

SEN Information Report

Here at Pilgrims' Way we believe that all children have the right to be happy, successful and independent people.

We work closely with the Southwark SEN service to access all they have on offer and to provide this support to our pupils and their families as it is needed.

Follow the link to access Southwark's Local Offer to our pupils:

<http://localoffer.southwark.gov.uk/>

Special Educational Needs and Disability (SEND)

The Special Educational Needs Coordinator is:

Mrs. Alex Turnbull – 0207 639 1995

alexturnbull@pilgrimsway.southwark.sch.uk

Pilgrims' Way School is an inclusive school and may offer the following range of provision to support children with SEND. Pilgrims' Way is a one level school with several disabled toilets and wheelchair ramps. (see Accessibility Policy and Plan in SEN area on the school Website)

The SEN code of practice (DfES 2001, and revised 2013) says children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age on schools within the area of the Local Authority;



Or are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Accessibility

The school welcomes children with physical disabilities. Their parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

The school has the following features which make it particularly suited to children with physical disabilities:

- A bungalow building with easy access to all parts of the building.
- Two disabled toilets, one in the 'house' and one in the main school building which includes bed, shower and grab rails.
- A disabled parking bay in the school car park.
- Wheelchair ramps to all main entrances.

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been

- ❖ providing pupils with physical disabilities with appropriately adapted or different activities within PE
- ❖ providing opportunities for individual additional support within and/or externally to the classroom
- ❖ provision of assistive technology e.g. software that connects words with pictures and symbols i.e. Word Shark
- ❖ use of symbol systems e.g. Makaton, PECS
- ❖ providing tables of the appropriate height to allow wheelchair access
- ❖ reorganising classroom layout to improve pupil movement.

Pupil Involvement

At Pilgrims' Way we believe that the child with SEN has views on their needs and how best we can meet them. Each term, every child who has a need that involves an outside agency (Speech and Language therapist, EP etc.) is involved in a SEN meeting. This meeting is a discussion between the class teacher the SENCO, the parent and the child. The meeting allows us to discuss what works for the child and what does not work so well. Together, we evaluate the child's IEP and we set targets for the forthcoming term. The child's view is sought and respected when setting new IEP targets.

Intervention

Social Skills programmes/support including strategies to enhance self-esteem:

- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate.
- Intervention from the Family Support Service for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Development of gardening skills through projects delivered by the school gardener in the school garden.

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):

- A multi-sensory room, soundproofed and fitted with a sprung floor, equipped with a range of specialist resources including an LED bubble tube, sensory pods and sensory wall and floor mats.
- Extensive and consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Regular access to computers and iPads.
- Provision of individually tailored visual support packages for specific children including individual timetables.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist, on referral.
- Provision of small group speaking and listening skills in Early Years.
- Speech and Language Therapy (SALT) Service to Schools.
- Delivery of allied individual SALT programmes by a trained Teaching Assistant.
- Support for children with EAL status –in groups/in or out of class - from a dedicated specifically trained practitioner.
- The children on SAL interventions are given learning targets to improve their expressive/receptive language.
- The targets are reviewed regularly and changed each term (or sooner if necessary).

Mentoring activities:

- Learning mentor support and interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress.
- Use of talk partners during whole class and group learning sessions.
- Pupil Parliament
- Buddy systems for support during playtimes and lunchtimes for new children.
- The effectiveness of this intervention is reviewed at monthly Every Child Matters meetings.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, e.g. handwriting development.
- Provision of specific resources and equipment, e.g. specially designed chair and grab rails as required.
- Provision of support resources, such as writing wedges and theraputty, where required.



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

- Meeting and greeting of parents/carers at the start and end of each day by senior management.
- Open door policy by all staff for all parents & carers throughout the day.
- Psychotherapist works in school one day a week to work therapeutically with children and parents who require emotional support.
- Learning mentor implements planned programmes of support to children either in or out of the classroom, 1:1 or in a group session as required.

- Educational psychologist works closely with referred children and their parents/carers, and provides ongoing support to them in the form of school-based assessments and meetings, regular telephone consultations or work in the home with the family.
- Regular liaison between SENCo and when concerns regarding individual families/children are shared, following which the school nurse makes contact with parents ; carers to discuss any issues and arrange meetings or home visits as required.
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.
- The effectiveness of this intervention is reviewed at monthly Every Child Matters meetings.

Anti – Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If an incident of bullying does occur then all pupils know that they must tell an adult immediately and that it will be dealt with promptly, sensitively and effectively. See Anti-bullying policy on the school website.

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading, and individual reading support out of class from volunteers.
- Additional small group literacy support in class from class teachers and TAs.
- Additional individual and small group literacy support, delivered weekly by a specifically trained HLTA.
- Targeted literacy support strategies devised by the deputy headteacher, SENCo and HLTA as appropriate.
- Handwriting development programme implemented daily throughout the school.
- Use of Dyslexia Portfolio to assess for SpLD, and subsequent implementation of support programme as required.
- The effectiveness of these interventions are reviewed at termly pupil progress reviews. (Please see SEN policy on the school website)



The Inclusive Class

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/TA
- 1:1 support from an allocated TA for children with Statements of SEN.
- 1:1 support in class from learning mentor as appropriate.
- Small group/1:1 support from a specifically trained EAL professional..
- Facilitating access to learning through the appropriate differentiation of tasks and activities.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support.
- Implementation of specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.
- The effectiveness of this intervention is reviewed at monthly Every Child Matters meetings.
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Strategies/support to develop independent learning:

- Provision of individual/visual timetables and checklists.
- Provision of sand timers where appropriate.
- Use of colourful semantics folders to promote independent writing.
- Pre-teaching of new concepts and vocabulary.
- Differentiated success criteria.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the educational psychologist, occupational therapist or physiotherapist.
- Provision is in place to prepare children for their transition from Early Years to Year 1 and from Year 6 to Secondary school.

- Pilgrims' Way has a Nursery unit on site which currently offers 15 hour per week, either morning or afternoon. Families can come directly to our School Business Manager to put down their child's name requesting a nursery placement. Parents/Carers are asked to fill in a form detailing any existing SEN that the child may have. Help with filling forms is available to all. If the child has been identified (perhaps by a day nursery or by a healthcare professional) as having a special educational need, then a home visit is undertaken so that we can meet the child and to find out how best we can support the child on entry to our Nursery. On your child's first day, you can choose to stay with them while they adjust to this new environment and/or they can start gradually, perhaps an hour on the first day building to their full three hours over a period of a few days. In the case of children who are autistic or who are anxious about the change, we give them photographs of their new teachers and the support staff to take home over the summer holidays to familiarise themselves with the forthcoming changes. All classrooms use a visual timetable so that your child will be aware of what to expect throughout the day. There are also play leaders who are present at lunch time and play times and they will ensure your child plays happily.
- If your child does not go to Nursery but straight into Reception class, then the support is exactly the same as for Nursery entry (above).
- Another important transition for your child is when they leave KS1 to enter KS2. This is the transition from Reception class to Year 1. Your child will notice a difference here as the free-flow environment that they are used to will be reduced. We aim to help your child make this transition by letting them spend time with their new, Year 1, teacher before they actually start in the year group as well as the old teacher and the receiving teacher having a meeting to discuss your child's needs and who will support them. In the case of children who are autistic or who are anxious about the change, we give them photographs of their new teachers and the support staff to take home over the summer holidays to familiarise themselves with the forthcoming changes. All classrooms use a visual timetable so that your child will be aware of what to expect throughout the day. There are also play leaders who are present at lunch time and play times and they will ensure your child plays happily.
- I work closely with the SENCOs in Secondary placements to ensure a smooth transition from Primary to Secondary Settings. There is a TA trained in preparing our year 6 pupils for their move to their Secondary schools by, for example: practising bus journeys, multiple visits to the school, preparing pencil cases and stationery, practising putting on ties, help with using a timetable.



Support/supervision at unstructured times of the day including personal care:

- Play leaders initiating and supporting activities during morning and lunch breaks.
- Buddy system for children new to the school.
- Individual lunchtime supervision where specified, eg. Where children have Statements of SEN or EHCP.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.

Planning and assessment:

- Class provision maps.
- Individual learning support plans.
- Differentiated learning activities.
- CAF referrals to external agencies/social care as required.
- Co-ordinated planning between class teachers, TAs and allocated TAs for children with Statements of SEN.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Underlying ability assessments and assessments using the Dyslexia Portfolio, undertaken by SENCO as required.

- Termly SEN meetings are held where parents, children, SENCO and class teacher meet together. The views of the parents and the child are heard and taken into account when planning next steps.
- Parents receive reports from outside agencies are invited into school to meet with the SENCO to discuss them.

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Early identification of needs requiring referral to external professionals.
- Team Around the Child(TAC) and/or Team Around the Family meetings (TAF) are held where a child's/family's needs are assessed as significant.
- Regular communication and information sharing with an extensive range of external agencies.
- Regular progress meetings with parents/carers for which detailed reports are prepared.
- Sharing of professional reports with parents.
- Implementation by school staff of recommendations made and strategies devised external professionals to support children and/or their families.
- SENCo attends multi-disciplinary assessments as required.

Access to Medical Interventions:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy and Epipen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- All support staff trained in First Aid, most recently in April 2013.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding

EHC Plans

Some young people have EHC plans (Educational and Health Care Plans). These plans are drawn up by a representative from Southwark SEN department, the child's parents, the teacher and other professionals. The EHCP is reviewed every year and can continue with the child into college and when they are starting to look for work placements.

If the school cannot meet the needs of your child using its own resources, then we will seek an Education and Health Care Plan. These are similar to the former statements of educational needs, in that they provide a legal guarantee of provision for your child. As with statements, the parents have the right to appeal to a tribunal if they are not happy with the educational provision. The EHC plan involve the health and social care agencies working more closely with you and with your child; you both have a more direct voice in describing your child and shaping the plan. EHC plans are expected to take 20 weeks to complete from the start of the initial assessment. Once the EHC plan has been set up, it will be reviewed each year to ensure it meets the need of the child. Children who have already been awarded statements of Special Educational Needs will have their statements converted to a EHCP in the next three years.

Exam and testing arrangements:

Children with SEND may need extra time, braille tests, enlarged tests, rest breaks, a scribe for a test, a reader for maths and SpaG tests or perhaps an interpreter. These arrangements will be put into place by the school to ensure that all children have the same opportunity in published tests.

Where can I find further support or information?

Southwark Local Authority provides full information and support around its local offer and attached services. See their website: <http://localoffer.southwark.gov.uk/>
Telephone 020 7 525 5000

The **Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership)** offers parents impartial support, training and advice on **such topics as:** Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.
Telephone: 0207 525 3104 sias@southwark.gov.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Telephone: 0207 359 3635 www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice

on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email

Telephone 020 7358 7799 southwark.office@cafamily.org.uk

ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Telephone: 02089522800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Telephone: 01512372661 www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 020 7771 3491 www.nas-southwark.com

Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 08088003333 www.scope.org.uk

Information: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

Telephone: 0208704 5935 www.smallsteps.org.uk

Information: Info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome.

Telephone: 020 7701 9521 Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome.

Telephone: 03331212300 www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.

Telephone: 01462454986 www.dyspraxiafoundation.org.uk

Information: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

Telephone: 08088008880 www.ndcs.org.uk

Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Telephone: 020 8458 3259 www.resourcesforautism.org.uk

Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Telephone: 01732592500 www.rlsb.org.uk

Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Telephone: 08088025544 www.youngminds.org.uk
Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 02078431900 www.councilfordisabledchildren.org.uk
Information: cdc@ncb.org.uk

Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark.

Telephone: 02077084497 www.southwarkcarers.org.uk
Information: info@southwarkcarers.org.uk

Southwark Parent Carer Council (PCC) a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF).

Telephone: 02075251106 or 07944107019 www.Southwarkpcc.org.uk
Information: info@southwarkpcc.org.uk

Southwark Young Carers Project A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem.

Telephone: 02077036400 www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter.

Telephone: 02077012826 Information: www.kids.org.uk/Event/southwark-siblings
Email: Natulie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8-week “Managing ADHD Group” programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone 07923103243

corinne.turner@family-action.org.uk

Complaints Procedure

If you, as a parent/carer, wish to complain about how we have provided for the special educational needs of your child, then please follow the complaints procedure outlined in the SEN Policy (found on the school website).