
Falconbrook Primary School

Special Educational Needs Information Report



2018-2019

Falconbrook

Falconbrook Primary School is a two form entry community primary school for the 3-11 age range. We have a Foundation Stage (Nursery and Reception) for children aged 3-5 years. We have Key Stage One classes (Year 1 & Year 2) and Key Stage Two classes (Year 3, 4, 5 and 6). Currently, we have 13 classes in total.

The school role is 280.

We have a good Ofsted rating.

1. The kinds of SEND that are provided for at Falconbrook.

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

- Communication and interaction needs
- Social, Emotional & Mental Health needs
- Sensory & Physical needs
- Cognition and learning needs

2. How does the school identify the needs of pupils?

Individual pupil's needs are initially identified through the robust monitoring of progress and attainment of all children. Termly summative / formal assessments are followed by pupil progress meetings with the class teacher and are led by the deputy head / DHT. Pupils who are not working at age related expectations or who have not made at least typical progress are discussed in detail. Actions to support the pupil are set with a deadline for implementation.

Actions begin as class based with the main responsibility with the class teacher. The actions are monitored by the DHT. Actions are reviewed at 'Health Check' pupil progress meetings led by the DHT and decisions made to either continue to monitor impact, change/adapt actions or to refer to the SENCo.

Any concerns are discussed with parents at the earliest opportunity.

The Special Educational Needs Coordinator / SENCo will begin the identification of additional needs through a conversation with the teacher and teaching assistant / TA and child; observations both in and out of the classroom and meetings with parents/carers.

Formal and informal assessment tools may be administered by the SENCo or outside agencies such as the Educational Psychologist (EP) and Speech and Language Therapist (S<) in order to establish as full a picture of the pupil's strengths and needs as possible. A specific SEN need may be discounted at this point. The outcome of these assessments will then inform individual interventions including strategies that may be used to support the child in the classroom.

Progress is reviewed termly but an informal dialogue is maintained by all involved with the pupil on an ongoing basis. Individualised support is put in place and reviewed during termly SEND class team meetings with the SENCo. The support is monitored by the SENCo. During the review of the individualised support, the SENCo may decide to make further referrals as necessary.

Pupils' individual needs are also identified outside of the assessment timetable through the teacher's robust formative / informal assessment. SEND 'drop in' sessions give teachers the opportunity to express their concerns. The SENCo then supports the teacher with strategies to either accelerate progress or identify specific needs, thus gaining a greater understanding of identified pupils before concerns are brought to a formal meeting.

In addition to the above, the school's Safeguarding Team (*Head Teacher, Deputy Head Teacher, 2 x SENCo, School Business Manager, Attendance & Welfare officer and Higher Level TA*) has a role to play in the identification of specific social and emotional needs.

The Senior Leadership Team / SLT (HT, DHT, AHT SENCo and EYs Leader) hold weekly safeguarding meetings; the Safeguarding Team meets once every 3 weeks. Within these meetings, there are opportunities to discuss pupils with specific behaviour concerns. As a team, actions are put in place and reviewed at the following meeting. These actions can include involvement of the SENCo or outside agencies to identify specific needs linked to the behaviour.

3. How we know that identification is accurate and reliable.

The identification of specific needs is a collaborative approach. It involves observations and evidence from the teachers and support staff working most closely with the relevant pupil and also members of the SLT.

There is also involvement from parents/carers in early stages of identification to ensure a full picture of the child and their needs is collated.

Where there are further concerns and /or the need for additional input, external specialist support is sought.

4. What we do to help children with special educational needs.

Falconbrook has developed a wide range of ways in which we support children with different special educational needs or disabilities. This is how we plan support:

- Our primary means of supporting all children is through quality teaching.
- All teachers are fully informed of the individual and specific learning needs of any SEND pupil in their care.
- Lessons are planned and resourced to meet the needs of all learners, including the use of visual aids.
- Specific learning problems are identified through assessment and discussion (see above). Then we meet with parents or carers to discuss their child's needs.
- A programme of support is discussed and agreed that is carefully targeted on the particular area or difficulty. We also discuss what we hope the support will achieve.
- To see if the support is helping we set a time frame to review how things are going.
- We set targets for each child with special educational needs. These are reviewed at least twice a year with parents, the class teacher and the child themselves if they are old enough.

5. How we adapt our teaching and learning environments for children with special educational needs.

At Falconbrook we are committed to meeting the needs of all of our pupils through quality teaching. Children with special educational needs are taught alongside other children but lessons are designed so that all of the children learn and make progress. We do this by planning tailored lessons in which, for example, a child with SEN and a high attaining child can have different learning goals within the same lesson.

Class teachers are involved in the planning, monitoring and support for all pupils within their class, including those with special educational needs.

We make the following adaptations to ensure all pupils' needs are met:

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- Tailoring our curriculum to ensure all pupils can access it, for example by grouping; 1:1 work; working with a talk partner, adapting the content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids such as iPads, visual timetables, larger font etc.
 - Tailoring teaching, for example giving longer processing times, pre-teaching key vocabulary or concepts, reading instructions aloud etc.

6. How we decide what resources we can give a child with special educational needs.

Part of the school's budget is for allocated support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children that need it.

Decisions about which support programmes are best for a child are made by the SENCo, and other involved professionals, in consultation with the child's class teacher and parents/ carer.

Parents are invited to discuss the support for their child at a meeting. If they are unable to come into school this discussion can take place by phone.

We train our teaching assistants to deliver specific interventions. These TAs will work mostly with small groups to offer support but promote independence. TAs may also work 1:1 with children when their specific needs require it.

7. How we check that a child is making progress.

(Also see paragraph 2 in this document)

We follow the graduated approach and the four part cycle of: **assess, plan, do, and review**. The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and knowledge of the pupil
- Their previous progress and attainment and behaviour
- Other teachers assessment, where relevant
- The individual's development in comparison to their peers and national data
- The view and experience of parents
- The pupil's own view (if they are old enough)
- Advice from external support services, if relevant.

The assessment will be reviewed regularly (minimum twice a year).

All teachers and support staffs who work with the pupil are 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.

8. How we keep parents informed, consulted and involved.

We work hard to maintain good home-school links with parents. Newsletters with general news about the school; are sent home, as well as being uploaded onto our school website (www.falconbrook.wandsworth.sch.uk) and onto our school Twitter account (@FalconbrookSW11). We text all parents to alert them that a new newsletter has been issued.

We hold 1:1 parent teacher meetings twice a year in the autumn term and in the summer term. During the spring term parents are invited to attend an Open Evening at school where children have the opportunity to showcase the work they have been doing to their parents or carers.

Pupil Progress meetings are held termly and 'Health-Check' reviews are arranged to follow-up on impact of agreed actions, including additional support.

Children in KS12 and KS2 with Education Health and Care Plans / EHCP have yearly annual review meetings. For children in the EYFS reviews happen every 6 months. Parents are invited to the review; we arrange these meeting times to ensure parents are able to attend.

Parents are always welcome to speak to their child's teacher or any member of the senior leadership team / SLT if they have any concerns. Members of the SLT are available in the playground before and after school every day. Meetings with class teachers can be arranged either by talking to the class teacher in person at home time, or by leaving a message with the school office.

We will have an early discussion with the pupil (appropriate to their age/ understanding) and their parents when identifying whether they need special educational provision. Notes of these early discussions will be added to the pupil's record & copies given to their parents.

We notify parents when it is agreed that a pupil will receive SEN support / additional support. .

9. Support we offer for children's health and emotional & social development.

Children need to be happy and be able to behave appropriately in order to learn well. At Falconbrook our teachers work with children in their class to develop their social skills, social and learning behaviour and monitor their pupils' wellbeing. Our Behaviour Management Policy provides guidance and clear expectations for the social and learning behaviour for all of our children.

Our Medical Care Policy provides guidance and clear expectations as to how we support children with temporary or longer term medical conditions while they are in school. Where appropriate our school nurse will provide additional guidance and support.

We are a PATHS © school. The PATHS programme is implemented across the whole school and is used to teach children strategies to manage their feelings and develop resilience and confidence in dealing with social and emotional problems.

We also have PATHS Pals who are a group of specially trained KS2 children who support younger children at playtimes.

Falconbrook has a clear Equality Policy and Antibullying Policy.

We are a Gold Standard Anti-Bullying School as recognised by:

The Anti-Bullying Alliance. 

If a child is experiencing a particular difficulty their class teacher can seek advice and how best to support the child from colleagues, one of our SENCo's, a member of the Safeguarding Team (see section 2), or the SLT. Further referral may then be made in order to gain additional support for the child as necessary.

If a child has particular behavioural difficulties we may implement a Behaviour Support Plan / BSP. This is a plan designed to help the child improve their behaviour and is tailored to their individual needs. A BSP is devised by a member of SLT and / or a SENCo in liaison with the class

teacher and support staff working with the child. The BSP is then monitored by the class teacher and supporting member of SLT / SENCo. The purpose of a BSP is to identify the cause of the problem and support the child to avoid disrupting his/her own, or others' learning and prevent exclusion. The BSP is shared with parents.

Our new (Nov '18) Nurture Room is a safe space where children are supported by specially trained support staff and / or our SENCo. Children may use this time and space to discuss concerns and deal with any difficulties they may be experiencing.

We have a school therapist who works with children who are experiencing difficulties.

Our School Council has class representatives from each year group. Council representatives meet with the school council leader (DHT) regularly to discuss issues that the pupils wish to raise or ideas and suggestions they may have about school life.

10. Specialist external services we use when we think extra help is needed:

- Speech and Language therapy or SALT
- Nursing and Healthcare
- Occupational therapy
- Education Welfare
- Educational Psychologists
- Social Services / social workers
- Child and Adolescent Mental Health Service or CAMHS
- Hearing impaired service
- Visual impaired service
- Wandsworth Special Needs Assessment Service or SNAS
- Victoria Drive PRU for Behaviour Support Team
- Specialist Literacy Support Team
- Specialist Numeracy Support Team
- Help Hub based at Falconbrook, facilitated by Wandsworth THRIVE / Early Help Team

We always communicate with parents if we think additional support is required and before we contact external specialists.

11. Staff Training:

Each year we have 5 staff training or INSET days.

These training days include SEND training sessions for all staff. Training incorporates guidance for all staff in the delivery of the SEND and other key policies (see Section 20 of this document)

Teachers and support staff working with SEND pupils receive additional bespoke training and guidance from external specialists supporting the child they are working with work and / or SENCo.

12. How we include children in activities and school trips.

All trips and activities we plan always include children with special educational needs and / or disabilities.

Where necessary we make reasonable adjustments to the arrangements to support the inclusion of SEND pupils (see also Equality Policy).

Where reasonable adjustments have been identified we consult with parents before arrangements are finalised.

13. Our environment:

Falconbrook is an inclusive school. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Further information can be found in our Accessibility Plan on the school website www.falconbrook.wandsworth.sch.uk (also see Equality Policy).

We have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will be able to access this through specialist services e.g. Educational Psychology service.

14. How we prepare for children joining our school and leaving our school or moving to a new class.

Children who join our early year's unit are visited at home by their new teacher and one of the support staff team before joining us at school. The purpose of this home visit is for the children and parents to have the opportunity to discuss their child, their interests and needs before they start with us. It is also helpful for staff to meet with new early years children in the familiar surroundings of their own home. Following this meeting, and as needed we are then able to make additional preparations to make the child's transition to our early year's school as comfortable as possible.

Children who join our school during KS1 and KS2 meet with the head teacher before taking up their place with us. (see also Admissions Policy). This meeting is also an opportunity for us to ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

Where it is known that a new pupil has a special educational need or disability prior to starting at Falconbrook an intake meeting is arranged by the SENCo inviting the parent / carer, previous school and any other professionals currently involved with the child so we can learn more about the child, their needs and support requirements; this includes medical training as relevant. Transition visits may also be arranged to support the child to get to know staff and peers before moving to Falconbrook.

If a child leaves our school we arrange a transfer meeting and / or discussion with their receiving school. Where possible we also arrange for the pupil to visit their new school or for the new teacher and / or SENCo to come to Falconbrook to meet them prior to starting in their new setting.

When children and their families prepare for the move on to secondary school they are given the opportunity to visit a range of secondary schools on their Open Days. Children and families may attend these Open Days before selecting their three preferred options. Once a child has been allocated their secondary school place they are invited to attend transition sessions at their new school. These are arranged in liaison with our SENCo.

When a child is moving to a new class in Falconbrook, at the end of the school year we arrange for them to spend time with their new teacher (and TA if relevant) before the end of the summer term in July. They complete a transition passport which is a tool to support them to prepare for the changes that come with moving to a new class.

The team of adults who will be working with the child in their new class attend a transition meeting with their child's current class team and SENCo and important information is shared, so that the receiving team are fully informed and prepared (including medical training as relevant) to support the child from the beginning of the new school year in September.

15. How parents are involved in school life at Falconbrook.

At Falconbrook we believe in working with parents and carers as partners and we hope that our parents share that belief. We are always ready to speak to parents about concerns they may have about their child. The headteacher and deputy head are available in the playground every morning before school and at home time.

Appointments with the Head Teacher (Mrs. Smith), the Deputy Head (Mrs. Pieniek-Jones), the SENCo (Mrs. Pilkington and Mrs. Tugwell) or the Early Years Leader (Ms Keshtmand) can be arranged via the school office.

We also have a parents group the Friends of Falconbrook / FoFs who meet regularly and plan fund raising events for our school. All parents are warmly invited to join this group – speak to Mr. Mulumba in the school office for further information and see our website for meeting dates. **New January '19** Suaad Mohamed, (LA home school liaison), is currently working alongside Mr. Mulumba and the Friends of Falconbrook group.

Parent surveys are carried out annually for parents to provide feedback on important aspects of school life. For latest parent survey results see the newsletters section on our school website. Parent governors sit on Falconbrook Governing Board / FGB.

16. Evaluating the effectiveness of our SEN provision.

We evaluate the effectiveness of our provision for pupils with SEN by:

- Reviewing individual pupil's progress each term (see section 2)
- Reviewing impact of interventions half termly.
- Talking to pupils.
- Talking to parents (including surveys).
- Monitoring by SENCo and SLT.
- Review and monitoring of provision maps.
- Holding annual reviews for pupils with EHCPs.

17. Enabling pupils with SEN to engage in activities available to pupils in Falconbrook who do not have SEN.

- All of our enrichment activities and school visits are available to all of our pupils, including our before and after school clubs.
- All pupils are encouraged to take part in sports days / themed days / special events & celebrations / school concerts / class assembly etc.
- All pupils in Year 6 are encouraged to go on our annual Year 6 residential school journey.
- No pupil is excluded from taking part in these activities because of their SEN or disability.

See also the school's accessibility plan and Equality Policy, available on the school website www.falconbrook.wandswporth.sch.uk.

18. Who to contact for more information or to discuss a concern.

- Your child's class teacher.
- One of our SENCOs - Mrs. Pilkington or Mrs. Tugwell
- Our Deputy Head Mrs. Pieniek-Jones
- The Head Teacher Mrs. Smith

You can leave a message for anyone of the above at the school office, either in person or by phone on 0207 228 7706.

Mrs. Smith and Mrs. Pieniek-Jones are also available in the playground before and after school every day.

If you would like to make a complaint:

- Complaints about SEN provision in our school should be made to one of our SENCOs in the first instance.
- The SENCO may then refer on to the school's Complaints Policy (available on website or from the school office).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustment, including the provision of auxiliary aids and services.

Parents can contact Wandsworth Information, Advice & Support Service (or WIASS) on: 0208 871 5237 or email wiaass@wandsworth.gov.uk

19. Local Authority Offer.

Our offer to children with special educational needs and disabilities forms part of the 'local SEND offer' of the London Borough of Wandsworth.

Parents can contact The Wandsworth THRIVE Online Team for further information about the local SEND offer and about SEND support and services available:

Telephone: 0208 871 7899

Email: thriveonline@wandsworth.gov.uk

Website: www.thrive.wandsworth.gov.uk

20. Policies & information linked to this document & available on the school website:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Complaints Policy
- Equality Policy
- Educational Trips Policy
- Local Authority Offer
- Medical Care Policy