

Tetherdown Special Educational Needs & Disabilities information report and policy

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Staff Responsibility:	T. McMeakin (SENDCo)
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Welcome to our Special Educational Needs and Disabilities (SEND) report (Summer 2019) which aims to inform parents about the provision available at Tetherdown for students with special educational needs. When we talk about 'provision' we mean what we provide in order to meet the specific needs of the child to help them make good progress at school, considering each individual starting point.

About this Information Report/Policy

This report answers some of the most frequently asked questions about the school and its provision for children with SEND. We will review and update this information report annually to reflect changes and feedback and to comply fully with current legislation.

If you need any more information please contact the SEND Coordinator (SENDCo), Ms McMeakin on 020 8883 3412 ext. 3 or e-mail tmcmeakin@tetherdownschool.org

Statutory framework

This report complies with the following areas of legislation and guidance:

- Special Educational Needs and Disabilities Code of Practice: 0-25 years. September 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting pupils at school with medical conditions at school. April 2014
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Equality Act 2010: Advice for schools DfES 2013
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- SEND regulations 2014
<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Our vision

At Tetherdown Primary School we are committed to supporting all pupils to fulfil their potential: academically, personally and socially. We want all our children to feel that they are a valued part of our school community. We strive to ensure that all pupils make a successful transition into adulthood, whether into employment, further or higher education or training through ensuring:

- A broad, balanced curriculum for all students
- Enthusiastic and committed staff
- An inclusive and supportive environment promoting wellbeing
- A range of stimulating extra-curricular activities

We will always involve parents in deciding how we best support their child

Our aims

We aim to make sure that all pupils with SEND get the support they need to achieve their potential.

Our key aims and objectives are:

- to provide High Quality First Teaching for all children, through monitoring the quality of teaching and learning throughout the school
- to create an inclusive learning environment
- to ensure that the specific needs of children are identified, assessed and provided for from the earliest possible age
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities
- to ensure that all school staff understand and fulfil their roles and responsibilities in providing for children's SEND
- to have the highest expectations for the progress which can be achieved by each individual pupil
- to enable all children, including those with SEND, to have full access to all elements of the school community
- to ensure that parents or carers are able to play their part in supporting their child's education
- to ensure that our children have a voice in deciding how their individual needs might best be met
- to ensure that all necessary resources are made available, where possible, to meet pupils' individual needs

1. What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or specific difficulties.

A child with SEND:

- has a **significant greater** difficulty in learning than the majority of children their 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 or mainstream post-16 institutions

We respect the fact that children with SEND may:

- have different educational, social, emotional and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

2. What kinds of SEND does Tetherdown School cater for?

Tetherdown Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

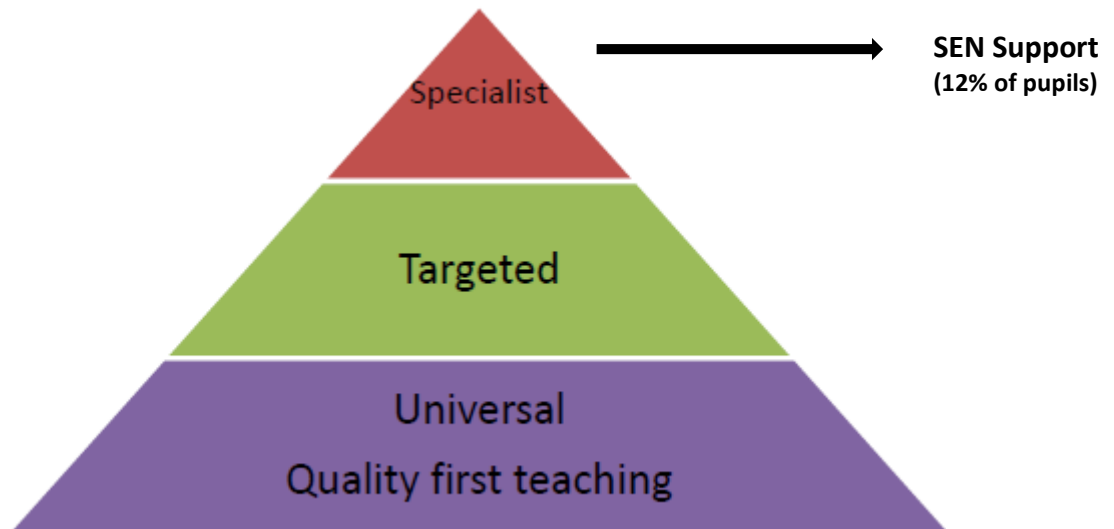
- **Communication and interaction**
E.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD)
- **Cognition and learning**
E.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and developmental coordination disorder (DCD), moderate learning difficulties (MLD), severe learning difficulties (SLD)
- **Social, emotional and mental health difficulties (SEMH)**
E.g. Attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder, OCD
- **Sensory and/or physical needs**
E.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

3. What is the school's approach to the identification and assessment of pupils with SEND?

The National Curriculum Inclusion Statement states that *teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use the appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum. (Code of Practice 2014)*

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and implementing effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

Graduated approach



Having **Additional Needs** is not the same as having a **Special Educational Need**

Additional Needs might describe the need for further development of a skill that a child finds difficult or requires extra practice to master, when compared to their peers or the need to consolidate or to fill any specific gaps in learning. Support for additional needs can usually be met through Quality First Teaching and differentiation or short term group work focusing on a specific learning gap or skill.

A Special Educational Need (SEN) would suggest the need for: intensive additional skill intervention, a learning approach adjustment/ long term scaffolding or support, additional and external assessment/diagnosis. If your child is identified as experiencing SEND need they will be formally listed on the Tetherdown SEN Register/census.

We assess each pupil's skills when they first come to the school. This builds on the information from the child's previous early years' provider or school, where appropriate and through the process of transition meetings. This provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have SEND diagnosed or identified we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Ensuring high quality teaching is normally available to the whole class is likely to mean that fewer pupils will require additional support. As part of Quality First Teaching, teachers will provide differentiated curriculum activities and/or targeted (closing-the-gap) interventions.

If a child's progress continues to be slower than expected the teacher will work with the child's family and the SENDCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they may have a special educational need.

Identification process within the school for teachers and parents/carers

1. If a staff member feels that there is a developmental or learning issue, they can seek informal consultation advice on how to best support the child from the SENDCo.
2. If a teacher, having implemented appropriate and advised class-based interventions and strategies, suspects that a child has potential Special Educational Need, the class teacher will formally submit their concerns to the SENDCo. This is done using a SEN CONCERN Form/360° questionnaire. The SENDCo will then observe the child in class, may further assess the child's main area of need and finally review all information in order to arrange a Formal Consultation meeting, inviting both the class teacher and the parent/carer to discuss the concerns and agree on a course of action.
3. If a parent or carer has a concern regarding their child's needs, they will need to arrange to meet with the class teacher to discuss the concerns, in the first instance. Following this, adjustments may be made by the class teacher. If the parent/carer's concerns remain, the class teacher can request to meet the SENDCo (as in point 2) with the parent/carer to help clarify the difficulties and any next steps.
4. Our regular assessment and monitoring procedures include pupil progress meetings which ensure that children who appear to progress more slowly than their classmates are picked up and monitored by the SENDCo and Deputy Head. We track these children to ensure that their progress improves within a term. If the above professionals identify that no progress is observed by the beginning of the next term, then a meeting is arranged by the Class Teacher to meet with the SENDCO and the parent/carer, for a 'Formal Consultation'.

Who makes the decision on whether a child has SEND?

The school has a moral and legal commitment to the children and will actively seek to support the needs of all children, but will always make a decision in collaboration with parents/carers and professionals. We will meet with parents/carers to decide how to proceed, and follow the school procedure with reference to the SEND Code of Practice definition. The school may also seek the advice of other professionals to guide our actions.

Professional Judgement

In deciding whether to make special educational provision, the teacher and the SENDCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

When considering if a child needs SEND provision we take into account:

- previous results of targeted support or interventions to close the attainment gap
- the pupil's previous progress and attainment (where the above support was being provided)
- the teacher's assessments and experience of the pupil
- the pupil's development in comparison to their peers and national comparative data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate
- identified area(s) of need

4. What are the school's policies for making provision for pupils with special educational needs?

Most of our pupils with SEND have their needs met through Quality First teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning strategies for different pupils and a range of non-individual interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENDCo will consider everything known about the pupil to determine the support needed and whether it can be provided by adapting the classroom offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below:

360° Review: Used by the class teacher to assess the child's needs in class and to identify areas of need.

Learning Plan: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. The Learning Plan is driven by targets: interventions and strategies will be monitored using entry and exit data. This allows us to assess progress, evaluate the provision and set new targets. Targets will be set every term by staff and reviewed with parents every term.

Education Health and Care Plan (EHCP):

Where the school has done everything it can to identify, assess and meet the special educational needs of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care Plan assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website www.haringey.gov.uk. Click on Children and Families tab which will take you to "Children with Special Educational Needs and Disability – Local Offer". As a parent or carer, you can also request access to further support by emailing Haringey on SEND@haringey.gov.uk

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care need they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision already in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEND in the school in Summer 2019 and the type of tools we use to plan SEND provision:

SEND Planning Tool	Number of pupils
Total number	40
SEND support	35
Education Health and Care Plans (EHCP)	5
No SEND	277
TOTAL	417

SEND Cycle

Every pupil in our school has their progress reviewed regularly and this information is shared with both parents and pupils. We hold Learning Plan review meetings three times each year; more detailed structured conversations with families around the child's learning and progress. A very small minority of pupils with SEND will have more frequent reviews. Teachers write End of Year Report for all children at the end of the academic year.

Reviews are usually led by the class teacher who holds good knowledge and understanding of the pupil's needs and attainment. The SENDCo or teacher assistant may also be involved.

Reviews involve the parents and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working so well – at home and school
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

Reviewing children's progress

Tetherdowns' SEND provision is mostly based on **reliable evidence** programmes/interventions. We assess children prior and post-delivery of each intervention in order to monitor their progress. The outcome of each intervention is recorded into the children's Learning Plan (LP) and shared with parents during termly LP's review meetings.

Children's attainment is tracked termly and can be shared with parents during LP review meetings, during parent consultations and at the end of Key stage years (Year 2 and 6).

We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the needs of pupils. They are summarised in the diagram below:



5. How does the school adapt the curriculum and learning environment for pupils with SEND?

Quality First Teaching - Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with SEN, to ensure that all children are able to make progress. We do this by planning **'differentiated' lessons** in which, for example, both a child with SEND and a very able child are invited to work to achieve different learning goals, within the same lesson.

However, for some children, it may not be possible for them to access a particular aspect of the mainstream curriculum, even with differentiated adjustments. This might be due to a specific learning need or because the child is at risk of becoming significantly discouraged by the continued attempts of grasp a concept. In this situation, specialised provision may need to be provided to ensure that the child continues to engage in a positive learning experience that develops the core underlying skills. (Attachment 1 - Whole school provision map)

For a small minority of children with severe or complex learning difficulties, access to a mainstream curriculum may be entirely inappropriate. These children will be supported to engage with a 'personalised curriculum' that takes into account the child's learning approaches and developmental needs.

To fall in line with best practice and the SENDA 2014 legislation, children with EHCPs will no longer be automatically allocated a dedicated 1:1 support. Instead they will often be supported in 1:2/ 1:3 to promote peer relationships. This approach is intended to minimise 'child-adult dependency' and seeks to ensure the development of core life skills. Teachers and Special Needs Assistants / Teaching Assistants work together to in order to insure SEND provision is regularly reviewed and well differentiated.

We work closely with families and partners to identify what disabled children and young people might need before they start with us, and what adjustments we might need to be made. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to access additional resources and support.

Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND.

This may also involve working with outside partners. For example, we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- purchase and implement specialist IT software
- Access to evidence-based interventions

In considering what adaptations we need to make the SENDCo will work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Special Arrangements during assessment times:

Tetherdown School provides additional support for pupils with SEND to be able to access end of key stage assessments when needed, for example, additional time, prompting, time-breaks, adults permitted to read for Maths and Writing assessments, scribes or enlarged print for the visually impaired etc.

Medical Needs

We are able to support pupils with the administration of medication where recommended by health professionals. (See separate Supporting children at school with medical conditions)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

6. What support is available for improving the (SEMH) social, emotional and mental health development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. At Tetherdown School, in line with our vision statement, "Where friendships thrive and children learn to discover a world of possibilities", we believe in a culture within the school that values all pupils. We seek to be a model of justice, tolerance, forgiveness and understanding, notable for our quality of care.

With the child at the centre of the learning process, we implement teaching by giving equal consideration to:

- Showing concern and respect for all pupils, staff and parents.
- Promote British Values
- Preparing pupils for entry into the wider community.
- Providing equality of access to the national curriculum.
- Providing a curriculum that challenges and extends the child's whole moral, spiritual, artistic and intellectual abilities.
- Celebrating and respecting all ethnicities in the school.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school.

(See Behaviour and Anti-Bullying Policy)

For children with more complex problems, **additional in-school** interventions may include:

- Advice and support the teacher - to help them manage the pupil's SEMH needs within the classroom, taking into account the needs of the whole class
- Small group sessions - to promote positive wellbeing, social development and self-esteem
- To support pupils during transition periods, break times
- Therapeutic work with the pupil/family, delivered by specialists (within or beyond the school).

7. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We review the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met (Pupil Progress Review -PPR- meetings). We use data monitoring processes to collate, review and monitor individual attainment and progress of SEND pupils through the system.

Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

1. SENDCo meets monthly with Headteacher
2. SENDCo meets termly with staff members and outside providers e.g. speech and language therapist
3. SENDCo observes children on a termly basis
4. SENDCo meets termly with SEN Governor (Mrs Camilleri).
5. SEND Cycle – see appendix A
6. SENDCo evaluates School SEND provision data on an annual basis.
7. We ensure that through our Continuing Professional Development programme all staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.
8. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

This report is presented annually to Governors who are responsible for monitoring pupil outcomes for all children, including those with SEND.

8. Roles

The role of the Headteacher

The Headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. She oversees and line manages the work of the SENDCO. In particular cases, the head

teacher may liaise with external agencies and the local authority and may chair some meetings. The role of the Class teacher

The Class teacher is responsible and accountable for progress and development of all pupils in their class:

- the teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCO/Teaching and Learning Manager
- Planning and delivering differentiated interventions for all pupils with identified SEND.
- These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention (with Tas and SENDCo's support) in securing progress to inform the next steps in a graduated approach for support.
- To support children's wellbeing.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the SEND Code of Practice and liaising with the SENDCo Manager, parents and pupils.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborated with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants to ensure quality provision for pupils with SEND focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

The SENDCo, Deputy Heads, Phase leaders and Class teachers are responsible for the timetabling and directed work load of the additional staff.

The role of the Special Needs Assistant/Teaching Assistant

They are responsible for the following:

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- Providing effective feedback to the teacher and SENDCo on interventions (Pre & Post assessments data).
- Collaborating with the SENDCO to match classroom provision to the specific needs of the pupil.
- Deliver specialised interventions with the support of SENDCo or other professionals.
- Delivering 1:1 support when necessary.
- Contributing to progress reviews or annual reviews.

9. What expertise and training does the school staff have in relation to SEND?

Designated members of staff are trained in;

Speech and Language ASD	Talk Boost intervention Oral to Narrative intervention Speaking and listening through narrative Access to speech and language therapist/service ELKLAN Attention Autism; Lego Therapy Makaton PECs
Social, emotional difficulties	Alex Kelly – Talkabout for children Autism – Anxiety and obsessions General behaviour strategies Access to School Counsellor once a week
Physical needs Sensory Needs	Handwriting - Nelson cursive writing English type (touch typing), Personalised sensory diets; Sensory circuit Self-regulation strategies Attendance 1:1 OT (Occupational Therapy) sessions
Cognition Specific Learning Difficulties e.g. ADHD + Dyslexia Memory	Read Write Inc. small group intervention + Literacy and Language + Acceleread/Acclewrite Turnabout General Wave 2 strategies
Individual teachers and support staff attend training courses relevant to the specific needs of children in their class.	

10. What equipment and facilities are available to support pupils with SEND?

Tetherdown Primary School is set on one site comprising of a Victorian and modern building connected by the Hub – glass structure housing the lift and central staircases.

Equipment available in our school for specific pupils to access at specific times includes:

- communication books (home/school books)
- devices for additional recording e.g. cameras, iPads
- SEND software e.g. Clicker 6, “WordShark”, “Widgit Online”, Autism Education Trust, NASEN
- visual and personalised timetables
- quiet areas
- work-stations
- reading rulers, privacy boards, noise reducing headphones, wobble cushions, variety of pencil grips

We are happy to consider purchasing other equipment if there is an agreed identified need.

11. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

Parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- reviewing targets within the Learning Plan
- providing written feedback on the Learning Plan
- Parent Consultation evenings
- SEND Open Door evenings
- During discussions with our SENDCo or other professionals
- Commenting and contributing to assessment, planning and reviews

If your child has a SEND statement or an Education, Health and Care Plan we will discuss their progress with you every term and have a formal, annual review with you and your child. If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

In extreme, rare cases, mainstream education might not offer the best SEND provision for a child. Further options will be discussed with parents and local authority SEND advisers in order to find a more suitable, specialised placement.

12. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is extremely important in our school. All children are consulted about their learning and how they feel about their progress through teacher/child conferencing. Where pupils have SEND, we will take extra care to involve them and enable their voice to be heard. Their involvement will be sensitively tailored to take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- school council
- annual pupil survey
- assemblies
- pupils' End of Year Report – pupil contribution
- children with an EHC Plan complete a pupil's feedback form

Children's Voice

The views of the individual child / pupil sit at the heart of the SEND assessment and planning and review process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

At times, we recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them. If

appropriate, children are invited to the SEND support plan review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

All pupils with SEND have specific goals and outcomes and they form part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

13. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENDCO.

If you have a complaint about SEND provision, please contact us to obtain a copy of our complaints procedures which can be found on our school website.

Further information on local support for families of pupils with SEND can be found on Haringey's website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

14. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social or family support workers

We always involve parents in the decision to involve specialists but do not require expressed permission.

The SENDCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff
- get more specialised advice
- support carrying out assessments
- ask for a service to be delivered
- setting programmes for implementation at school
- review progress and plan provision

The main agencies used by the school are shown in Appendix 1.

15. What local support, outside of school, is there for the parents of pupils with SEND?

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 organisation 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.

15a. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

Information about local support is identified here: www.haringey.gov.uk/localoffer

16. What are the school’s arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
In Reception	<ul style="list-style-type: none"> • Swift transfer of records • Work with Haringey’s Early Years Inclusion Team • Transition meeting with the previous setting and parent • Transition plan drawn up with main carer and child (could include managed visits, pictures or transition book or video, social stories about ‘moving on’) • Possible additional invitation to visit our Reception before the start in September start
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENDCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.
Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENDCo or the Y6 teachers will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex • Work with child to prepare for the next school through: Transition Programme