



# **SEND INFORMATION REPORT**

**School: Floreat Wandsworth Primary School**  
**Policy owner: Headteacher & Head of Inclusion**  
**Review Date: 1.9.21**

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## 1. Mission Statement

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

This document is compliant with the [SEND Act 2014 \(Schedule 1\)](#) as detailed below:

1. The kinds of special educational needs for which provision is made at the school (***found in Section 2 of this Report***).
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs (***found in Sections 4, 5 & 6 of this Report***).
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
  - (a) how the school evaluates the effectiveness of its provision for such pupils;
  - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
  - (c) the school's approach to teaching pupils with special educational needs;
  - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
  - (e) additional support for learning that is available to pupils with special educational needs;
  - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
  - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.  
***(found in Sections 2, 3, 6, 7, 8 of this Report)***
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured (***found in Section 12 of this Report***).
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured (***found in Sections 6&7 of this Report***).
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child (***found in Section 4 of this Report***).
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education (***found in Section 4 of this Report***).

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school (*found in Section 3 of this Report*).
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils (*found in Sections 3, 10 & 13 of this Report*).
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 (*found in Sections 10 & 13 of this Report*).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living (*found in Section 11 of this Report*).
13. Information on where the local authority's local offer is published (*found in Sections 10 & 13 of this Report*).

## 2. Purpose of Policy Statement

Floreat Wandsworth is an inclusive school offering a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We comply with the Government's Special Educational Needs and Disability Code of Practice. The Code of Practice outlines the key ways pupils should be supported in class, along with expected equality duties shown in the School's Disability Equality Policy and our access arrangements in the school's Accessibility Plan.

At Floreat Wandsworth all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The school looks carefully at each individual child's needs when deciding how best to support them. All interventions and approaches included in this document have been shown to have a positive impact on pupils' learning.

## 3. Information and Guidance: Contacts and Responsibilities

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the [Head of Inclusion or the Head Teacher](#).

### 3.1 Class Teacher

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying, planning and delivery of any additional support
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEND policy

### 3.2 Head of Inclusion / SENDCo

In **2021 - 2022 this will be:** Mrs J Marsden

Email: [senco@wandsworth.floreat.org.uk](mailto:senco@wandsworth.floreat.org.uk)

- Coordinating provision for children with SEND and developing and following the school's SEND policy
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties **they are experiencing**
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Ensuring that parents are:
  - Involved in supporting their child's learning and access;
  - Kept informed about the range and level of support offered to their child;
  - Included in reviewing how their child is doing;
  - Consulted about planning successful movement (transition) to a new class or school.

### 3.3 Headteacher

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.

### 3.4 SEND Governor

**Ian Lewer, Community Governor and SEN**

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

## 4. Assessment, Planning and Review of Pupils with SEND

Ongoing monitoring via half termly assessments by teachers and pupil progress meetings with the **Head of Inclusion and Phase Leaders** take place to identify pupils who are not making expected progress.

### 4.1 Additional Support

After discussions with key staff and parents/carers, additional support will be put into place to provide enhanced resources and targeted small group and/or individual support

to help overcome any difficulties. The views of the pupil about their support will be given consideration at this point.

This additional support is documented in an individual **support** plan (ISP), an individual provision map (IPM) or behaviour support plan. In consultation with the class teacher, SENDCo and parents/carers, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

## 4.2 Review Meetings

Review meetings are held termly. Parents/carers, relevant external agencies and, when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. A referral will be made to the relevant agency once parents/carers have consented. Following appropriate assessments, a programme of support is usually provided to the school and parents/carers.

Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and guidance in the banded funding criteria. Further details about this process will be explained in the LA Local Offer which is published on the London Borough of Wandsworth Website.

## 5. Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or computer. The Headteacher **and Head of Inclusion will discuss this with you and** inform you about eligibility and applications for these arrangements.

## 6. Curriculum and Teaching Methods

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

## 7. Intervention: Supporting learning and accessing the curriculum

### 7.1 Teachers & support staff:

- Quality first teaching and support from teachers and support staff
- Teaching Assistant support in the classroom and through home visits

### 7.2 Strategies/programmes to support speech and language:

- Staff carry out strategies/programmes suggested by the speech and language therapist
- A speech and language therapist is assigned to the school and visits every half term to see pupils

### 7.3 Strategies to support/develop literacy:

- Small teacher-led groups
- Additional teachers for some year groups
- TA group support in class
- ~~Volunteer Reading Helpers~~
- Individual support for children with an Education, Health & Care Plan
- Home Learning support
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of iPads and **chromebooks**
- Tutoring tbc (teacher-pupil 1:1)
- Family learning
- 1:1 or small group modelling to parents

### 7.4 Strategies to support/develop numeracy:

- In class group support
- TA group support in class
- Additional teacher support for some year groups
- Individual support for children with an Education, Health & Care Plan
- Home Learning support
- Use of a range of numeracy resources to reinforce concepts and understanding, including the use of iPads and laptops
- Tutoring tbc (teacher-pupil 1:1)
- Family learning
- 1:1 or small group modelling to parents

### 7.5 Provision to facilitate/support access to the curriculum:

- General SEND resources e.g. pencil grips, voice recording devices, alphabet strips etc.

## 8. Pastoral Support

### 8.1 Strategies to support the development of pupils' social skills and enhance self-esteem:

- **ELSA sessions**
- Character education lessons
- Service learning
- Targeted playground support

### 8.2 Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- **ELSA sessions**
- Visual timetables
- Home/school diaries or charts
- Open communication - email, telephone

### 8.3 Strategies to support / modify behaviour:

- The school's behaviour policy implemented fairly and consistently
- Sticker charts
- Reward system

### 8.4 Support/ supervision at unstructured times of day:

- Support staff

## 9. Increasing Accessibility

### 9.1 Access to strategies/programmes to support occupational/physiotherapy needs:

- Motor skills groups
- Handwriting groups
- Implementing individual programmes as advised

## 10. Partnerships with External Agencies

### ***Educational Psychology Service***

The EP will be provided by the school.

The school has specific procedures in place before requesting EP involvement.

### ***Education Welfare Officer (EWO)***

The role of the EWO is to support schools and parents to ensure that every child attends school regularly. The EWO will be provided by Wandsworth Borough Council.

### ***School Nurse***

The School Nurse will be provided by the Wandsworth School Health Team (Earlsfield Cluster).

### ***Speech & Language Therapy Service***

The school's therapist will be provided by the Paediatric Speech and Language Therapy Team at St. Johns (part of the Wandsworth Local Offer).

Children are referred to this service as needed.

### ~~***Garratt Park ASD Advisory Service***~~

~~Children are referred to this service as needed. (no longer exists)~~

### **Wandsworth Autism Advisory Service (WASS)**



Children can be referred through school or by a parent/carer to this service

***Occupational Therapy / Physiotherapy***

Children are referred to this service as needed.

***CAMHS (Child & Adolescent Mental Health Services)***

Children are referred to this service as needed.

***Paediatric Services***

Children are referred to this service as needed

***Hearing Impaired Support Service***

Children are referred to this service as needed.

***Visually Impaired Support Service***

Children are referred to this service as needed.

***CLAESS (Children Looked After Education Support Service)***

The role of the team is to raise educational attainment and offer targeted support to children looked after by the council.

## **11. Transition**

Children with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

### **11.1 When moving to another school:**

- We will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- Individual arrangements may be made to visit the new school with support staff.
- We will ensure that all records are passed on as soon as possible.
- **The SENDCo will attend transition meetings where appropriate**
- **The SENDCo will invite the receiving school to a pupil’s annual review if an ECHP is in place**

### **11.2 When moving classes in school:**

- An information sharing meeting will take place with the new teacher.
- Opportunities to visit the new class / teacher.

### **11.3 Transition to secondary school**

- The **SENDCo**, class teacher or TA may attend the Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact.
- In some cases a more detailed transition plan may be needed which may include additional visits to the new school and/or additional visits from the new school.

The **SENDCo** from the secondary school is invited to attend the annual review (if held in the summer term) or any other relevant meetings.

## 12. Staffing Expertise

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Speech & Language development - key adults (teaching assistants or teachers), working with individual pupils, meet the Therapist termly.
- Medical training on EpiPen use for all staff
- Sounds-Write phonics to address literacy difficulties

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school will seek advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

## 13. Further Information

*Who do I talk to if I am unhappy with my child's support or progress?*

In the first instance the class teacher, then the **Head of Inclusion**/SENDCo/Headteacher.

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

**THE LOCAL AUTHORITY LOCAL OFFER:**

[HTTP://FIS.WANDSWORTH.GOV.UK/KB5/WANDSWORTH/FSD/LOCALOFFER.PAGE](http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page)

**WANDSWORTH INFORMATION, ADVICE AND SUPPORT SERVICE**

Telephone: 020 8871 8065 (24 hour confidential answer machine)

Email: [wiaas@wandsworth.gov.uk](mailto:wiaas@wandsworth.gov.uk)

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