

School Information Report on Special Educational Needs and Disabilities



FREQUENTLY ASKED QUESTIONS

What kind of Special Education Needs and Disabilities (SEND) are provided for at Emmanuel Community School?

At Emmanuel community school, a graduated approach to SEND is followed, as outlined in the 2015 SEND Code of Practice. Our school currently provides additional and/or different provision for a range of needs, whilst continually evaluating the effectiveness of our provision for children with SEND. Children with a broad range of needs are supported, including:

- Cognition and learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Physical and/or sensory needs

How does the school know if children/young people need extra help and what should I do if I reason my child may have special educational needs?

At Emmanuel Community School we operate a 'whole school' approach to the management and provision of support for special educational needs and believe that every child is special and will thrive in a safe, secure and stimulating learning environment in which children enjoy learning and develop positive relationships with others. We recognize, however that at different times children may need additional support to progress in their learning.

You, your child's teacher or your child may indicate that your child is struggling in some areas of learning or sometimes another professional may have noticed something that warrants extra support. If your child has been identified by the class teacher or Inclusion Lead as needing a particularly high level of individual and small group work which cannot be provided from the resources already delegated to the school, the school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is provided via an Education, Health Care Plan (EHCP). This is a legal process and you can find more details about this in the Local Authority based Local Offer on the borough website:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>

How will both you and I know how my child is doing and how will you help me support my child's learning?

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term and a National Curriculum level given in Reading, Writing, Maths and Phonics. If your child is in Year 1 or above but is not yet at National Curriculum levels, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress; these levels are called 'P levels'.

We believe it is important to be open and honest with children and their families. We will always inform you of your child's progress and any additional support the school thinks will be beneficial to your child. If the class teacher identifies that targeting teaching has not met your child's needs, the teacher will raise this with the Inclusion Lead or Head Teacher. The school will then make a decision about whether to monitor this or set up an intervention group and will inform you.

If your child is placed on the SEN register, you will receive an Individual Education Plan (IEP)/Provision Map, which sets out on paper the additional support your child receives in school and any specific targets they are working towards. Termly meetings with the class teacher and/or the Inclusion Lead will keep you informed of the support being provided and the impact it is having on your child.

How will school staff support my child?

The class teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building what your child already knows, can do and understand. We recognize, however that some children at different times may struggle in some areas. This may be in their work, their relationships with staff and other children or in their attitude towards learning. To overcome these problems it may be necessary to use specific strategies to enable your child to access the learning task or build positive relationships. This may involve using more practical learning or providing different resources adapted for your child.

Working alongside the class teacher we have a group of committed and professional support assistants who work across year groups with individual or small groups of children. This may be within the classroom as well as running intervention groups outside of the classroom. This may be in the form of:-

- Support for children with SEN in terms of their emotional, social and mental well-being is a priority in our school.
- Small group work focused on overcoming gaps in learning which may be run by the class teacher or a teaching assistant who has had training to run these groups.
- Additional one to one adult support for pupils with significant learning needs, who would be unable to access the curriculum without the full support of an adult.
- Phonics catch-up (Read, Write Inc)
- Visual timetables
- Now, Next boards
- Individual workstations
- Quiet space
- Social skills work
- Nurture groups
- Homework clubs
- Breakfast clubs
- Emotional literacy groups

How will the curriculum be matched to my child's needs?

All lessons offer children the opportunity to work at an appropriate level for their development. Children are encouraged to take an active part in their own learning. We offer a range of after school clubs giving opportunities for children to consolidate their learning.

How is the decision made about the type and how much support my child will receive?

Your child's teacher will have carefully checked your child's progress and will have noted that your child has a gap in their understanding/learning and needs extra support to close the gap between your child and their peers. In discussion with you, the teacher will plan group sessions for your child with targets to help him/her make more progress.

The following are examples of how the curriculum may be differentiated to help your child progress.

Reading – this can be targeting at a range of levels, sometimes to help your child learn the phonemes (letter sounds) and words they need to start reading. Sometimes it will be to help your

child improve their fluency and understanding of what they have read so they can answer questions about the text.

Writing – This can be targeted at a range of levels too. Children may need help to hold the pencil and form letters correctly. Sometimes children may need help with the content of their writing and to give their work the correct structure.

Maths – Support will be targeted at different levels. Sometimes children need help to develop early number concepts, number bonds or simple addition or subtraction or telling the time. Other children may need help with understanding more difficult concepts such as algebra or fractions.

Speaking – We have a Speech and Language Therapist who advises the school on language and communication needs. Once your child has been assessed by a Speech and Language Therapist, they will set a programme of work which our staff will follow.

If your child has been identified as needing more specialist input instead of, or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies who will advise and support the school in enabling your child to progress. For example: Autism Spectrum Disorder (ASD) Outreach Team from Flourish Learning Trust; Speech and Language Therapist or Educational Psychologist.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and possible ways forward. If it is agreed that the expert knowledge of outside agencies would be helpful then you will be asked to give your permission for the school to make a referral. This will help yourself and the school understand your child's particular needs better.

What specialist services and expertise are available at or accessed by the school?

The following are examples of other professionals who the school may approach for specialist advice to discuss recommendations with teachers and support staff for appropriate interventions to support your child in consolidating new skills and information.

- Children's Services SEN Team
- Speech and Language Therapist
- School Nurse
- Physiotherapy
- Occupational therapy service
- Educational Psychologist
- ASD Outreach Team from Flourish Learning Trust
- Children and Adolescents Mental Health Team (CAMHS)
- Waltham Forest Parent Forum

What training have the staff supporting SEND had or what training are they having?

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 and dyslexia. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will my child be included in activities outside the school classroom including school trips?

Parents and carers are invited to support on trips where appropriate. Class teachers ensure that children are well prepared before a trip and risk assessments are completed.

If necessary additional adult support for lunch time and for outings will be made available.

What support will there be for my child's overall well-being?

The school sees its provision for pupils in the area of spiritual, moral, social and cultural development as of paramount importance. This is reflected in our Ofsted report, which states:

Provision for pupils' spiritual, moral, social and cultural development is excellent. It is embedded in the subjects taught and in the ethos of the school.

Our Spiritual, Moral Social and Cultural Policy is available from the School Office and to download on this page, this explains more fully our approach and how it is embedded.

There are Safeguarding, Behaviour, Anti-Bullying and Health, Safety and Welfare policies in place.

If a child needs additional medical care an appointed member of staff together with the school nurse will support parents in drawing up a health care plan to support the child's medical needs.

How accessible is the school both indoors and outdoors?

Emmanuel Community School is built on one level and can accommodate wheelchair users. If your child has visual or hearing impairments, we will liaise closely with local advisory teachers to ensure that we meet your child's needs. There are children's disability toilets on site.

How are the Governing Body involved?

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of practice 0 to 25 years (2015).

The SEN Governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

How will the school prepare and support children to join the school or the next stage of education and life?

We understand how difficult it is for children and parents as they move into a new school or new class. We will, according to the needs of the child, aim to make transitions as smooth as possible by, for example:

- carrying out home visits for children entering reception
- hold additional meetings for parents and child with the new teacher
- arrange additional visits to the new classroom environment in order to identify coat pegs, toilet locations etc.
- take photographs of key people and places in order to make a transition booklet.
- invite staff from new schools to visit your child in the classroom and attend review meetings prior to transitions

How will the school's resources be allocated and matched to my children's special educational needs?

The Headteacher, SENCo/Inclusion Leader ensure that resources are allocated for interventions and support for those in need of them through the use of provision and intervention management practices. Class teachers and phase leaders will also be included in this process.

Termly pupil progress meetings are held where the efficiency and cost effectiveness of interventions and support can be examined.

How is the decision made about what type and how much support my child will receive.

Support is allocated dependent on the individual child's needs. This is assessed at pupil progress meetings with parents, staff and professionals working with your child.

How will I be involved in decisions about and planning for my child's future?

You will have regular contact with the class teacher and be invited to parent meetings. If your child has an EHC Plan you will be invited to attend a Person Centred Annual Review which will include all the professionals working with your child. For children with significant medical needs health care plan review meetings will be held.

Who can I contact for further information:-

Further information is available in the SEN Policy.

In the first instance the best contact is with the class teacher, after that the Inclusion Leader/ SENCo will be happy to help.

SENCO/Inclusion Leader:	Ms D Hird
Headteacher:	Mr Simon Reeves (Head Teacher)
Inclusion Governor:	Mr B Greaves

The school office number is 020 8520 0775 and the school email is:
admin@emmanuelcommunityschool.co.uk

SENDIASS- Special Educational Needs Information, Advice and Support Service.

SENDIASS is a service run by the Citizens Advice Bureau and is a service that the Local Authority has to legally provide under the Children and Families Act. It provides; confidential, impartial, free, high-quality information and advice and support to Children and young people with Special Educational Needs and Disabilities.

Contact

Telephone: 020 3233 0251

E-mail: wfsendiass@citizensadvicewalthamforest.org.uk

[Waltham Forest :: Home \(walthamforestsendiass.org.uk\)](http://walthamforestsendiass.org.uk)

For further information within Waltham Forest:

Please refer to the London Borough of Waltham Forest 'Local Offer' of support which can be found at:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>