



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

Our vision and how we hope to achieve it:

Our school motto is 'Together Everyone Achieves More. Our motto spells **TEAM** and we work as such to ensure our children are ready for the next stage of their life.'

We will achieve this by:

- Ensuring no child leaves Crowland without achieving national expectations.
- Instilling positive values, morals and a sense of belonging.
- Inspiring each child to become lifelong learners.
- Supporting children, to achieve the highest standards in their learning.
- Giving children an awareness of their diverse local community, the country in which they live and the wider world.
- Providing a clear, stimulating, creative environment where children feel safe, happy and valued.

Type of school

Crowland is a primary school for children aged 3-11. There are two classes in each year group. We have one nursery class. There are 420 children in the school.

Our Ofsted rating

In our last Ofsted inspection, (2nd and 3rd July 2014) Crowland was rated as '**outstanding**'.

How we know if a child has special educational needs

During the summer term, teachers meet to discuss the needs of children in their class. We invite all parents/carers into the school during the first week of the autumn term to meet their child's class teacher and discuss any concerns they have regarding their child's educational needs.

If a child has a special educational need it is very important that they get the help they need as soon as possible. The Assistant Head of Inclusion meets with the class teachers each term to discuss children in their class who are on the SEN register. In order to ensure that any unknown special needs are identified early, all pupils are assessed within the first two weeks of starting school. When a child starts the school, parents have to fill out an admission form, where they have to state whether their child has a special need or medical condition. This information is then given to the Assistant Head of Inclusion, who shares it with the class teacher. The school will liaise closely with any previous setting to support early transitions.

What we do to help children with special educational needs

A provision map listing all the different types of interventions is compiled by the Assistant Head of Inclusion and children are identified according to their needs for targeted support.

Before this is put into practice, pupil progress meetings are held termly where children are discussed with the class teacher, Head, Deputy and the Assistant Head of Inclusion. We are committed to early identification of children with additional needs. An initial concern sheet is completed by the class teacher, stating the concern and the different strategies used in the classroom and their impact. This is given to the Assistant Head of Inclusion. We then meet with the parent to discuss the child's needs. We agree a programme of support that is carefully targeted on the particular area of difficulty. Interventions are delivered.

To see whether the support is having an impact, a time frame is set and further assessment takes place. Each child has a provision map outlining what additional support has been identified. This is reviewed termly with the class teacher and the parent. Those children with an Educational Health Care Plan (statement) have Annual Review meetings, where all professionals involved with the child are invited.

What local support, outside of school, is there for the parents of pupils with SEN?

Information about local support is located here: www.haringey.gov.uk /local offer

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

How we adapt our teaching for children with special educational needs

Children with special educational needs are taught alongside other children but lessons are differentiated so that all children in the class can access the lesson, learn and make progress at their own level. We achieve this by delivering high quality teaching and differentiated lessons. Teachers have high aspirations for all children. All class teachers are involved in planning, monitoring, and providing support for all pupils in their class. Teaching Assistants are deployed to support children according to their need.

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

The senior leadership team discuss in depth with the Assistant Head of Inclusion the needs and requirements of all children. The impact of any interventions are evaluated and discussed. The budget is allocated following consultation with the governors. Parent's views, are sought by the Assistant head of Inclusion at review meetings. Outcomes of progress data are analysed and the children views are sought as well.

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

At Crowland, we work hard to maintain good home/school links. We have fortnightly newsletters with general news and events that are happening in the school. We have parent/carers evening three times a year and we send all parents and carers a report about their child's progress once a year.

Pupil progress meetings are held termly to monitor children's progress, with the Head teacher and Deputy head. This also gives the team the opportunity to identify those children needing extra support.

For children with special educational needs, we have progress review meetings each term. We endeavour to arrange meetings at a time that will allow parents to attend.

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

Children need to behave appropriately in order to learn. All staff seek to praise children and give them encouragement whenever possible. It is the school's intention to actively look for success in every child and celebrate it. We operate a positive behaviour management policy.

If a child has a particular difficulty, their class teacher will have support from the Assistant Head of Inclusion and the Pastoral team. The Pastoral Team works to support with children who have emotional and social issues. They also monitor attendance and managing behaviour in the playground and in the classroom.

We have peer mediators and prefects in the playground who give children the opportunity to find a solution to their problems, which everyone accepts and thinks is fair. They also support vulnerable

children.

At Crowland, we have a clear anti bullying policy and an anti-bullying code, which is shared with the children. We have a full time Welfare Assistant who is responsible for medical needs in the school.

The children have a voice at Crowland Primary School. We have a school Government with representatives from each year group. The school government meets fortnightly to discuss issues which pupils wish to raise about any aspect of school life.

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

Sometimes a child will have needs that require input from a specialist outside the school. We have access to the following support;

- School Counsellor
- Speech and Language therapy
- Language Support
- Occupational Therapy
- Educational Psychologist
- Educational Welfare Officer
- Hearing Impaired Service
- Visually Impaired Services
- Behaviour Support Services
- Children Services
- Police Community Support
- Youth Offending Service
- School Nurse

We always ensure that we inform parents if we think additional support is required before we contact other specialists, except when guided by children services in exceptional circumstances.

The training our staff have had or are getting

At Crowland the inclusion manager is qualified teacher and is part of the senior leadership team. She regularly attends courses to update her knowledge. Most of our staff are experienced teachers and teaching assistants who have supported pupils with special educational needs. All new staff receive an induction that informs them on the SEN procedures within the school. At least two of these focus on special educational needs to make sure that every teacher :

- Understands the different special educational needs
- Is familiar with the child protection policy and its procedures.
- Develop understanding of disability
- Know how to support the needs of children with SEN.
- Know how to plan and teach their lessons in a way that is appropriate for children with special educational needs.

All staff are required to attend training.

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

Any trips or outings we plan always include children with special educational needs and or disabilities. We ensure that if a child needs extra support, it will be provided. We always consult with parents/carers before arrangements are finalised.

Our school environment

Our school was rebuilt in 2007, due to a fire that destroyed the interior of the building. All the classes are fully accessible, and support all children with various disabilities e.g. children with mobility issues.

We have a disabled toilet situated close to the reception area and a medical room and a lift. Access to the main building is via stairs or slopes.

How we prepare for children/young people joining our school and leaving our school

New children joining our nursery are invited to an open day with their parents. This gives parents and child the opportunity to see the environment, meet, and talk to staff.

During the end of the summer term, all the children get the opportunity to meet their new teacher in their classrooms.

We invite all parents and carers of children joining the school or going into a new class to meet the child's class teacher at the beginning of the Autumn term.

We help older children to prepare for their secondary transition, by working closely with their local secondary school. Children with special educational needs are involved in a transition programme. For children with a statement/Educational Health Care Plan (EHCP) the inclusion manager from the relevant secondary school attends the children's annual reviews. All information regarding children is passed onto the secondary schools.

How parents are involved in school life

At Crowland Primary School, we are keen to forge strong links between home and school and recognise that parents have a crucial role to play in the education of their child. The success of our school is dependent upon the strength of the partnerships we build with everyone in our school community.

We always aim to keep parents informed and involved with what is going on in school through newsletters, notes and through the school's web site. We hold a fortnightly coffee morning to give parents the opportunity to express their views and ideas regarding the school. Questionnaires are sent out to gather parents' views. Every morning, there is a member of the senior management team in the playground. We hold 3 parent teacher consultations each year, once a term. During the summer term, an annual report of the child's progress and achievement is written for every child.

For those parents whose language is not English, staff members can act as translators. There is a Friend of Crowland Association and parents /carers are represented on the school's Governing Body.

Who to contact for more information or to discuss a concern

If you wish to discuss something about your child, this should initially be the class teacher.

Alternatively an appointment can be requested with the following people

- Assistant Head of Inclusion - Ms Maureen Dyer
- Deputy Head - Ms Rachel Mardenborough
- Assistant Head - Mr Anthony Campbell
- Head teacher - Mrs Melisha Trotman

If in doubt, ask the school reception

The school telephone number is 0208 800 4553

Our offer to children with special educational needs and disabilities was prepared in [May 2014]

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