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| <p>Special Educational Needs Co-coordinator (SENCO): Loren Oliver</p> | <ul style="list-style-type: none"> • Coordinating the support for children with Special Educational Needs and/or Disabilities (SEND) in line with the SEND policy to ensure all children are receiving a consistent and high quality approach to meeting their needs within the school. • Ensuring that relationships are open and honest to support your involvement in supporting your child's learning and that you are kept informed about the support being put into place as well as the necessity in your involvement in reviewing your child's progress. • Supporting your child's class teacher in writing PDP's thus setting specific targets for your child to achieve in order to meet longer term targets. • Preparing an Education, Health Care Plan when necessary • Liaising with external agencies coming to the school to support your child's learning such as, Speech and Language therapists, Educational Psychologists, Outreach support from specialist provisions and the Autism Support team. • Updating the SEND register to ensure that all children's needs are known and understood and that up to date records of your child's progress are available. • Organising specialist staff training to develop confidence and understanding of how to meet the individual and necessary needs of SEND children within the school. | <p>Asking the class teacher to arrange for her to contact you or by telephoning the school to make an appointment.</p> |
| <p>Teaching Assistants (TA) or Learning Support Assistants (LSA)</p> | <ul style="list-style-type: none"> • Working directly to support your child within the class or as part of a specific intervention for example, Reading or carrying out speech and language programmes. • Directed to support pupils based fully on the decisions made by the class teacher and SENCO. | <p>Speaking to them at the end of day to arrange an appointment with class teacher and/or SENCO.</p> |
| <p>Deputy Head Teacher for Inclusion: Madeline Eastwood</p> | <ul style="list-style-type: none"> • The strategic vision of Inclusion across the school • Monitoring and evaluating the standards of teaching, learning and pupil progress across the school relating to Inclusion. • Developing effective whole school Behaviour for learning and safety culture • Ensuring rigorous monitoring of whole school behaviour standards | <p>Speaking to them at the end of day or telephoning the school to arrange an appointment</p> |

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| Head Teacher: James Robinson | <ul style="list-style-type: none"> • Managing all aspects of the school which includes supporting children with SEND • Delegating responsibilities to the SENCO and class teachers but is responsible for ensuring your child's needs are being met in order to make progress. • Keeping the schools Governing Body up to date about all school issues relating to SEND. | Telephoning the school to arrange an appointment. |
| SEND Governor: Rosemary Blomfield | <ul style="list-style-type: none"> • Ensuring the school has an updated SEND Policy • Ensuring that all necessary adaptations to meet the needs of SEND children within the provision are carried out. • Ensuring that all SEND funding is appropriately spent • Ensuring that all pupils attending the school with SEND are provided the necessary support • Visiting to understand and monitor the support for children with SEND in the school to ensure your child is achieving their potential. | Writing to the SEND Governor through the school office. |

How could your child get support in school?

| Types of support provided | What would this mean for your child? | Who can get this support? |
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| Class teacher input through whole class teaching | <ul style="list-style-type: none"> • In most cases your child's needs will be addressed through quality first teaching. • We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. • Teaching is based on building on what your child already knows and what they can do and understand. • We act on advice given or recommendations made by other professionals or services to enable your child's learning to be personalised. This may involve putting in place specific strategies to enable your child to access learning tasks. | All children receive this |
| Additional targeted support based on high quality | <ul style="list-style-type: none"> • Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicator monitored | Any child who has significant |

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| <p>evidence gathered by class teacher and SENCo.</p> | <ul style="list-style-type: none"> • Once a pupil has been identified as possibly having SEND they will be closely monitored to gauge their level of learning and possible difficulties • The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. • You will be immediately informed and be involved in planning and reviewing additional support or interventions | <p>gaps in their learning.</p> |
| <p>Specific small group work run in the classroom or outside</p> <p>Specialist groups run by external agencies such as Speech and Language Therapy service (SALT) or Local Authority services such as Outreach Teams</p> | <ul style="list-style-type: none"> • Interventions can include small group work or individual sessions on a particular area of need/learning. • Where specialist sessions are put in place they will be led by an outside professional and run by support staff in the SEN team and TA's using recognised programmes. • Here you will be fully involved in discussion and decisions and invited to come to a meeting to discuss your child's progress and help plan ways forward. • You will be provided with the contact details for any agencies or services outside the school who will work with your child. | <p>Any child who has significant gaps in their learning.</p> |
| <p>Support provided through an Educational Health Care Plan (EHCP)</p> <p>External agencies needed to provide specialist support for your child may include;</p> <ul style="list-style-type: none"> • LA services such as AST Outreach teams or Cherry Garden Outreach. • Agencies such as Speech and | <ul style="list-style-type: none"> • Your child will have been identified by the class teacher and SENCo as needing a significantly higher level of support which cannot be provided using the resources and means already delegated to the school. • If despite quality first teaching, interventions and referrals to external agencies and services, your child needs further and more specialist support, it is possible to make a school or parental request for an assessment as part of the legal process of obtaining an EHCP for your child. Please see Local Offer website details on page 3. • This process is completed in full partnership between you and your child. When the request has been sent to the Local Authority (LA) (with a lot of information and evidence about your child from both you and the school) the LA will decide whether they think your child's needs are sufficient to require the assessment. | <p>Children who's needs are severe, complex and potentially lifelong.</p> |

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| <p>Language Therapy services, Educational Psychology Services, Occupational Therapy services, Physiotherapy and/or CAMHS.</p> | <ul style="list-style-type: none"> • If the request is approved, yourself and all professionals involved with your child will need to submit a report, to which your child will contribute to, outlining you child’s needs and how they will be met. • After the reports have been submitted, an EHC Plan involving the contribution of you and your child will be prepared. The purpose of the EHCP is to gather all educational, health and social care needs that your child may have in one document. • The school must make its best endeavours to put in place the support identified in the plan • The progress your child makes with the support identified in the plan will be reviewed annually and changed accordingly in conjunction with the progress your child makes. • If your request is rejected the LA will ask the school to continue with the SEN support being carried out to ensure your child’s needs are being met. You and the school will need to wait for two full terms before making another request in order to gather more evidence to be submitted. | |
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Who are the other people providing services to children with SEND at Camelot?

After assessment and discussion with the school team, a range of services may be available to us. Referral is often made through a Common Assessment Form (CAF). They Include;

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| <p>Funded by the school</p> | <ul style="list-style-type: none"> • 1:1 Teaching Assistants • Speech and Language Therapy • Educational Psychology • Additional teaching support • Children’s Literacy Charity • Guidance, Leadership, Inspiration, Motivation (GLIM) |
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| Paid for by the LA but delivered in school | <ul style="list-style-type: none"> • Autism Support Team • Early Help Service Southwark • Visual Impairment Team • Summerhouse Primary School • Cherry Garden Outreach Service • Family support worker • Education Welfare Officer (EWO) |
| Provided and paid for by the Health Service | <ul style="list-style-type: none"> • School Nurse • Diabetes Team • Child and Adolescent Mental Health Service (CAMHS) • Paediatricians at Sunshine House |

How will Camelot support your child with identified SEND starting school?

- When your child is allocated a place at Camelot by the LA and they have SEND, please contact us as soon as you receive the offer as we may not have details of their needs at the stage. An invite to visit the school will be arranged in order to look around and speak to key members of staff who will be working with your child.
- If other professionals are involved a Team and the child (TAC) meeting will be organised to discuss your child's needs, share strategies and ensure the provision is suitable and put in place prior to your child starting such as a settling in period.
- Your child's key worker will arrange a home visit and also visit your child if they are attending another provision or school.
- Following the settling in period, the class teacher will arrange a meeting with you to review your child's learning and progress so far.
- If your child has an EHCP, reviews will take place every 6 months if the child is under 5 years old.

How do Camelot ensure that you are involved in your child's education?

- We have an open door policy and we will always make ourselves available to discuss your child.
- We listen to what parents/cares tell us about their children and we use that information to make sure everyone who works with a child understands their needs.
- Pupils and their parents/carers are involved in the reviewing and setting of individual targets.
- We ensure that review meetings are arranged at reasonable times.
- All information from external agencies or services will be discussed with you in person or where this is not possible, through a report. The SENCO will also arrange to meet with you to discuss any new assessments of strategies suggested to work on at home.
- PDP's will be reviewed with you involvement
- Workshops for parents and careers develop confidence and understanding in supporting your child in specific area such as phonics.

How are staff helped to support pupils with SEND?

- We make every effort to ensure that staff are kept up to date with relevant training and development in teaching practice in relation to the needs of pupils with SEND.
- The SENCO's job is to support the class teacher in planning for children SEND.
- Whole school training and weekly support staff training disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND.
- Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology service and Cherry Garden Outreach service.

How will we measure the progress of your child at Camelot?

- Your children's progress in continuously monitored by your child's class teacher
- Their progress is reviewed every term and a National Curriculum level is given in reading, writing, Mathematics and Science

- If your child is in Years 1-6 but are not accessing National Curriculum levels, an additional assessment tool is used to measure their progress in more detail to show smaller and more significant steps. These levels of assessment are called P-Scales or Interim levels.
- Children with an EHCP will be reviewed in an Annual Review meeting with professionals involved in your child as well as parents/carers.
- Every child with SEND will have a Personal Development Plan which will be reviewed termly and shared with parents during parent-teacher meetings.
- Children with an EHCP will also have a Personal Development Plan linked directly to their agreed outcomes as stated in their EHCP document and these are reviewed termly (October, February and July).
- We use the 'Assess, Plan, Do, Review' cycle for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress meetings but also in response to every lesson.
- Children who receive input from external agencies such as the Speech and Language Therapist will have records of their progress towards achieving their personal targets. Reviews will take place to ensure that the targets are appropriate and challenging.

You will be kept informed in a range of ways including;

- Home/school contact book
- Letter/certificates sent home
- Additional meetings
- Annual Reviews
- TAC meetings
- Parent-teacher meetings
- End of Year Reports

Is Camelot physically accessible for a child with SEND?

In line with Section 69 of the Children and Families Act (2014) we will ensure that reasonable adjustments for the admissions of disabled pupils are made where necessary.

- Risk assessments are carried out in order to make adaptations to meet the needs of individuals (as appropriate)

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment is accessible to all children regardless of their needs
- Staff are trained appropriately to work with children with a range of needs including sensory and physical needs
- The provision allows space for identified needs to be met for children with specific difficulties, for example, workstations for children and intervention spaces.
- The accessibility of venues and the ability for all pupils to take part in trips are carefully considered during the planning stages.

How does Camelot support pupils to transition between different phases of their education?

- Transitions are carefully managed both within and across settings.
- Time is taken to ensure that the transitions can be made successfully and as smooth as possible
- Contact with the new SENCO at their next setting will ensure that any special arrangements or support can be made for your child.
- All records about your child will be passed on as soon as possible to their next setting/teacher. Information is shared prior to the transition to ensure that needs are met in advance.
- A programme of meetings and visits are organised which involve the child, parents/carers as well as professionals involved in the child. The programmes will vary according to the needs of the child but will usually involve a visit from the new provision's staff as well as the child visiting their new setting.
- Support from SENDIP and Transition days are organised in advance before a child with SEND changes educational setting.
- Social stories and 'One page Profiles' which include information about themselves are made to support their transition to the new setting using symbols and photographs. This supports their understanding of 'moving on'.

How can you let the school know that you are concerned about your child's progress?

We value open and honest communication and staff and school leaders are readily available to discuss the area 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 formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion.

- If you are concerned about your child's progress please make an initial appointment to speak to your child's class teacher
- If you do not feel that your concerns are being managed and that your child is still not making progress you should speak to the Loren Oliver, SENDCO.
- If you continue to feel that your concerns are not being managed please speak to the SEND school governor.

Glossary of Terms

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| SEND | Special Education Needs and/or Disability |
| EHCP | Educational Healthcare Plan |
| PDP | Personal Development Plan |
| OT | Occupational Therapy |
| SALT | Speech and Language Therapy |
| CAMHS | Child and Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCO | Special Education Needs Coordinator |
| ASD | Autism Spectrum Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| EAL | English and an Additional Language |
| HI/ VI | Hearing Impairment/ Visual Impairment |
| SLCN | Speech, Language and Communication Need |
| SpLD | Specific Learning Difficulty |
| CAF | Child Assessment Framework |
| TAC | Team Around the Child |
| TAF | Team Around the Family |

Contact details

Head Teacher: James Robinson

Deputy Head Teacher: Dean Benoit

Deputy Head of Inclusion: Madeline Eastwood

SENDCo: Loren Oliver

SEND Governor: Rosemary Blomfield

Telephone: 0207 639 0431

Email: general@camelot.southwark.sch.uk

Links

Please see the following policies for further information about the provision at Camelot Primary School:

- SEND Policy

- Assessment Policy
- Curriculum Policy
- Complaints Policy