



Special Educational Needs & Disability Information Report 2016-17

By demonstrating our school values, children at Camelot will develop a love of learning, independence, skills and knowledge to fulfill 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 opportunity to model our school values.

What are special educational needs (SEN) or disabilities?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015).

SEN “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 a young person has a learning difficulty if he or she:

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

Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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 affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To do our best to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other out-side agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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 of the changes happening locally such as how to apply for an EHC 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/>

How do we identify pupils with SEND and assess their needs?

At Camelot Primary School we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment/observation).

Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against English and maths targets
- Performance against National Curriculum expectations
- Standardised screening or assessment tasks (eg Reading Tests, Language Link, Speech Link and Read, Write Inc.)
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments

If it seems that a pupil may have special educational needs the Special educational Needs Co-ordinator (SENCo) will look into:

- areas of strength
- areas for difficulty
- steps of support

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is monitored and can be changed once the impact is assessed.

At Camelot Primary School we follow a graduated support approach which is called 'Assess, Plan, Do, Review'.

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing, although more formal each half-term.

Where interventions are delivered to children with identified needs, these are monitored against the criteria specific to each intervention. Outcomes are evaluated and discussed in light of these results, and through staff discussion at the end of each term.

Across the school, almost all children on the SEND register make expected progress in line with their starting points; many make better than expected progress.

How do we involve parents/carers and pupils in their education?

- We have an open door policy and we will always make ourselves available to discuss your child.
- We listen to what parents/carers 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.

In what ways do we assess and review progress?

- Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this.
- For particular children more in depth assessments may be required. Some of these can be carried out by our SENCo and sometimes we ask external agencies to carry these out. (This is particularly in the case for applying for an Education, Health and Care Plan).
- Statements and Education, Health and Care Plans (EHCPs) are formally reviewed annually and all adults involved in the education of the child invited.
- All children are formally assessed at the end of Early Years, key stage 1 and 2.

How do we support pupils to move between different phases of education?

- Transitions are carefully managed both within and across settings.
- Time is taken to ensure that the transitions can be made successfully.
- A programme of meetings and visits is organised and these will involve the child and parents/carers as well as professionals. The programme will vary according to the particular needs of the child but will usually involve a visit from the new setting's staff as well as a visit to the new setting by the child.
- Transition books may be made, for example for children with Autism, providing photographs and visual prompts to support the process.
- Information is always transferred securely, either by internal or signed for mail.

What is our approach to teaching pupils with SEND?

- Class staff teams know their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Arrangements can be made for the provision of specialised equipment if necessary.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How do we adapt the curriculum to meet the needs of your child?

In most cases, a 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. We act on advice given or recommendations made by other professionals or services. This enables us to personalise the learning.

How are staff in the school helped to support pupils with SEND?

We make every effort to ensure that staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils 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 or Cherry Gardens Support Service.

How do we evaluate the effectiveness of the provision made for pupils with SEND?

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. We are continuously assessing, responding to what the children tell us and adapting our provision based on this.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to achieve their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared with staff, governors and be judged by external moderators such as Ofsted.

How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?

In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as much as they can. We will risk-assess and if possible make the adaptations needed in order to meet individual needs. The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.

What provision is available to support social and emotional development?

We have a pastoral support team in place to support the emotional well-being of our more sensitive or vulnerable pupils. Kick London provide sessions to promote positive friendships. A professional counselling service which is school-based and provides some children with weekly counselling. The Art Therapist allows some pupils to have time to express themselves in a 1:1 setting based around art activities. GLIM supports pupils experiencing difficulties dealing with their emotions generally and more specifically dealing with conflict. Regular assemblies address more whole school themes such as Anti-Bullying Week. It also shares and celebrates the successes and achievements of pupils and sometimes staff.

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

After assessment and discussion with the school team, a range of services may be available to us. Referral is often via a CAF (Common Assessment Form). They include:-

- Early Help Service at Southwark
- Education Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Autism Support Team
- Speech and Language therapy services
- Visual Impairment Team
- Summerhouse Primary School
- Cherry Gardens Outreach Service
- GLIM (Guidance Leadership Inspiration Motivation)
- Kick London
- Art Therapy
- Springboard (literacy support)
- School Nurse
- Education Welfare Officer (EWO)
- Family Support Worker

Arrangements for handling complaints

We value open communication and staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion.

Contact details

Head teacher: James Robinson

Deputy Head for Inclusion: Walatta Trew

Inclusion Manager: Lucy Gawthorpe

SENCo: Louise Jinks

SEND Governor: Rosemary Blomfield

Telephone: 0207 639 0431

Email: general@camelot.southwark.sch.uk

Links

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

- SEND Policy
- Assessment Policy
- Curriculum Policy
- Complaints Policy

Last updated on 11.11.2016