
Falconbrook Primary School

Special Educational Needs Information Report



2016-2017

ABOUT OUR SCHOOL

Falconbrook Primary School is a two form entry Local Authority Maintained Primary School. There are fifteen classes which cater for nursery to year 6 offering learning experiences in each curriculum area. The school role is 317. We have a good Ofsted rating.

Pupils are referred to our school by their parents via Wandsworth Pupil Services. We work alongside the local authority as part of the local offer to provide learning experiences for children aged three to eleven years old.

OUR AIM

Every child is valued for what s/he brings to The Falconbrook Primary School and is entitled to take part in all that the school offers – in the most appropriate ways possible and given the resources available. We are fully committed to identifying and developing the personality; talents; abilities and aspirations of children, as well as to meeting their special educational needs.

We aim to do this by:

- enabling children to learn and raise their levels of achievement by providing a rich and meaningful curriculum targeting their personalised needs
- enabling pupils to better manage their behaviour and act on considered choices
- enabling children to achieve

We will do all this by:

- providing engaging learning experiences in line with national and local standards and priorities
- rigorous monitoring and tracking of pupil progress to ensure that no child is left behind
- working to develop a safe, supportive and caring environment where all pupils, staff and parents are equally valued
- supporting those directly involved with pupils in the development of good practice
- Working with Educational Psychologist, Speech and Language Therapists, Occupational Therapist, Child and Adolescent Mental Health Services, Social Care and other relevant agencies to ensure that we are meeting the needs of every pupil

OUR VALUES

These values underpin every part of our work at Falconbrook Primary School:

- Respect
- Commitment
- A culture of shared responsibility
- A belief that everyone has the capacity to learn and improve
- Honesty
- Trust
- Achievement

HOW DO WE ENSURE THAT CHILDREN AND PARENTS HAVE A VOICE?

We place the child at the centre. Children with SEND and their parents often have a unique knowledge of their own views about what they have difficulties with and what sort of help they would like to help them with their education. We involve parents and pupils in all parts of the decision-making processes such as setting their own learning targets. They contribute to and attend Team Around the Child Meetings termly and Annual Reviews and are involved in discussions about which school they would like to attend in the future and participate in the transition process.

We have a pupil council which meets every half term to discuss any issues/ideas that the pupils have about school.

Parents/carers have the opportunity twice per year to meet with the class teacher to discuss their child's progress. We have Team Around the Child/Family for those pupils who are working with numerous services.

WHAT SHOULD A PARENT DO IF THEY THINK THAT THEIR CHILD HAS UNRECOGNISED SPECIAL EDUCATIONAL NEEDS?

If the parents/carers have concerns about SEN which are not yet being addressed they will be taken seriously and should in the first instance be discussed with the class teacher. Parents are also able to speak to the Special Educational Needs Co-ordinator (SENCO). Parents can also contact Wandsworth Family Information Service for further information and support.

HOW DOES THE SCHOOL KNOW IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Early identification is essential in ensuring that children receive the right support that they need early on. Every pupil has their own individual needs and ways of learning. We endeavor to ensure that all barriers to learning are removed for every pupil. At

Falconbrook the teachers adopt a VAK approach (Visual, Auditory and Kinesthetic approach) in all lessons to ensure the lesson content and structure is easily accessible for all pupils. In addition to this some pupils may require additional support in the form of differentiated lessons, small group support, one to one support or a kinesthetic approach throughout the lesson. We endeavor to discover the pupils learning needs as soon as possible so that potential barriers do not become life-long barriers. Appropriate interventions and referrals are then introduced and made with the support of the pupil and their parents. We will ensure that we identify and support the special educational needs of all children, in order to help them learn and make progress.

All children will receive quality first teaching which is matched to the different ways that children learn. Children are regularly assessed by their teacher. As a child moves throughout the school, there may be a concern that a child is not making progress in their learning, social development or wider needs. The following will then take place to gather information on whether a child has special educational needs:

- The parent/carer and class teacher will meet to discuss the cause of concern
- The class teacher will continue to monitor and assess the child progress
- The class teacher will speak with the child to find out how they feel about their own learning
- The class teacher will seek advice from the SENCO
- Further assessments or observations may take place
- Interventions at School Support Level 1 will be put in place for the child
- The impact of the support will be monitored and shared with parents
- It may be necessary, with the agreement and support of parents, to seek support and advice from other professionals such as Educational Psychology. This would be School Support Level 2.

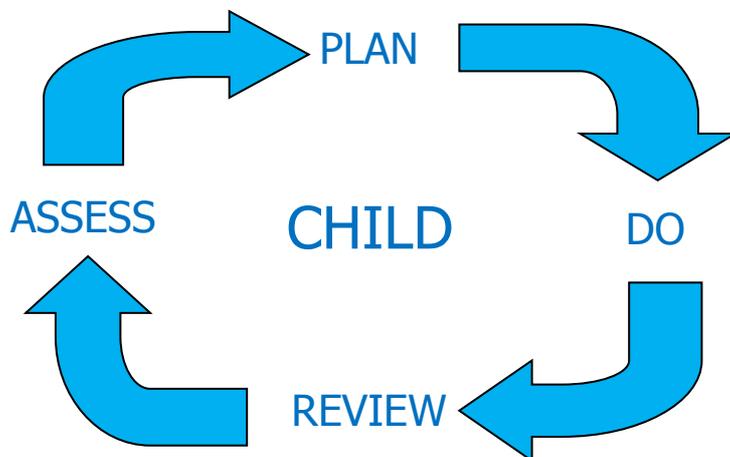
WHAT DOES THE SCHOOL DO TO HELP MY CHILD THAT HAS SPECIAL EDUCATIONAL NEEDS?

When a child receives SEND support the parents/carers are notified by attending parent/teacher meetings.

The child, parents/carers, class teacher and SENCO will set targets and put a plan in place. This may consist of:

- targeted support in class from the class teacher or teaching assistant
- strategies to support learning, independence or emotional well being

-
- An intervention programme such as rapid reading
 - Referral to specialist service(s) for assessment, advice or support
 - Progress and outcome will be reviewed and shared with the child and parent



Monies from the Government to the Local Authority provide the school with funding to meet the needs of children with special educational needs. The school plans for children from its delegated budget. The school spends this money on meeting the needs of all pupils by providing a specialist learning environment with the support of specialist services such as Educational Psychology.

MY CHILD HAS A RANGE OF NEEDS INCLUDING MEDICAL. HOW WILL THE SCHOOL SUPPORT MY CHILD?

The school accesses a range of services to seek advice and support according to individual need.

Services that we work with include:

- Speech and language therapist
- Nursing and Healthcare
- Occupational Therapy
- Educational Psychologists
- Social Workers
- CAMHS
- Hearing Impairment service
- Visual Impairment Service

-
- Play therapy
 - Psychotherapy

All professionals working the child are invited to Annual Reviews and Team Around the Child Meetings.

Medical training for staff takes places prior to a child with medical needs starting school. Health Care plans are written by the School Nurse in consultation with parents. The school has qualified First Aiders.

HOW DOES THE SCHOOL ASSESS AND REVIEW MY CHILD'S PROGRESS?

If an intervention plan is put in place the targets set are reviewed every term.

During the term the teacher will be carrying out ongoing class assessments in class including observations to mark any progress the child has made due to the intervention. If progress is being made the decision may be to carry on with the intervention. If no progress is being made the reasons behind this will be explored and addressed.

Exam arrangements required for the pupil for example, extra time, are requested on the pupils behalf by the Headteacher and Class Teacher via the Standards and Testing Agency. This is carried out in consultation with the class teacher, the pupil and their parents/carers.

In addition to this specific arrangements for in house assessments are planned and implemented in consultation with the pupil and their parent/carer. These are outlined in the child's intervention plan.

HOW WILL THE SCHOOL SUPPORT MY CHILD WITH TRANSITIONS?

Transition can be a difficult time for a majority of our pupils. Transitions include initially attending Falconbrook, moving year groups and classes and moving onto secondary provision. In order to support the pupil through each transition we adopt a staged approach which includes visits which are supported by staff (either to their new class, school), meeting and discussing with the pupil any concerns they may have with the change which is due to take place and helping them to manage this.

When we know that a pupil will be joining our school we put in place:

- An intake meeting inviting the parents/carers, previous school representatives and any other professionals involved with the child for Falconbrook Primary School to learn more about the pupil
- Transition visits for the parents/carers and the child to help the pupil get to know staff and pupils before moving to Falconbrook on a full time or part time basis

-
- Any additional training needs for staff at Falconbrook are put in place

When we know that a child will be leaving our school we put in place the following:

- Advanced planning for pupils leaving year 5 allow appropriate options to be considered
- Visits to the secondary school of choice on open days with their parents
- Transitions programme with year 6 class
- Transition meeting(s) with next placement and everyone involved with the child to ensure all information is passed on
- All records are transferred to the next school within 15 days of the pupils ceasing to be registered at Falconbrook

When a child is moving to a new class at the end of the school year we put in place:

- The current and future staff meet to handover information, observe and spend time with the child in class
- Transition day for all classes to meet their new Teacher and class team.

HOW ACCESSIBLE IS THE CURRICULUM FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

Every child is valued for what s/he brings to Falconbrook Primary School and is entitled to take part in all that the school offers – in the most appropriate ways possible and given the resources available. We are fully committed to identifying and developing the personality; talents; abilities and aspirations of children, as well as to meeting their special educational needs.

We believe that every teacher is a teacher of every child including those with SEN. We share the same vision for all our pupils; that they achieve well during their school years and lead happy, fulfilled lives. It is our duty to try our uppermost best to remove barriers to education for all pupils under our care to ensure this. Whilst it is recognised that pupils with special educational needs experience problems with learning, it is nevertheless an expectation and entitlement that all pupils will have access to the full New Curriculum. All children are entitled to quality first teaching and the class teacher is responsible for working with the child and providing a curriculum matched to the child's needs. Our prime aim is to ensure that all pupils are engaged in learning activities appropriate to their ability. As many pupils experience difficulty with reading, writing and calculation, particular emphasis is put on this, with extra literacy and calculation lessons.

For further information regarding the curriculum at Falconbrook Primary School please refer to our Learning and Teaching Policy.

WHAT TRAINING HAVE STAFF RECEIVED SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

Staff at Falconbrook have experience in meeting a range of special educational needs.

In addition to this staff have been trained in:

- Speech and Language therapy interventions
- ASD (Autism Spectrum Disorders)
- First Aid
- Literacy and Numeracy Interventions
- Lego Therapy
- Occupational Therapy Interventions
- Behavior Support Training

Future training is planned for SEND.

HOW WILL THE SCHOOL SUPPORT MY CHILDS EMOTIONAL AND SOCIAL DEVELOPMENT?

The safety and wellbeing of pupils and employees within Falconbrook is the primary concern of all working throughout the school. The creation and maintenance of positive respectful relationships between adults, adults and pupils and between pupils themselves, is vital to ensure their safety and wellbeing in creating a therapeutic environment.

Pro social modeling permeates every aspect of the Falconbrook Primary School environment. Appropriate behaviours and language are modeled by staff and pupils receive regular appropriate praise for doing and saying the right thing. e.g. being kind to others, helping others.

Staff provide advice and support to pupils on a one to basis when needed. Pupils can also ask for support from staff if they feel that need it.

We endeavour to help each pupil to develop positive coping strategies when they are feeling angry, anxious, upset for example for them to say they need two minutes in a quiet space to calm down. Further details of our behaviour management strategies can be found in our Behaviour Support Policy.

HOW WILL THE SCHOOL SUPPORT MY CHILD IF THEY ARE BEING BULLIED?

Disrespectful behaviours and behaviours associated with bullying are unacceptable and will not be tolerated. These are seriously by staff. Staff are aware that these behaviours can take a variety of forms. Through training and experience, staff have a level of awareness of the signs and symptoms of disrespectful relationships and bullying and in situations where bullying exists staff will deal with this promptly. Disrespectful behaviours and bullying will not be condoned or ignored.

Falconbrook seeks to establish an ethos and culture in which bullying and disrespectful behaviours are not acceptable and where young people and staff feel able to report incidents of bullying/disrespectful behaviours with confidence that comes from the knowledge and trust that it will be dealt with promptly, effectively and sensitively.

In conjunction with this we seek to implement pro-active strategies such as anti-bullying weeks/days, posters displayed, leaflets available as part of welcome packs for staff, pupils and stakeholders, parents/carers, parents/careers evenings, staff training, anti-bullying programme awareness sessions.

Furthermore we ensure the safety of all visitors to the centre through appropriate risk assessments and supervision by staff.

Further details can be found in our Anti Bullying Policy.

HOW DOES THE SCHOOL KNOW HOW EFFECTIVE THE PROVISION IS?

All children are entitled to high quality first teaching. Sometimes a child may need additional support.

As a result of early identification of needs and targeted interventions many students are able to close gaps in their learning with the support of the class teacher and teaching assistant without the implementation of a specific programme of intervention or further referrals.

An intervention is carried out by the school and is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group or one to one out with the classroom such as programme of work designed to close gaps in learning or a programme of work to support the social and emotional development of a child.

Such programmes required are planned and evaluated by the person running the programme in collaboration with the class teacher. Interventions are monitored by the SENCO.

The range of support the pupils receive is detailed on their School Support Level 1 or Level 2 plan. On a termly basis the progress, attainment and impact of this provision is discussed and evaluated with the pupil, parent/carer, class teacher, SENCO and other professionals involved with the pupil.

WHAT WILL THE SCHOOL PROVIDE TO MAKE SURE MY CHILD IS INCLUDED IN ALL SCHOOL ACTIVITIES?

Children attend all trips with their class or the whole school. Class teachers will consider and make accessibility arrangements if required and carry out risk assessments. Children with special educational needs will have the same opportunity to attend activities in the community as per risk assessment. Parents/Carers of pupils with Statements of Special Educational Needs or Education, Health and Care Plans may be asked to attend the trip as additional support for their child.

WHO DO I CONTACT FOR INFORMATION OR TO DISCUSS A CONCERN?

The Class Teacher has daily contact with your child and is the first person to speak with if there is a concern.

The school complaint policy outlines how you can take a complaint forward. This is available via the school office or the school website.

Under the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an Educational Health and Care Plan with the Local Authority through the Disagreement Resolution or Mediation Service.