



Autumn 2017

SEN REPORT

All Tower Hamlets schools are committed to adopting a comprehensive approach to meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and to feel that they are a valued member of the wider school community.

Ben Jonson School is an inclusive school which is always striving to be better. It offers a range of provision to support children with various SEND including: communication and interaction needs, learning difficulties, social, mental and emotional health difficulties and physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to help pupils to work towards becoming independent and resilient learners and should not be seen in isolation.

INFORMATION AND GUIDANCE

Who should I contact to discuss the concerns or needs of my child?

Class Teacher/Phase Leader	<p>Responsible for:</p> <ul style="list-style-type: none">• Adapting and refining the curriculum to respond to the strengths and needs of all pupils.• Checking on the progress of your child and identifying, planning and delivering any additional support.• Contributing to devising personalised learning plans to identify the next steps required for your child to improve in their learning.• Applying the school's Inclusion policy
Special Educational Needs and Disabilities Co-ordinator (SENDCo.) and Inclusion manager: Ebru Karatufek Ebru.Karatufek1@benjonson.towerhamlets.sch.uk	<p>If you have concerns about your child you should speak to your child's Class Teacher and/or Phase Leader. You may then be directed to the SENDCo. or other members of the inclusion team.</p> <p>SENDCO. is responsible for:</p> <ul style="list-style-type: none">• Coordinating provision for children with SEND and developing the school's Inclusion policy.• Ensuring that parents are:<ul style="list-style-type: none">➤ 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 group or school➤ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.➤ To implement and ensure children's medical needs are met and the

	medical needs policy is followed.
Headteacher: Monica Forty head@benjonson.towerhamlets.gov.uk	Responsible for: <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND • The vision to which Ben Jonson holds itself to when thinking through the type of community we want to be when supporting the needs of our pupils
SEN Governor/Chair of Governors: Lynne Roberts lynnebroberts@btinternet.com	Responsible for: <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

<p>ASSESSMENT, PLANNING AND REVIEW How can I find out how well my child is doing?</p>
<p>Teachers monitor pupils work continuously to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities.</p> <p>After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.</p> <p>This additional support is documented in a SEN Support Plan (plan-do review). In consultation with the SENDCo. and parents, short term targets are agreed in key areas of learning or behaviour by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each pupil's strengths as well as their difficulties.</p> <p>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.</p> <p>Formal review meetings are held as required. Parents, relevant external agencies and (when appropriate) pupils are invited to this review and their contribution is valued. A person centered approach is taken. The impact of the support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. This might include referrals to external agencies, if they are not involved already.</p> <p>If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is</p>

agreed, an Education, Health and Care (EHC) plan will be drawn up and implemented with support from external agencies and other professionals where appropriate. Further details about this process will be explained in the Local Authority's *Local Offer*.

All pupils progress is assessed and discussed termly in year group teams with the SENDCO. and Assistant Headteacher (who has responsibility for assessment and interventions). Children are assessed using National Curriculum levels (for children in Key Stage 1 and 2) and using *Development Matters* and the Early Learning Goals (for children in the Early Years Foundation Stage). Children with SEND in Key Stage 1 and 2 who have not reached Level 1 in the National Curriculum levels will be assessed using P scales (performance scales).

Where children are assessed as not making expected progress, interventions are put in place (please see Interventions information below). Previous interventions are also reviewed and adapted or continued as appropriate.

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, or the use of a scribe or word processor. The SENDCO. will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Department for Education (DfE) can be accepted for access arrangements.

PARENTAL AND PUPIL INVOLVEMENT

*What involvement will my child and I have in their provision?
How will I my child and I be informed about their progress?*

Parents will have access to/invited to attend:

- Termly parent consultations
- Termly *SEND Support* meetings to review and set individual targets
- Annual Reviews for children with a Statement of SEN/Education or a Health and Care Plan (EHC plan)
- End of year report
- Termly 'Tea and Chat' meetings for parents of children with SEND
- School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life
- Meetings as necessary to discuss referrals to external agencies
- Parent workshops are currently being developed.

Children will be involved in their learning and provision through:

- Termly SEN support meetings to review and set individual targets
- Participation (where appropriate) at Annual Review meetings if they have a Statement of SEN or an EHC plan
- School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life
- School council meetings with representatives from each class

- Peer support/target setting
- Self-assessment and target setting

CURRICULUM AND TEACHING METHODS

(including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

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

Grouping arrangements are organised flexibly and may involve ability-streamed and mixed-ability settings in order to maximise learning opportunities for all. Four teachers in each year group during the morning sessions in our rolling three-form entry school ensures that groupings are kept relatively small for all pupils and high levels of adult support are available for children with additional needs.

The school is aiming to offer one group in addition to the main classes. This is a group of up to 12 children who require additional support. The group has high levels of adult support and s a highly differentiated curriculum.

Additional adults are used flexibly to help groups and individual pupils to develop increasingly effective independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

INTERVENTION

As detailed above, teachers meet termly in year group teams with the Assistant Headteacher (with responsibility for assessment and interventions) and the SENDCO. to discuss progress and attainment of all pupils, including those with SEND.

Previous interventions and support and their impact are discussed and interventions may continue, be adapted or an alternative offered, depending on each individual child's needs.

Various tracking systems are in place for interventions being carried out at school so the impact of interventions can be closely monitored and changes made where necessary.

Access to learning and the curriculum

Access to learning support staff:

- Across all subjects where necessary
- Increased levels of support in core subjects
- For group work
- For group and individual Occupational Therapy and Physiotherapy programmes as advised by the NHS/private health professionals

- After school clubs
- Literacy and maths interventions
- Additional Educational Needs groups x 1

Strategies/programmes to support speech and language:

- Service Level Agreement (SLA) with the speech and language service – in-school speech and language therapist one day per week to provide support to staff, children and parents
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Access to trained Speech and Language Therapy Assistant
- Specific differentiation or modification of resources, use of symbols/signing
- Speech Therapy group work/individual work delivered by support staff following speech therapy advice
- Implementation of ‘Talk boost’ speech and language intervention
- Implementation of ‘Speech Bubbles’ programme for target pupils

Strategies to support/develop literacy inc. reading:

- Read Write Inc (RWI) programme introduced in Autumn 2014 including 1:1 support and catch up where necessary
- Differentiated ability settings for RWI
- Differentiated guided reading sessions
- Early Literacy Support (ELS) programme in years 1 and 2
- 1:1 sponsorship (year 6 only)
- Booster groups across each year group

Strategies to support/develop maths:

- Small group booster sessions
- 4 teachers per year group (three form entry) to enable small group and highly differentiated maths teaching daily
- Maths after school clubs
- 1:1 maths catch-Miss Honey targets across year groups

Strategies/support to develop independent learning:

- Visual timetables used in all classrooms
- Visual cues used where appropriate
- Peer talk partners
- Use of any recommended equipment
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum

Pastoral Support

Strategies to support the development of pupils social skills and self-esteem:

- Learning mentor who works with children and families individually, and in small group or a nurture group
- Weekly transition sessions for identified Year 6 pupils
- Transition visits and events
- School council
- Links with Cherry Trees, Stephen Hawking and Phoenix special schools
- One home-school worker
- Regular contact and liaison with parents as necessary
- *Open Door Policy* – we encourage parents to come and talk to members of staff if they have

any concerns

- Strategies to support/modify behaviour
- School sanctions and reward system as set out in School Behaviour Policy
- Behaviour Support Services involvement
- Care plans in place for children with medical needs
- Individual Behaviour Plans
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum
- Support for personal care needs as appropriate. Please see our *Intimate Care Policy* for more details.

Support for medical needs

- Care plans in place for children with medical needs
- Designated school nurse
- In-school screening for vision and hearing offered to all Reception age children
- Step free access to lower floors in the school building. Lift access to the upper floor (please see the school's *Access Plan* for further details).
- Specialist equipment as required on an individual basis to access the curriculum
- Support with use of any recommended equipment
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Access to modified equipment and ICT
- Administering of medicines as appropriate (with consent from parents and in consultation with medical professionals as necessary)

PARTNERSHIPS WITH EXTERNAL AGENCIES

What support from outside does school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:

- Regular meetings as required
- SENDCO. available at parents evenings
- Referrals to outside agencies as required
- Speech and language Therapist for specific individual pupils/groups of pupils
- Speech and Language Therapists, Educational Psychologist, Cherry Tree outreach, Phoenix outreach and the School Nurse attend at regular intervals to see specific pupils

Agency	Information
Educational Psychology Service	Designated Educational Psychologist: Katie Skidmore Referrals accepted as required
Speech and Language Service	Speech and Language Teaching Assistant:

	Shireena Begum SLA therapist: Parul Vansadia
Phoenix Outreach Service	ASD Teaching Assistant: Rachel Outreach Teacher: Eloise Thomas Direct work and support for children with ASD. Staff training and advice where necessary
Cheery Trees Support Service	Support provided following referrals for specific children
Behaviour Support Team	Support provided following referrals for specific children
Specific Learning Difficulties Service	Support for children with literacy and maths difficulties. Training and support for staff as required
CAMHS (Children and Adolescent Mental Health Service)	Referrals accepted as appropriate for children with emotional difficulties
Occupational Therapy Service	Support for children with functional skills difficulties (e.g. toileting, eating, handwriting etc).
Children's Physiotherapy Service	Support for children as appropriate. Training for staff as necessary.
Youth Inclusion Support Project (YISP)	Service to help prevent youths from entering the youth justice system. Referrals accepted as appropriate.
Social Care	Referrals made and support offered where appropriate
Parental Engagement Team	Advisory service to leadership teams in schools to support our work with parents and families
Social Inclusion Panel	A panel seeking to reduce social exclusion. Referrals made to other service via SIP as appropriate
Home Start	Family support charity to help parents/carers with day-to-day life
Health Visiting Team	Support to school/parents/carers and children from health visiting service where necessary
School Health Team	Supporting children and parents with children's health needs Designated school nurse: Charlotte Butcher

TRANSITION

How will the school help my child move to a new year group or to a different school?

Children and young people with SEND can become particularly anxious about 'moving on', so we seek to support successful transition by:

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. We will ensure that all records are passed on as soon as possible. If a move to a new school is known in advance, visits to the new school can be arranged.

When moving groups/forms in school: Information shared with new teacher. Visits to the new

group/class are provided, if necessary, prior to the move. Transition books can be made and social stories written.

In nursery to reception: We have strong links with the neighbouring nursery Harry Roberts Nursery which is our main feeder. For all reception children who have SEND a transition meeting will be held which the SENDCO. and where possible the new teacher will attend. Extra visits are usually arranged for the child. Staff also visits the child at their nursery on several occasions. Any information about additional needs or medical issues are passed on to the SENDCO. from nursery feeders and additionally when the reception teachers visit pupils on the home visits.

In year 6 - 7 transition: The SENDCO. will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may 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 children with Statements of SEN, or EHC plans Year 6 Annual Review meetings are held during the summer term so that staff from a child's allocated secondary school can attend.

Weekly in school group transition sessions for identified children during the Summer term, coordinated by the Learning Mentor.

STAFFING EXPERTISE

How skilled are staff in meeting the needs of my child?

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 SEN.

Recent training has covered:

- Speech and Language development
- ASD behavior routines
- SEN changes
- Disability awareness training

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 also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENDCO. (National Award)
- Staff trained in delivering Talk Boost, ELS, Early words
- Singalong training for teachers in Foundation Stage and teaching assistants
- First Aid trained Teaching Assistants
- Speech and Language Teaching Assistant
- ASD Teaching Assistant
- Staff trained in *Intensive Interaction*

FURTHER INFORMATION

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

Web link to: The Local Authority Local Offer (available online shortly)
Parents Advice Centre
The DfE Code of Practice