

Henry Fawcett Primary School & Children's Centre
Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Brief description of school:

Henry Fawcett is a two form entry Primary School. We are maintained by the Local Authority of Lambeth. Henry Fawcett also has a Children's Centre attached which offers provision for local families of under 5s. There are currently 347 children enrolled at the school and additional numbers that access the children's Centre. Our school motto is 'smile, shine, share' and every child at Henry Fawcett is valued. We strive to eradicate prejudice and discrimination, and to develop an environment where all children can flourish, feel valued and safe. We aim to encourage a sense of community and belonging, and to offer new opportunities to all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Henry Fawcett has a unique and individualised outlook on meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within the school and ways in which parents, children and young people may access the support required.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>		
<p>Team Leader – the team leader oversees the education and well being of the children in their year group. They provide intervention to children within the year group and monitor closely the progress made by each child.</p> <p>Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p>	<p>At Henry Fawcett all teachers are teachers of pupils with SEND. Your child's class teacher/team leader is responsible for planning and delivering a differentiated curriculum to meet the needs of your child.</p> <p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. Collecting and gathering information on children with any SEND and updating records. • Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress whilst keeping in line with their peers. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Meeting with you, any outside agencies and support staff as required to share information and plan for your child's needs. • Making sure that this offer, alongside the Schools Inclusion and disability policies is followed in their classroom and for all the pupils they teach with any SEND. • Asking pupils with any SEND for their opinions and views and involving them fully in the target setting and reviewing process. 	<p>Summarised responsibilities:</p> <ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. Collecting and gathering information on children with any SEND and updating records. • Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress whilst keeping in line with their peers. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Meeting with you, any outside agencies and support staff as required to share information and plan for your child's needs. • Making sure that this offer, alongside the Schools Inclusion and disability policies is followed in their classroom and for all the pupils they teach with any SEND. • Asking pupils with any SEND for their opinions and views and involving them fully in the target setting and reviewing process. <p>Contacted by: speaking to them at the end of a school day to arrange an appointment or contacting the school via email admin@henryfawcett.lambeth.sch.uk or telephoning the school on 020 7735 2764</p>

**The Special Educational
Needs Co-Coordinator
(SENCO)**

S/he is responsible for:

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND offer to make sure all children get a consistent, high quality response to meeting their needs in school. They are responsible for liaising with the team leader to ensure provision for children with SEND is established.
- Teaching children with SEND either in 1:1 or small group settings.
- Making sure that you are:
 - Fully involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Fully Involved in reviewing how they are progressing
 - Fully involved in planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology Service, Occupational Therapy, Health Service, Social Services and the SEN Literacy Consultant. Ensuring that the advice and recommendations of these professionals is shared and implemented in classrooms.
- Timetabling extra support and interventions for your child to ensure that they are receiving a balanced curriculum that meets their individual needs.
- Arranging multi-disciplinary meetings involving the school nurse, speech and language therapist, Educational Psychologist and other agencies as appropriate.
- Monitoring, evaluating and providing appropriate support for all pupils with SEND within the budget.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Liaising with and providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Meetings with your child's class teacher to review their progress on a termly basis
- Involving your child in discussing and setting their targets, and decision making as appropriate.
- Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising and conducting Annual Review meetings if your child has an Education, Health and Care Plan (EHP).

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- Organising training for staff so they are aware and confident about how to meet the needs of your child and all children with SEND.
 - Reporting to the SEND governor as required.

Contacted by: *asking the class teacher to arrange for them to contact you, or by contacting the school via email admin@henryfawcett.lambeth.sch.uk or telephoning the school on 020 7735 2764*

**Head teacher –
Mrs Rachel Eckford**

She is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

Contacted by: by contacting the school via email admin@henryfawcett.lambeth.sch.uk or telephoning the school on 020 7735 2764 to make an appointment.

TA (Teaching Assistant)

Teaching Assistants (TA) will be fully aware of this SEND report and the School's policy and procedures for identifying, assessing and making provisions for children with SEND.

Their principal responsibilities are to:

- Use the School's procedures for giving feedback to teachers about your child's responses to tasks and strategies.
- Be aware of your child's needs and targets and to support these in classroom, small group and 1:1 settings where appropriate.

A TA (Teaching Assistant) may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.

A child may receive support from a number of adults, and a conversation with the class teacher or SENCO will give you a fuller picture of the support that your child is receiving.

Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

SEND Governor -

S/he is responsible for:

- Making sure that the school has an up to date SEND Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Contacted by: *writing for the attention of the SEND Governor via the school office.*

B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEND and /or disabilities in this school?		
Class teacher/Team Leader input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • The teacher will plan and deliver a differentiated curriculum to meet the needs of your child and all the children with SEND in his/her class. • The teacher will have the highest possible expectations for your child and all pupils in their class. • The Team Leader is responsible for ensuring outstanding classroom practice. 	All children in school receive this programme.

	<ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Learning Assistant to help with a particular difficulty. • Making regular assessments of your child's progress and using these assessments to help them plan the next learning steps for your child. • Listen to your child's views and opinions of their learning and ensure that they involve you and your child in target setting and reviewing. Engaging and exciting lessons to facilitate independent learning. SEND children actively involved and participating in all lessons. 	SEND children identified on plans with tailored curriculum to meet their needs.
<p>Where the team leader and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEND Support.</p> <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by outside agencies e.g. Speech and Language therapy or</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • The class teacher will plan with you and the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Learning Support Assistant/teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them 	Any child who has specific gaps in their understanding of a subject/area of learning.

<p>Occupational therapy groups and/or Individual support This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>better</p> <ul style="list-style-type: none"> Support to set targets which will include their specific professional expertise Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. A group or individual work in school run by an outside professional. <ul style="list-style-type: none"> You will always be involved in decisions about how the support will be used and the strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. 	
<p>Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD 	<ul style="list-style-type: none"> If, despite the good and outstanding class room teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at younglambeth@lambeth.gov.uk This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

<p>Outreach Team or Sensory Services (for students with a hearing or visual need)</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavors to put in place the support identified in the plan. Children with EHC Plans receive additional support, the cost of which is met by the Local Authority. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	
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How will we support your child with identified SEND starting at school?

Admission Arrangements:
The school will make every effort to meet the individual needs of a child with SEN or a Disability. The admission arrangements for the school are determined by the Local Authority as follows:

- Looked After Child
- Siblings already attending.
- Medical or social need.
- Distance from the school.

The school admits any child with SEND, subject to these criteria and to the physical limitations of the building. The SEN department at Lambeth oversees applications for places for children with EHC Plans. When approached by the local authority, the school considers places for children in receipt of EHC Plans using the criteria above alongside the physical limitations of the building and any impact on the efficient education of the other children within the cohort. Pupils are integrated into mainstream classes. Where a child is admitted with a particular medical problem or disability, advice and training is sought from the Health Authority and other services if necessary.

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school. It is important to make the school aware of any SEND needs your child may have before they start so we can ensure provision is set to the highest standard before enrollment.
- You will have a meeting with the head teacher to discuss your child and the schools policies and provision.

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- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
 - Your child's key person or class teacher may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the school Foundation Stage 1 class (nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception)
 - We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting.
 - If your child has an ECH Plan or severe difficulties when starting school, we may decide to start them on a part time basis to ensure they have a positive start to school. This will be reviewed, along with their progress after a few weeks.
 - If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
 - Following the settling in period, the class teacher will arrange a meeting with you to review your child's learning and progress.
 - The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

You will be formally invited to meet with your child's class teacher three times a year. At these meetings you can discuss concerns, review progress and set targets for your child. However, you can approach the school whenever you have a concern and time will be made for you. You know your child best and your concerns, views and contribution are valued and listened to.

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Head teacher. Please contact them in the ways suggested in Section A.
- If you are still not happy you can follow the Schools standard complaints procedure as detailed below.

Arrangements for complaints:

You can raise complaints about the special provision for your child by speaking to the class teacher, SENCO or headteacher.

If the situation is not resolved, you may wish to discuss the matter by making an appointment with the Inclusion Manager or Head teacher. If you are not satisfied after talking to school staff, you can make a complaint, using the school's complaint's policy, to the Chair of Governors, who will then investigate the complaint and respond as appropriate within ten working days.

How will the school let me know if they have any concerns about my child's learning in school?

The early identification of Special Educational Needs is vital in order to minimise your child's difficulties later on in their school life. You will be informed and consulted if any concerns are raised. The process is ongoing but problems may be identified from any of the following sources:

- Information from you when your child starts school.
- Records sent from your child's last school.
- Concerns raised by outside agencies such as the Health Authority or Social Services.
- A referral from your child's class teacher or Support Staff that work with your child.
- Concerns raised by you or your child which alert teachers to a possible need.
- Regular ongoing assessment by your child's class teacher.

The school has a variety of NFER (National Federation of Educational Research) tests which may support assessment. In addition, the Educational Psychologist, the SEN Literacy Consultant and the Mary Sheridan Centre may assess and review your child's needs and assist in devising targets for your child. Where an outside agency is involved we will always seek your consent before sharing information about your child. If we refer your child to an outside agency there may be a waiting list for their services. We will advise you of how long the process is likely to take on an individual basis.

- When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with the SENCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
 - The Team Leader will inform you of any concerns they have regarding your child's education and will always share with you the progress and achievement of your child.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEND in this school?

<p>Directly funded by the school</p>	<ul style="list-style-type: none">• Designated SENCO.• Counselling• Sensory room• Additional Speech and Language Therapy input to provide a higher level of service to the school• Specialist Teacher who delivers Speech and Language Therapy sessions in small groups.• Additional Educational Psychology input to provide a higher level of service to the school• Lark Hall outreach programme• 1:1 or small group specialist teachers or tutors.• SALT from Guys and St Thomas' hospital providing support for children with speech and language needs• Drama therapy
<p>B. Paid for centrally by the Local Authority but delivered</p>	<ul style="list-style-type: none">• Autism Outreach Service• Educational Psychology Service• Speech and Language Therapy (provided by Health but paid for by the Local Authority).• Occupational Therapy• Physiotherapy• Professional training for school staff to deliver medical interventions• Parent Partnership Service (to support families through the SEN processes and procedures).• CENMAC - a London-based ICT support service offering assessments, reviews and loan of equipment to pupils with SEND

D. Voluntary agencies

For example:

- National Autistic Society.
- Gaia – for parents and families who have suffered domestic violence.
- Young Carers.
- Chance UK
- Faegans
- MEND
- CCHF
- Parent Partnership – independent advice for parents of children with SEND.

The contact details for the support services can be found on the Lambeth Local Offer website younglambeth@lambeth.gov.uk

The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher/team leader in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. These sessions may be led by the SENCO, SEND Support Teacher or a visiting specialist.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, d Sensory service or medical /health training to support staff in implementing care plans.
- Inset is provided by the Local Authority to train support assistants, teachers and SENCO. The school buys into the Local Authorities centrally provided INSET programme.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process and School Improvement Plan.
- Staff who are new to the school meet with the SENCO and/or the Inclusion Manager for induction into SEND Policies and Procedures.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.

How will the teaching be adapted for my child with SEND?

We believe that children with SEND should be taught within their own classroom setting. Your child may be given support outside of the classroom in individual or small group settings if it is appropriate and best supports your child's needs. Rationales are written to monitor pupils progress with teachers attending termly pupil progress meetings with SLT.

We aim to provide access to the full range of the curriculum by creating a positive and stimulating learning environment for children with SEND. Ways we do this are as follows:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Class teachers and support staff will define the learning sequence and ensure that steps to achieve the learning outcome are identified.
- Staff will give clear instructions and check they are understood.
- Staff will consider different ways your child can present and share their learning, for example, multi-sensory activities such as games, computer programmes, pictorial and oral tasks.
- Staff will consider readability and/or specific vocabulary they use.
- Staff will carefully consider the way they group your child – e.g. mixed ability groups and pairs where peers can support learning.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development. Progress is checked within school on a half-termly basis.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The schools strategy for doing this is a combination of formal testing and ongoing teacher assessment. Children at in receipt of SEND Support have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- Parents are encouraged to arrange a time to meet your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
 - The SENCO is available to meet with you, at an arranged time, to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

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- IEP's (or PLP's) will be reviewed with your involvement each term.
 - A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The SENDCO can be contacted for information on local and national voluntary organisations related to SEND and pupil and parent support.
- The school provides a parent/carer leaflet to explain the SEN procedures – this will be part of your child's welcome pack.
- The IEP/PLP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- Our newsletters includes ideas of ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.
- We will be happy to enter into a discussion to consider any ideas you may have which will support your child in school.

If you child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
 - Where possible we will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed on as soon as possible.

Occasionally a pupil may attend both the Pupil Referral Unit (PRU) or a specialist school **and** Henry Fawcett on a dual registered basis. The SENCO and Inclusion Manager are involved in the reintegration process for that pupil in consultation with colleagues from the other school.

- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All IEP (PLP's) will be shared with the new teacher.
 - If your child would be helped by a book to support them understand 'moving on' then it will be made for them.
- In Year 6

A member of staff may support you when choosing a secondary school for your child. Ways in which we might do this are visiting the school with you, speaking to their SEND department or looking at the School's offer with you.

 - Our SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school and in many cases staff from the new school will visit your child in this school.

Storage of Information:

Files for all pupils with SEND are kept secure at all times in line with the School's data protection policy – please see our website for more details.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder