

## SEND Information Report 2022-23

*Our vision is to enable all of our children, with God's guidance, to know and appreciate the wonder of God's creation, to live in harmony embracing differences, to always act with compassion inspired by the example of Jesus, and to have the strength to follow their dreams and achieve their goals.*

*With God, all things are possible – Matthew 19:26*

### Aims Inclusive Education

Our SEND policy and information report aims to:

- Set out how West Ham Church school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At West Ham Church Primary School we believe that **inclusive education** supports all children to be successful learners and nurtures their emotional and physical wellbeing. **Inclusive education** is where different and diverse students learn alongside one another in the same classroom; it values the diversity of the students and the unique contribution each child brings to the classroom. Research has shown that inclusive classrooms can benefit all children giving them:

- a sense of belonging
- adapted tasks/activities to meet children's individual needs
- opportunities for everyone to learn
- a sense of worth
- a space where differences are less recognised
- access to the teacher, teaching assistants and specialists

By having the right access at the most appropriate times alongside their peers, children with SEND can benefit from the opportunities and experiences offered in the mainstream classroom.

We are a one and half form entry school and provide high quality education for a range of special educational needs and disabilities (SEND). All children are welcomed and we have a strong commitment to meeting the needs of our pupils with SEND. We have high aspirations for all of our pupils, including those with SEND, and aim to remove barriers to learning. Children currently attending our school have a range of special educational needs and disabilities, including speech, language and communication difficulties, hearing

impairment, autistic spectrum disorders, dyslexia, social emotional and mental health difficulties, and Down's syndrome. We believe in the benefits of early intervention and all of our staff are involved in assessing needs from nursery onwards. We work in close collaboration with outside professionals where appropriate.

### **The types of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Down's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The usual route for identification includes the referrer completing a Record of Concern form alongside the SENDCo. Exceptions to this would include significant trauma or injury.

All identification takes place following the recommended Graduated approach – Assess, Plan, Do, Review. Whilst assessment and identification take place a pupil may be placed on the 'Monitoring' list. This enables all staff working with the pupil to be aware of the plan in place and provide additional support as identified. This may include an Early Support plan, which would include specific targets and timelines.

## **Admissions**

The London Borough of Newham is the admission authority for all maintained schools located in Newham with the exception of the faith schools who are their own admission authorities. West Ham Church Primary School is a Voluntary Controlled Church of England School in the London Borough of Newham meaning we use their admission arrangements.

We offer prospective parents tours around the school every Tuesday morning. Once a school place has been allocated, and parents have accepted the place, we offer an opportunity to meet with our Learning Support and Family Worker to discuss individual needs. Our SENDCO may also attend where appropriate. When children with SEND start at our school, we arrange transition meetings with the child and family and relevant agencies to ensure that we have the appropriate support and facilities in place.

If you require a school place in Newham please visit the Newham website:

<https://www.newham.gov.uk/Pages/Services/Admissions-primary-school.aspx>

<https://www.newham.gov.uk/Pages/Services/In-year-admissions.aspx>

## **Our Inclusion Team**

Mrs. Lord-Attivor – Deputy Headteacher, Inclusion Manager, Designated Safeguarding Lead

Mrs. Qureshi – Assistant Headteacher, Special Educational Needs Coordinator (SENCO),  
Mental Health Lead, Deputy Designated Safeguarding Lead

[info@westham.newham.sch.uk](mailto:info@westham.newham.sch.uk) Tel: 020 8534 3904

Mrs. Nesbitt – Learning Mentor, Family Support Worker, Mental Health First Aider,  
Emotional Literacy Support Assistant (ELSA), Deputy Designated Safeguarding Lead

Mr. Forster – Mental Health First Aider

Mrs. Coles – Art Therapist

Miss Sperger and Miss Zocoloti – Specialist SEND teaching assistants

Mrs. Gutierrez – SEND School Governor

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns · Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are Notes of these early discussions will be added to the pupil's record

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for secondary school**

Transition visits are planned from year to year and at the end of each key stage, where visits are made and photographs and books are used to ease transition. Adults support this and reviews are held which include parents, children, teachers and other professionals. For primary to secondary transitions, all students go through a transitions programme to help them understand what it means to be "Year 7 Ready." Those with pupils with SEND will go through an individualised transition programme, which may include assistance from outside agencies. If necessary, they will be able to attend the new school a few times. For those who require it, a social story will be provided. The SENCo and parent support worker collaborate with secondary schools to develop a transition plan. We will share information with the school, pre-school, or other setting the pupil is moving to. Information is requested from schools and settings when a pupil joins West Ham.

### **Our approach to teaching pupils with SEND**

We believe that all teachers are teachers of children with SEND. We have a whole school approach to teaching and supporting children. We believe in a dynamic approach, in which children are supported in or out of class, depending on the learning taking place. All children start the day with their class, and then may go to small groups or into 1:1 sessions to support learning. The class teacher will keep an overview and the learning will be closely monitored. We also run a life skills programme to help children develop the skills they need to participate actively and constructively in society.

We use strategies such as:

- The Social Communication, Emotional Regulation and Transactional Support (SCERTs) framework
- Attention Autism groups
- Zones of Regulation groups
- Visual timetables
- Behaviour Plans
- Work stations
- Box Clever
- Colourful semantics
- Sensory learning
- Lego therapy
- Language groups

We have a fully equipped sensory room, a therapy lounge and we are in the process of constructing a sensory garden with a grant obtained from the local authority

All staff are given relevant training both in and out of school including on-going support from our inclusion team and from and visiting therapists and professionals

Planning is adapted with some children having individual inclusion plans (IIPS) which include the child's personalised learning targets . All teachers have an SEND file in which all resources and information is stored

Children are regularly assessed and their progress recorded and tracked through the use of photos, film and daily home/school books, as well as closely monitored planning and marking

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Detailed analysis takes place by the SENDCo of the progress pupils are making. This is shared with governors through the Head Teacher report
- Progress towards targets set at the beginning of the school year or upon entry to the school is monitored half termly
- The impact of interventions is reviewed termly or at the end of the planned intervention e.g. a 6- week programme
- Progress and attainment is shared with parents through individual inclusion plans termly
- Parents and pupils are fully involved in annual statutory reviews for pupils with Education and Health Care plans, recording and sharing their views within the meeting. Reviewing pupils' individual progress towards their goals each term.
- Using pupil questionnaires.

### **Adaptations to the curriculum and learning environment**

All children receive class teacher input via high quality classroom teaching:

- The teacher will have the highest possible expectations for all pupils in their class
- All teaching is based on building on what the children already know, can do and can understand
- Putting in place different ways of teaching so that every child is fully involved in learning in class. This may involve things like using more practical learning or providing different, specially adapted resources
- All lessons are adapted to meet the needs of the class
- Grouping of ability, mixed and independent work is used to support all pupils
- Putting in place specific strategies(which may be suggested by the SENDCo or staff from outside agencies) to enable access to the learning task.

### **Facilities available to support pupils with a disability**

The school site has two teaching buildings, one of which is all on one level and the other with two floors and accessible by lift. There are ramps to access the one of the sites.

- Access between outside buildings is suitable for those using wheelchairs or mobility aids.

The following equipment is available:

- Writing slopes
- Pencil grips and easy grip pencils

- Long loop and training scissors
- Sit-on wedges

Should a pupil wish to join West Ham, the school with additional physical, visual or auditory needs advice would immediately be sought from the Specialist Sensory service in Newham to ascertain if the environment was suitable. A visit from the parents would also be encouraged.

### **Expertise and training of staff**

- Our SENDCo and Inclusion manager both hold the National SENCo qualification and are employed full time to manage SEND provision
- We have a team of teaching assistants, including two LSAs who are trained to deliver SEND provision
- Staff are regularly trained to support
- We have a team of teaching assistants, including two LSAs who are trained to deliver SEND provision
- Staff are regularly trained to support the different needs of our pupils with SEND
- We consult professionals within Newham Council such as CAMHS and the Speech and Language when required, and Behaviour Support services for behaviour support.

### **Working with other agencies**

West Ham School has access to a number of external professionals, some of which are listed below. The referral process varies according to the agency; however, it is essential that teachers provide substantial evidence of strategies and interventions tried as well as outcomes before a referral will be considered.

We buy in an Educational Psychologist to carry out assessments.

We work with a range of external support services including:

- Educational psychology service
- Speech and language therapy
- Learning support services
- Language, communication and interaction service



- School nurse
- Physiotherapy
- Occupational therapy
- Deaf and visual impairment teams
- Complex needs team
- Social services
- CAMHS

All of these services work with the school to support children, teachers and families. They come into school to assess, support, train and report back to us regularly and can be contacted for advice when needed. The school's SENCO has a close working relationship with these services.

For more information on the Newham SEND Offer see link below:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

### **Extracurricular activities**

We offer a range of after school clubs and educational visits which are available for all children in the school. Support staff are provided when children need extra support and sometimes parents are invited as well. We operate a breakfast club, where children with SEND are welcomed with appropriate support in place.

We encourage our children with SEND to join in with all of our activities including karate, drama and dance, special music and art projects. We also encourage our children with SEND to attend residential visits. We offer specialist PE sessions for pupils with recognised SEND.

### **Securing equipment and facilities**

The SENDCo, in consultation with the Headteacher and Inclusion manager plan, based on need, to secure equipment and facilities to support pupils with SEN.

### **Social and emotional and mental health support**

We have two full-time Mental Health First Aiders, ELSA, Mental Health Lead and we employ an Art Therapist two days a week to support children who experience social,

emotional and mental health issues. We are also supported by a Mental Health Practitioner from **Child and Adolescent Mental Health Services (CAMHS)**. We run social skills and language groups to support children with their emotional and communication needs. We offer advocacy for children to express their voices and use a buddy system for any new children to our school. Personal, Social and Health Education (PSHE) is a subject with a high profile throughout the whole school. This is taught through on a weekly basis. We have a zero tolerance approach to bullying. Through strategic planning of the needs of pupils, mentoring, social skills or nurture is provided.

### **Complaints and Feedback**

It is always best to talk to the class teacher if you have a concern about a child in the first instance, or a member of the Senior Leadership Team, as issues can often be addressed quickly and effectively. All complaints about SEND should follow the school Complaints Policy which is available for all on the school website. Alternatively, please speak to the Inclusion Manager or a member of the Senior Leadership Team who can be found on the gate in the mornings and after school or parents can approach reception to make an appointment.

### **Parental Engagement**

We aim to work together with parents to best support the needs of the child. Parents are consulted regularly and we have an open door policy for parents of children with special needs and disabilities; the SENDCO and class teacher will always endeavour to be available to discuss concerns.

Each term, reviews are held with class teachers and outside professionals; our pupils and parents also attend to ensure their views are included in the meeting.

### **Looked After Children**

Regular personal education meetings (PEPs) are held in school to support our looked after children. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children.

### **Links with other policies and documents**

- Anti-bullying

- Behaviour
- Complaints
- Exclusions
- Supporting pupils with medical conditions.