

Camelot Primary School

SEN Information Report

(Special Educational Needs and Disability (SEND) Information Report)

OUR VISION

At Camelot Primary School we are committed to offering an inclusive curriculum which is broad, balanced and challenging to ensure the best possible progress for all our pupils. Every child is equally valued and we strive to develop an environment where all children flourish and feel safe. We recognise that all teachers are teachers of special educational needs.

What kinds of special needs are provided for in this school/setting?

At Camelot Primary School, we meet the needs of all children under the following categories:

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Who is involved?

Everyone is involved in making sure your child is supported and achieves their full potential.

Your child's class teacher:

- Focuses on high quality teaching and learning for all of the children, including children with SEND
- Differentiates planning and provision for the children
- Contributes to the initial information gathering when we are identifying and assessing if a child has an SEND
- Regularly communicates with you through a range of methods (e.g. morning drop off and afternoon pick-up, phone calls, email, meetings, reading diaries etc.)
- Works with other members of school staff and external professionals where necessary to make the best provision for children with SEND

If the school needs to involve another professional, we will always ask for your permission to do so and involve you in the work that this person does.

The Special Educational Needs Co-ordinator (SENCO):

- Supports teachers and other staff to identify and make further assessments of children with SEND including arranging for external professionals to become involved when necessary
- Makes sure that children without SEND but who are underachieving have their needs identified and addressed
- Ensures that all of the interventions put in place for children with SEND are working, and are based on evidence and best practice of what works
- Manages the Support Staff (Teaching Assistants/Higher Level Teaching Assistants), who work to support the teachers in supporting children with SEND to be fully included and as independent as possible across the school day
- Works with families to make the best provision for children with SEND , including managing the Family Support Worker, Creative Arts Therapists, etc.
- Ensures that the school as a whole implements the Revised SEND Code of Practice (2014), and takes a strategic overview of the impact and effectiveness we have in this area.

Mrs Laverick is the Senior Head Teacher of Camelot and has overall responsibility for ensuring that your child's needs are met. Alongside the Head of School, Miss Askin, she also deals with any compliments and complaints that you may have about the work we are doing. Mrs Laverick and Miss Askin ensure that the governing body is kept up-to-date about SEND in the school, and works closely with the SEND Governor. Mrs Laverick and Miss Askin work closely with the SENCO and Deputy Headteacher of Inclusion to ensure that she has an overview of the school's needs.

How can I speak to those involved?

We have an open door policy; you can always speak to your child's class teacher if you are concerned or would like to discuss your child's progress and learning. If this is more than a quick chat at the beginning or end of the day, please make an appointment to see your child's class teacher. You can also discuss your child during parents' evenings.

If you would like to speak to anyone else regarding your child please contact the school office either in person or on 020 7639 0431, to make an appointment.

SENCO – Miss Nash

Head of School- Miss Askin

Senior Head Teacher – Mrs Laverick

Inclusion Governor – Rosemary

How will my child be welcomed into the school/setting?

To help children feel welcome we personalize their transition process, using a range of different strategies that best meet their needs. These may include:

- A tour of the school for prospective new children and their families
- A meeting with the SENCO, child and parent/carer; and if the child has been attending another setting, a transition meeting with the previous school
- All parents are invited to a 'meet the teacher' meeting in September to introduce themselves to you
- Transition books for the summer break with photos of the school and key staff so parents/carers can use these with their child, where such an approach would be beneficial in helping the settling in period for the new term

How will my child be supported to be part of the school/setting?

Children with SEND are supported through the regular opportunities provided to all children – high quality teaching, excellent play opportunities and supportive staff. Where appropriate we may also support through the following:

- Individualised support to children who are following individual targets – this is provided according to need and recommendations from external professionals
- Independent Speech and Language Therapy to support individual children and groups
- Drama Therapy, supporting children through the creative therapy
- Family Support Worker, whose role is currently developing and will involve providing additional support to individuals and families in and out of school

How accessible is this school for my child?

- Our school is made up of two separate buildings
- One building is a two storey, Victorian building, with three flights of stairs and no lift facilities
- Our other building is a one story modern building that is wheel-chair accessible
- Where possible we will make reasonable adjustments to our building in order to support access needs
- The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children
- Our classrooms are communication friendly and staff and children are learning to use Makaton (a key word signing approach) to support all children, through our 'sign of the week'

For more information, please see our Accessibility plan on our website at:

<http://www.camelotprimaryschool.co.uk/school-policies>

How is behaviour managed?

Positive behaviour in school is essential. We believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, safe in a positive environment, allowing them to learn and develop to their highest potential. We encourage positive behaviour through setting high expectations and developing good relationships with children as well as parents/carers based on trust.

When a child's behaviour is unsatisfactory, staff at the school use a wide range of sanctions to discourage this behaviour. We always deal with each incident individually, taking into account the age and understanding of the children concerned. All staff follow our behaviour policy, as well as individual class rules that have developed by all children and adults within the classroom.

A small number of children may benefit from an individualised approach to managing their behaviour. We use behaviour charts, which outline the targets for the child and are reviewed weekly.

Please see the link below to the school's Behaviour Policy.

<http://www.camelotprimaryschool.co.uk/school-policies>

What extra-curricular activities can my child participate in?

We do not discriminate against children with SEND, and all extra-curricular opportunities available for children without additional needs are available to those children with SEND and we endeavour to ensure that all extra-curricular activities as well as school trips and journeys are available to all.

- Risk assessments are carried out for each trip and suitable number of adults will accompany the pupils, with 1:1 support if necessary
- Parents/carers may be invited to accompany their child on a school trip if necessary
- Breakfast club and a wide range of after school clubs are available to all pupils. When necessary, vulnerable pupils may be given priority and adjustments will be made to support their participation

Please see the link below to the After School Club:

<http://www.camelotprimaryschool.co.uk/after-school-clubs/>

How will teaching be adapted to meet the needs of my child?

At Camelot, all teachers are focused on providing all children with Quality First teaching. This means that we focus on the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching is based on:

- the teacher having the highest possible expectations for your child and all pupils in their class
- building on what your child already knows, can do and can understand
- different ways of teaching being in place so that your child is fully involved in learning in class – this may involve things like using more practical or visual methods of learning
- clear objectives that are shared with the children and returned to at the end of the lesson
- lively, interactive and creative teaching styles, across the curriculum
- the provision of stimulating and challenging learning experiences
- good feedback to the children about what has worked and ‘even better if’, so that children know what their next steps for learning are
- opportunities for the children to assess themselves and their peers as relevant.

As part of Quality First Teaching, all teachers differentiate: this means they tailor their teaching to meet a child’s individual needs. They might change the content slightly, or how they teach, or the product expected at the end of the learning – all based on what works best for your child.

For further information about the school curriculum please click on the link below:

<http://www.camelotprimaryschool.co.uk/camelot-curriculum/>

How will I know how my child is doing?

At Camelot we strongly encourage parents/carers to attend all termly parents’ evenings, as this is a critical opportunity for you to find out about your child’s learning and development, it is also an opportunity for you to share with your child’s class teacher any of your child’s achievements and strengths that you would like us to celebrate in school. We also have regular achievements assemblies, to which you are invited. If you would like to speak to your child’s class teacher or SENCO about your child’s learning and any additional time, please make an appointment with them.

What skills do the staff have to meet the needs of my child?

- All teachers in the school are qualified teachers who have access to a range of support and training opportunities across the year
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Literacy difficulties and Speech and Language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Early Help Service, the Autism Support Team, etc.

What happens if I am worried about my child?

If you tell us that you are concerned about your child or you think your child has a SEND, please discuss this with your child’s class teacher initially. If you have any further questions, or you still have concerns regarding your child’s progress, please discuss this with the SENCO.

How do you identify children who may have special needs?

We use a range of strategies to identify whether your child has SEND or is underachieving their potential. These include:

- Some children come to school with their needs already identified by their previous setting/school – where possible we will contact these practitioners to find out what they have been working on and what needs to happen next
- For other children, we first provide high quality teaching and observe their response to this
- It is only when your child doesn't make expected levels of progress after having this teaching and we have ruled out other explanations, that we start making further assessment of SEND
- All identification or concern about additional needs will happen in close liaison with parent/carers

How will my child manage test and exams?

Continuous monitoring of each child's progress gives a clear picture of how each child is progressing. Teachers at Camelot use a range of assessment methods to determine what has been remembered, what skills have been acquired and what concepts have been understood. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

Ongoing formative assessment is carried out by teachers both formally and informally during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers own assessment folder and in children's books/folders.

Summative assessments (tests) occur at defined periods during the academic year such as pre-determined SATs tests and QCA optional tests. Summative tests are used alongside teacher assessment to help teacher in making end of year and end of key stage assessments. Class teachers ensure those with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with you about whether or not it is appropriate for your child to participate. The SENCO, in discussion with your child's class teacher will then determine whether any pupils with SEND require a reader, scribe and/or additional time to access the tests.

What happens if my child does have SEN?

We further personalise the planning and provision we make for your child – working together to decide what outcomes we want for the year or the term, and then what support is needed to achieve those outcomes. The plan is then put in place, monitored and reviewed to check if it's made a difference.

Some children benefit from small group work (sometimes called intervention groups):

- are either run or overseen by the child's class teacher
- focused on where the gaps are and using strategies that will close those gaps
- monitored by the SENCO
- may be run inside or outside the classroom.

We may also provide specialist groups or individual support as advised by external professionals if children would benefit from this approach.

For some children more specific, target led, small group or individual work will be needed to support their progress in school. This may involve working with a teacher, teaching assistant or other professional for example a speech therapist. This additional support may take place in or out of the classroom depending on the needs of all pupils.

Please note that not all intervention groups are to support pupils with SEND. Some children may benefit from a targeted intervention to support in a specific area of learning that is not a special educational need, for example reading or spelling.

How will you find out more about what my child needs?

The class teacher is responsible for every child, and on a daily basis observes and assesses what your child needs, how they are responding to the teaching and what changes might need to be made to this. If the class teacher would like support in assessment or provision, they discuss this with the SENCO. The SENCO and the teacher then work together with your child and you to find out more about what your child needs in order to progress and develop in their learning.

What will you do once you know what my child finds difficult?

We put a plan together, implement it and give it some time to work. We set a date to review it, and then come back together to discuss whether it's made a difference.

What extra support can be brought in to help the school meet the needs of my child?

There are a range of services we draw upon –

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Paediatricians (including the Social Communication Clinic at Sunshine House Child Development Centre)
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Welfare Officer (EWO) to support if a child's SEN is affecting their attendance
- Specialist teaching staff (e.g. specialist teachers for literacy difficulties, teachers for the Deaf, teachers who work with children with visual impairment or Autism, etc.).

Parents are consulted and consent is sought when making a referral to the services above.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the provision that the school is able to provide, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care (EHC) Plan is needed. These plans used to be called Statements of SEN. Having an EHC Plan means your child needs a very significant amount of individualised support that cannot be provided from the budget available to the school. It also usually means their needs are very severe, complex and likely to have a lifelong impact on their learning and development.

If you think that your child needs more help than the school can provide, For your child this would mean:

- The school (or you) can request that the local authority carry out an assessment of your child's needs. This is a legal process which would set out the amount of support that will be provided for your child if they had an EHC Plan
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including from you), they will decide whether they think your child's needs are complex enough to need an assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this assessment, they will ask the school to continue with school-based support
- After the reports have all been sent in, the local authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site:

http://www.southwark.gov.uk/info/200226/special_educational_needs/1055/sen_assessments

What if the LA says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. The school will also be informed and asked to review or continue with the support at the current level, and also set up a meeting in school to make certain a plan is in place, to ensure your child makes as much progress as possible.

How will the school help my child manage the transition to another school?

- We will contact the school Inclusion Manager and ensure that they are aware of your child's needs
- We will make sure that all records about your child are passed on as soon as possible

How will the school help my child to manage the transition into a new class?

- A full training day is allocated for class teachers to share key information about the children in their class, including differentiation strategies, successful behaviour management strategies and your child's strengths and needs
- Where appropriate school provides transition books for the summer break with photos of the school and key staff so parents/carers can use these with their child, where such an approach would be beneficial in helping the settling in period for the new term

How will the school help my child manage the transition into secondary school?

- We will liaise with the SENCO of your child's new school, organising a transition meeting if necessary. Your child will be invited to attend all or part of the meeting as appropriate.
- Where possible your child will have the opportunity to visit their new school and as necessary and if the secondary school is in agreement, a familiar member of the support staff team will attend additional taster days with your child
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Where appropriate your child may be supported with a transition book, to prepare them for the changes when moving to secondary school

How will the school fund the support needed for my child?

Part of the school's budget has been allocated to help meet the needs of pupils with SEND. At Camelot we manage these resources effectively and try to ensure that pupils receive adequate support to help them make progress.

How are decisions made about funding and what can I do if I'm unhappy with this?

Governors set the budget at this school and the Senior Leadership Team and SENCO reports regularly to the governing body on how resources are deployed.

Where can I or my child get further help, information and support?

The first port of call is your child's class teacher or school SENCO. The school website is also regularly updated, and is an important source of information for parents/carers, as well as links to other helpful sites.

There are local drop-in services for parents/carers for children with SEND (e.g. the drop-in at Sunshine House Child Development Centre on Friday mornings). Our local Children's Centre's are Please speak to the SENCO if you would like further information on drop-in services.

Where can I find out about what is available locally for me, my family or my child?

Each local authority is producing their own local offer, depending on which borough you live in.

- Southwark Local Authority has published its own Local Offer which can be accessed through this link: www.localoffer.southwark.gov.uk

You can also contact:

- Southwark Parent Partnership Service - www.southwarkparentpartnership.co.uk/
- Information and Advice or Support Service - www.iassnetwork.org.uk/
- Family Information Service - www.southwark.gov.uk/info/200017/children_and_families/545/family_information_service
- The National Charity Contact a Family - www.cafamily.org.uk/

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/carer is happy with what is in place for their child. If you have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with your child's class teacher. In most instances, issues are resolved at this stage. However, if you remain unhappy you can also speak to the SENCO, a member of the Senior Leadership Team or the Head Teacher. There is a copy of the school's complaints procedure on the school website.