



The Eliot Bank and Gordonbrock Schools Federation



SEN Information Report

Category	SEN
Authorised by	Full Governing Body
Author	SENDCo
Approved Date	09/03/2017
Next Review Date	January 2018
To be read in conjunction with	SEN Policy; Local Offer; Behaviour Policy and assessment policy

SEND Information Report

Eliot Bank and Gordonbrock Schools Federation are committed to meeting the needs of every pupil. We teach a broad, balanced and enriched curriculum that helps every child reach their own potential in a safe, healthy and happy environment.

Our primary strategy is the provision of quality first teaching. We use rigorous assessment systems to monitor pupil progress and to identify any barriers to learning .If additional support is needed for those with special educational needs, all interventions and provisions provided will be tailored to meet the needs of the child.

Children are supported by a strong team of experienced staff who include: The Inclusion Manager; SENDCo; Class teachers, Teaching Assistants and Learning Support Assistants.

Name and contact details of the SENDCo	Eliot Bank SENDCo: H Emirali info@eliotbank.lewisham.sch.uk Tel: 020 8699 0586 Gordonbrock SENDCo: R Stevens admin@gordonbrock.lewisham.sch.uk Tel: 020 8690 0704
What kinds of special educational needs are provided for at this school?	We are a multi-cultural, inner city federation serving a diverse community. Within this community we have a wide range of needs including <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs • Emotional and behavioural
What school policies are in place for identifying children and young people with SEN and assessing their needs?	Eliot Bank and Gordonbrock have a comprehensive Teaching and Learning Policy which includes a robust Assessment Policy. This outlines a range of assessments used throughout the schools based on formative (day to day) and summative (end of term) assessments. Termly data tracking and pupil progress meetings are held with members of the Senior Leadership Team to review the assessment outcomes. In addition to this <ul style="list-style-type: none"> • Termly SENDCo Surgeries and screening meetings are held with class teachers to identify children with SEN. • Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENDCo directly • Where a child is identified a Record of Concern Sheet is completed. The SENDCo will then carry out an observation. Any concerns will then be raised with parents.

<p>How are parents involved in the SEN consultation process?</p>	<p>We endeavour to involve parents at every stage of the SEN consultation process in in the following ways:</p> <ul style="list-style-type: none"> • Learning ladders are sent to parents termly. These specify the child’s attainment based on the latest assessments together with individual learning targets. These are also shared with children • Termly Parents’ Evenings • Records of Concerns are shared with parents either at Parents’ Evening or other agreed meetings. • Meetings between SENDCo and parents as appropriate • Regular meetings are held between parents with an SEN child and external agents, to review progress • Annual reviews are held for pupils with statements or EHCPs • Parent questionnaires are given out at parents’ evenings In this way parents can provide feedback on any aspects of school life
<p>What arrangements are there for assessing and reviewing children and young people’s progress towards these outcomes? How are parents and young people involved as part of this assessment and review process?</p>	<ul style="list-style-type: none"> • Class teachers regularly review children’s progress through on-going assessments such as questioning, observing and marking (formative assessment) • Learning support assistants and Teaching Assistants working with specific children contribute to this process • Termly summative assessments are undertaken • SENDCo surgeries and/or screening meetings with class teachers are held termly to discuss the children’s progress and evaluate the impact of support • Where applicable specialist professionals contribute to the assessment process • Assessments are made against the child’s individual targets alongside National Curriculum or EYFS expectations. Where this is not appropriate P levels are used. • Targets are set for each child on an intervention programme and reviewed regularly. If the intervention is not having the required impact, it will be adapted to insure that progress is made (using the graduated response • Access arrangements will be made for children with SEN where appropriate, for example additional time, scribe, transcription enlarged print and using different forms of assistive technology • Depending on the child’s individual needs, interventions will be agreed and put into place. Initially this is likely to be additional in class support or targeted support from a member of school staff. • If this has no impact, referrals to outside agencies may be made. These services will give advice and recommend interventions and strategies that school based staff can implement. In some circumstances they will provide support direct to the child. This process is part of the graduated response cycle. Allocation of specialist services and intervention will be dependent on need of the child, funding and specialist teachers or service availability. • If after intensive support, the child is still not making progress then the school and outside agencies may feel that an Education Health and Care Plan is necessary. The school will then submit an application. Parents are also entitled to apply for an Educational Health Care Plan directly. • A provision map is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENDCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child’s learning and progress

<p>What arrangements for supporting children and young people in moving between phases of education do we have?</p>	<p>We support transition from Early Years settings to Reception, KS1 into KS2 and Year 6 to Year 7 through:</p> <ul style="list-style-type: none"> • Planning our provision so that it builds on and from the previous year. There are no sudden changes • Handover meetings between current and future class teachers • Transition programmes are thorough particularly for ASD children. They may include 1:1 meetings between child and teaching staff to facilitate a seamless transition, pre visits, leaning mentor support • For children with specific needs, Social stories and transition books • Secondary transition support is put in place to aid the smooth transition from Year 6 into Year 7. These often include learning mentor support, SALT and New Woodlands Outreach Service, Primary and Secondary SENDCos meeting to handover information and extra visits to secondary schools are arranged
<p>What is Eliot Bank and Gordonbrock's approach to teaching children and young people with SEN?</p>	<ul style="list-style-type: none"> • Every teacher at our school is committed to ensuring the highest possible achievement for every child. We do this through the provision of outstanding quality first teaching in the context of a creative and differentiated curriculum. We adapt our teaching to meet the needs of children with SEN to support them to reach their full potential. Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future • Small groups and interventions take place in every class. Every class at Eliot Bank and Gordonbrock has a class teaching assistant, who supports the teacher and who works with small groups within the classroom. • In addition to this, SEN teaching assistants work with small intervention groups as well as providing 1:1 support for those pupils who need intensive support • Intervention may include Speech and Language groups, 1:1 reading, social stories, booster phonics, precision teaching, ICT programs, fine motor skills, gross motor skills, Circle of Friends, Lego Therapy, Lexia, Social Skills groups and lunch clubs • Children with Education Health and Care Plans may have 1:1 support to aid them meet the objectives of the Plan • Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs) • The curriculum is scaffolded and differentiated to meet the needs of the children • Strong encouragement of parental involvement is developed through a partnership between school and home so that strategies are cohesive and therefore effective. This may include further support from learning mentors and family support workers • At Eliot Bank and Gordonbrock we have highly skilled Learning Mentors/ Family Support Workers who support children emotionally and socially • We will also seek external professional help when needed • Recommendations that are given by outside agencies are implemented, monitored and reviewed regularly. This includes the provision of any resources and interventions

<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>Every classroom is inclusive and supports a wide range of needs Teachers differentiate according to the needs of the pupils in their classes. Reasonable adjustments are made so that all pupils have access to the curriculum.</p> <p>Every class learning environment is adapted to suit the needs of all pupils. In particular are environments are:</p> <ul style="list-style-type: none"> • dyslexia friendly supporting all children with literacy difficulties • Include wide range of visuals and working displays to support children’s learning • visual timetables are used • Individual work stations are set up as appropriate • If possible, a reduction of sensory overload (noise) is arranged • Children are positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front).
<p>How do we ensure the expertise and training of staff to support children and young people with SEN, including specialist expertise, will be secured?</p>	<p>We ensure teachers and support staff receive regular training and implement recommendations from professionals on various aspects of SEND. This can be through after school staff training sessions, INSET days and from professional reports</p> <p>When needed, 1:1 SEN teaching assistants receive bespoke training to ensure they implement the recommendations from outside agencies effectively. We utilise the following agencies in providing specialist expertise :</p> <ul style="list-style-type: none"> • A Speech and Language Therapist (employed across the Federation) provides programmes and training tailored to the needs of the children • Occupational Therapy provides strategies and programmes • Physiotherapists • Specific learning difficulty team deliver training which is tailored to the needs of children with Dyslexia • Educational Psychologist • Drumbeat Outreach Service • Paediatricians • Social Communication Clinic New Woodlands Outreach Service • CAMHS • Medical professionals • Targeted Family Support

<p>What support for improving emotional and social development do we offer?</p>	<p>We teach social skills and emotional intelligence to all our children as part of our everyday curriculum. In particular we make use of Kagan strategies which explicitly teach social skills.</p> <p>All staff are trained in recognising the social and emotional needs of young children. In addition to this we have highly skilled Learning Mentors and experienced Child and Family Support workers who support the children and their families socially and emotionally.</p> <p>In addition for some children we have:</p> <ul style="list-style-type: none"> • Social skills groups • Therapeutic interventions such as Talking and Drawing and Lego Therapy • Lunch time club where children who find playtime difficult can go to as a calm, quiet safe place • Class worry boxes • Resilience programme • We have a bullying policy that is comprehensive which is followed rigorously • We plan programmes throughout the year to support emotional well-being, these include; Anti-bullying Week, Safer Internet Day , Buddy Week, Dads' Breakfast, No Pens Day and curriculum weeks such as Differences Week • Guidance is given to parents where appropriate which may include parent workshops
<p>How do we support children and young people looked after by the local authority who have SEN? How has the Curriculum been made accessible?</p>	<p>As Looked After Children are more likely to have SEN, we are rigorous in ensuring that their needs are identified quickly so they can be met in a timely manner. Personal Education plan meetings (ePEP) are held regularly and targets are reviewed. Assessment and interventions are put in place in accordance with the LAC care plan. This may include:</p> <ul style="list-style-type: none"> • Learning Mentor support • Creative curriculum • Pre teaching • After school clubs • Targeted Family Support

Further information about support and services for pupils and their families can be found in:

The Local Authority Local Offer at: www.lewisham.gov.uk or email: sen@lewisham.gov.uk

The DfE Code of Practice: www.education.gov.uk

Date of Completion: 24th February 2017