

West Ham Church School

SEND Information Report

(Regulation 51 Schedule 1, Code of Practice 6.79 – 6.83, [Children and Families Act section 69](#))

Our vision for education

We strive to achieve an inclusive learning environment for all, where children are encouraged to reach their full potential, not only academically, but also as independent individuals. Our inclusive environment encourages children and parents to naturally adopt the school's vision.

The school opened in 1723 as the first parish charity school in West Ham and also the first school to open in what is now the Newham area. It was held in the porch of the neighbouring All Saints church and the school's mission statement states that the school began in order to teach the poor children of Plaistow and Stratford to read and it was attended by 10 boys. Girls were first admitted two years later in 1725. Today there are 320 children on roll and we are in the process of having a new KS2 building project to be completed in July, 2016. We are a one and half form entry school. Almost 300 years after the school first opened, we still have the premise of the school at our core.

We have an excellent working relationship with the local authority agency teams, who provide guidance, assessments and recommendations, ensuring that all children meet their potential.

Which special educational needs are provided for in the school?

At West Ham Church School (WHCS), we provide small group and 1:1 support for children with Autism, Down's Syndrome, Speech, language and communication difficulties and social, emotional and behavioural needs. As our number of children on role grows, we are learning how to support a wider range of special educational needs, seeking support, guidance and our own research into supporting children in the best way possible.

Which policies are used to identify children and young people with special educational needs and assessing their needs?

- **Our SEN policy outlines our approach to SEND, from identification using a graduated approach and make provision through the 'Assess, plan, do and review' cycle to support and ensure all children are provided for and make progress.**
- **Our Inclusion policy informs on how our vision is in place and in practice, reflecting our diverse community.**
- **The behaviour policy sets out our expectations and how we address behaviour through rewards and sanctions. It also sets out our safer handling policy. This is utilised with,**
- **Our anti bullying policy where we have set out our clear steps for dealing with bullying regarding race, gender, homophobia and religion.**
- **Our accessibility plan details how we support children and staff with varying needs (Please see the disability equality section).**

- **Also the safeguarding and child protection policy**

Where can information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plan be found?

Together with the policies outlined above, our website contains a link to Newham's local offer, our disability equality scheme and disability accessibility plan, to guide and inform our approach to SEND.

The name and contact details of the SENCO:

Inclusion is led by the Deputy Head Teacher: Felicia Lord-Attivor, who can be contacted on the school's phone number: 0208 534 3904

with a team that consists of:

A part time SENCO - Mary Hooper, an assistant SENCO and HLTA (specialist in SEND)

What are the arrangements for consulting parents of children and young people with special educational needs and involving them in their education?

Parents are initially involved through signing the home school agreement where our expectations for behaviour, homework etc are set out. Parents are expected to sign this when a child starts school.

All parents / carers can meet with teachers informally at the start of the day or provision is made available to leave a message at the office or with our family support worker.

Three times per year we hold formal parent teacher consultation meetings where progress, concerns and targets are shared. Other meetings are arranged as necessary.

Where teachers have an initial concern regarding a learning issue, a meeting is arranged with the parent/ carer to gain their perspective and plan for the way forward.

Where a child has an in school plan, parents are invited to attend (meetings rarely take place without a parent/carer in attendance) and their views are sought and reported.

In the summer term, parents/carers receive a written end of year / annual report as a summary of the child's progress during the year and we include a reply slip for feedback and comments on the report.

What are the arrangements for consulting young people with special educational needs and involving them in their education?

Pupil conferencing takes place between teachers and pupils. Children's views on their learning are sought and this feeds into target setting and reviewing. We also use, 'I can' statements.

Where children are unable to verbalise their contributions, we rely on parents/carers observations on their child's approach to school life and observations of support workers who may have recorded observations of a child's response to a range of situations.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes? This should include the opportunities available to work with parents and young people as part of this review.

A cycle of, 'assess, plan, do and review', is used to address needs in a short focused cycle to address concerns and ensure successes. This includes reports and support from multi agencies, specialist assessment systems such as 'B squared' and the use of P Scales. Also, all children on our SEND register have a, 'record of achievement ', to celebrate achievements and evidence for assessment.

We involve parents in a range of ways to keep abreast of their child's education:

When children begin school at the start of the year in nursery and reception, a home visit takes place. The parents of mid phase children meet with the family support officer.

Termly curriculum newsletters

Parent teacher consultation meetings

Mid phase meetings and induction

Annual report to parents

Coffee mornings

Parent questionnaires

In school plan reviews

We have recently set up a parent support group run by local authority SEN specialists.

8. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society?

Our life skills project for SEND children is planned as part of the curriculum to provide independence building activities and visits within the locality.

We have a transition programme that supports children as they move to the next phase every summer term. Children get to know their new teacher and classroom so that the settling process is quicker in the autumn term.

Other opportunities include:

Induction process for mid phase entries

Learning mentor support for identified children

Transition meetings between current and next teacher /school

Year 6 children are selected for, 'The Brilliant Club', where they have access to a higher education programme

Year 6 speakers - visitors from a range of professions are invited to lead workshops about their career.

What is our approach to teaching children and young people with special educational needs?

Teachers get to know all children in their class and use previous reports and information from the SENCO team to find out the ability and particular strategies that work well with every child. Where children have a support worker, teachers plan for 'quality first teaching', having a part in every child's learning.

Differentiated activities are planned in every subject to reflect children's abilities and support them to close gaps in their learning.

Focused interventions recorded and tracked using provision maps.

How have adaptations been made to the curriculum and the learning environment of children and young people with special educational needs?

- **The school is single storey, part of the reason that many parents of children with specific needs have chosen our school. Adaptations have been made to the building to ensure accessibility for wheelchair, assisted walking aids and buggies.**
- **We have a large field which houses an adventure trail and a pavilion. This is used by individuals and whole classes for exercise, play and enhancing the curriculum.**
- **We have a member of staff working towards the Forest School accreditation. She leads sessions for EYFS and it is now a part of their curriculum.**
- **Use of resources e.g specific equipment is used in an area that SEN children access in short bursts (Study Bay) linked to in school plans.**
- **Sharing of resources, e.g EYFS bikes for strengthening muscles for some children in KS1**
- **Simplified tasks and learning objectives linked to In school plans.**

The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured?

- **Training for teachers and teaching assistants in:**
- **Autism awareness**
- **Intensive interaction**
- **SCERTS**
- **Colourful Semantics**

from LBN's specialist support teachers and advisers

- **Training by all members of the SENCO team**
- **HLTA (SEND specialist) modelling and training teaching assistants**
- **Use of an educational psychologist**
- **Two 'Thrive ' practitioners**
- **WHCS took part in the 'Maximising the Impact of Teaching Assistants' programme through the Institute of Education, which led to a turnaround in practice.**

How does the school evaluate the effectiveness of the provision made for children and young people with special educational needs?

- **Child and parent / carer views**
- **Use of assess, plan, do and review cycle**
- **Data used to analyse progress and impact**
- **SDP review**

Details of extra-curricula activities that are available for pupils with SEN?

We have a wide range of craft, sports and arts clubs on offer at lunch time and after school that all children are invited to attend. Where children with SEN would like to attend, risk assessments may take place and additional staff may be required.

How are children and young people with special educational needs enabled to engage in activities available with children and young people who do not have special educational needs?

Our ethos is highly inclusive (See our vision), we are a small school where all children play and learn together, particularly in the playground. Children include their peers and we rarely have incidents of bullying. We celebrate autism awareness events and teach children through our values and Christian ethos to respect and value each other. All children attend educational visits and where needed, extra support and resources are provided. For educational visits, an additional risk assessment is undertaken by the lead teacher.

What support is there for improving emotional and social development? This should include extra pastoral support, arrangements for listening to the views of children and young people with special educational needs and measures to prevent bullying include information on their school's approach to fostering good relationships and reducing bullying.

- **Home visits at the start of schooling in EYFS**
- **Curriculum that includes British Values focused work**
- **'Thrive' (PSHE) programme takes place**
- **PSHE lessons include discussions about bullying and stereotyping**
- **Collective Worship that includes SEAL themes**
- **'Worry' boxes in every class**
- **Educational psychologist involvement**
- **Early help programme (through Safeguarding)**
- **Learning mentor support**

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families?

- **Use of school nurse services**
- **Close work with social care where needed**

What are the contact details of support services available for parents of children and young people with SEN? Please see Newham's Local Offer

<https://www.newham.gov.uk/Pages/ServiceChild/Support-in-school-for-children-with-SEN.aspx> the link on our website or

Special Educational Needs (SEN)

London Borough of Newham

Newham Dockside

1000 Dockside Road

London E16 2QU 020 8430 2000

Details of the school's contribution to the local offer and where the local is published?

<http://www.westham.newham.sch.uk/sen-local-offer.html>

Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN?

Where we have looked after children with SEN, our designated safeguarding officer, Felicia Lord-Attivor and our family support worker, liaise closely with social care, the local authority, the virtual school and all agencies involved.

Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school?

Initial concerns should be raised with the class teacher who will consult the SENCO. After this, Newham's complaints policy must be followed.

The arrangements for the admission of disabled persons as pupils at the school?

Initially, all information is gathered to consider the needs of the child. A risk assessment is carried out then actions are addressed. A transition period takes place, agreed by the parent/carer, school and agencies involved in the care of the child. West Ham Church School is fully accessible for wheelchairs, we have a medical room and fully trained paediatric first aiders. Please also see the, 'Disability equality' section of our website.

If there is any other information that you would like to find out or if you have any questions, please contact Felicia Lord-Attivor, SENCO, who will be happy to help.