

# Special Educational Needs Information Report



Aragon Primary School



September 2016

Head teacher: Julie Davey

Inclusion Manager: Hayley Russi  
SENCO : Julie Le Gallez

Safeguarding Lead: Julie Davey

SEN Governor: David Cheesman

## **1. How does Aragon Primary School know if child/young person needs extra help?**

At Aragon, we understand that extra support may be required for children who have a range of additional need(s). Our aim therefore is to support children with their emotional, social, language, communication and physical development as well as academic learning.

### **How do you identify child/young person that may need additional help or have special educational needs?**

We know if pupils need extra help when they are experiencing difficulties in accessing their learning environment effectively, in order to make progress. We understand that this may be due to a number of factors but as soon as we realise there are difficulties we take action to start addressing each child's individual needs.

- Class teachers identify concerns that the Special Educational Needs Co-ordinator (SENCO) would follow up on with observations and advice. They would raise their concerns with parents at parent meetings and engage in a discussion with them about if these concerns are shared.
- Observations would allow the SENCO, in discussions with the class teacher, to look at provision and allocate intervention/support available within the school, to support a child's needs. Intervention does not necessarily mean that a pupil has Special Educational Needs/Disability (SEN/D).
- Assessments are used to identify if a child may need additional support /assessment (teacher, SENCO or the need for outside agency support/assessment).

### **What skills and experience are you using to identify need?**

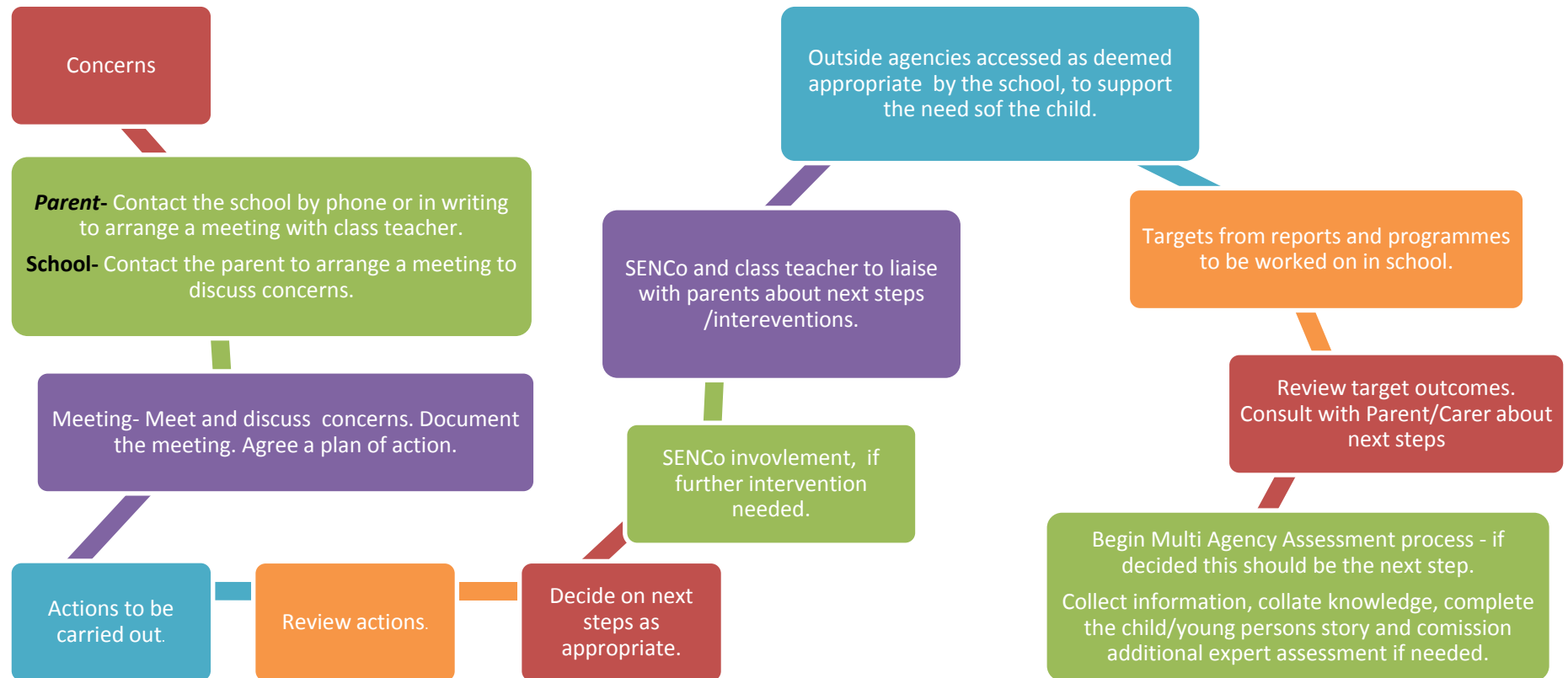
- Across the school, we have a wealth of expertise in a range of areas. We work closely together to maximise individual strengths and share good practice.

### **How do you work with in collaboration with parents/carers in identification and assessment stages?**

Parents are involved in every step of the identification process working in close collaboration with teachers/SENCO/outside professionals depending on the individual needs.

## 2. What should I do if I think my child/young person may have SEN/D?

At Aragon we provide support for children with a broad spectrum of needs, ranging from children who may require additional intervention in order to allow them to 'catch up' to be working within expected levels for their age group, to children with more significant needs where additional funded support is required to make progress. If you are the parent of a child with an Education Health Care Plan we would welcome a meeting with the SENCO/Inclusion Manager to discuss suitability of placement.



**How do you discuss with parents any concerns either you or they have?**

Staff meet with parents/carers three times a year to discuss progress and reports are written in the Summer term. However, staff and the SENCO are available throughout the year and appointments can be made by either calling the school office or talking/liasing directly with the teacher.

If a child is considered to have Special Educational Needs/Disability, additional provision will be made for that child based on their individual needs and appropriate intervention/support will be put into place to aid the child. Additional outside agency support will be provided when needed.

When there are more specific and challenging needs and outside agency input suggests, we will discuss and work closely with parents to apply for an Educational Health Care Plan. If granted, funding is awarded to provide the appropriate level of support in school.

**3. How will I know how Aragon Primary School supports my child/young person?**

We cater for a range of different needs within the school. We have children with Speech , Language and Communication needs, Dyslexia, Dyscalculia, Autistic Spectrum Disorder, Moderate Learning difficulties, Behavioural difficulties, Medical needs, Visually impaired children, Hearing impaired children and children and families who are being supported by Child and Adolescent Mental Health Services (CAMHS). We understand that every child is different and that provision and support should reflect that.

**How and by whom are support plans developed?**

Any child starting Aragon with an Education Health Care Plan will be given the support identified in the plan.

SEN Support plans are developed by class teachers working closely with the SENCO and parents/carers. Discussion of needs, use of reports from outside agencies and evidence based interventions, are used to provide the appropriate provision and support for our pupils. Progress is monitored carefully and assessments made, show the effectiveness of the intervention/support.

Parents/carers of any child requiring additional support/intervention will be informed and kept updated as to their child's progress. Intervention does not necessarily mean that a pupil has Special Educational Needs/Disability (SEN/D).

**How are appropriately skilled people from outside the school inputting into the package of support and the implementation?**

Outside agencies (Early Years, Speech and Language Therapy, Visual Impairment unit, Early Years Inclusion team, School Nurse, Educational Psychologist etc) are used to target specific needs as appropriate.

The school has excellent working relationships with outside professionals. Advice and targets from written reports are inputted into the actions needed to be carried out by the school and reviewed as part of the monitoring process.

**How does the school ensure they are up to date and have the required skills?**

The SENCO, who is qualified in Leadership and Management in Special and Inclusive Education, attends forums and staff receive in house training as well as opportunities to attend courses, to provide the skills needed to meet the needs of the children. There are currently two additional members of staff trained in Leadership and Management in Special and Inclusive Education.

**How do the Governors know what provision is needed and what are their responsibilities?**

There is a SEN/D Governor who works closely with the Inclusion team. Governors are kept regularly informed/updated through written reports and SENCO/Inclusion Manager attending Governor's meetings.

**How does the school check that the provision is effective? Does every child/young person needing extra help have an SEN Support Plan (SSP)?**

We use a provision mapping system with three tiers of support to track and monitor pupil progress. Wave 1 interventions look at the specific needs of the cohort and quality first teaching strategies that can be used to target pupils in that year group. Wave 2 focuses on more specific evidence based interventions where impact is measured based on entry and exit assessment. Children receiving support at either of these levels do not necessarily have SEN/D.

Wave 3 focusses on the long term outcomes and the smaller targets set in order to meet those outcomes over a phase/ key stage.

Targets set by outside professionals are used. Annual reviews are held for children with Education Health Care Plans.

#### **4. How will the curriculum be matched to my child/young person's needs?**

##### **What is the school's approach to differentiation?**

Differentiation according to ability takes place in planning across the school. However, children identified as having Special Educational Needs/Disability (SEN/D) may require a more personalised approach, including specific targets related to their area of need. We have high expectations of ALL pupils.

##### **Who plans any specific individual education/intervention programme and how are they delivered?**

Class teachers, teaching assistants and the SENCO with the involvement of other relevant outside professionals, would work together to develop a personalised learning programme.

Depending on the needs outlined, programmes could be delivered by a Speech and Language therapist in conjunction with the teaching assistants, class teachers and or teaching assistants as appropriate.

##### **How do child/young person access the whole curriculum if specialist equipment is need?**

Specialist equipment is generally accessed within the classroom setting under the supervision of class teachers/teaching assistants and monitored by outside professionals where needed.

#### **5. How will the school know how well my child/young person is doing?**

Provision maps are reviewed and updated termly. Termly pupil progress meetings provide opportunities for staff to discuss progress with Senior Management. Progress is tracked and monitored and necessary action taken.

#### **6. How will I know how well my child/young person is doing?**

##### **In addition to normal reporting arrangements what opportunities are there for parents to discuss progress with staff?**

Parents/carers of children with SEN/D are met with three times a year by the class teacher and school reports are issued yearly. Parents/carers and teaching staff can request for the SENCO to be present at any of these meetings. The SENCO may also choose to attend some parent/carer meetings or request additional meetings. Any parent/carer of a child with an Education Health and Care Plan will have an annual review in school. Parents/carers are advised and encouraged to contact staff, should they have any concerns at any

point throughout the school year. Meetings/liaison/dialogues take place over the phone and in person (as appropriate) throughout the year and according to the needs of the child and family.

#### **How do schools plan the format of review meetings?**

SEN Support Meeting records are agreed by staff and parents/carers at the termly meetings. They outline the outcomes and targets and agree what provision will take place in school and how parents/carers will support at home.

Children with Education Health Care Plans have Annual Review meetings where the targets outlined in the plan are reviewed and new targets are set, with the input of all the professionals working with that child. Any other relevant issues are discussed at this meeting. Parents of children who do not have an Education Health Care Plan will meet with their child's class teacher/SENCO/Inclusion Manager (as appropriate) three times a year.

### **7. How will you help me support my child/young person's learning?**

We work in close partnership with parents/carers and value their views and contributions regarding their child's learning and well-being. Regular contact is maintained through home-school diaries and informal dialogue, where appropriate.

Parents are offered support by the school through parental workshops (Phonics, Reading and Maths). We try hard to model and demonstrate strategies that are effective in school for parents to try at home. Suggestions of tools and resources to support provision at home to aid consistency between the two settings may also be offered.

Provision map targets are shared with parents termly and discussions take place on how parents can best support these targets at home. Best practice shows that progress is greater, where home and school work positively in collaboration with one another.

#### **How will you involve me in planning of any provision?**

At the termly SEN Support Meetings, we will collaborate to evaluate progress and effectiveness of the support/intervention, setting/agreeing new targets for the following term. Parents of children who have an Education Health Care Plan are involved in the process of setting targets alongside other professionals at the Annual Review meeting.

## **8. What support will there be for my child/young person's overall wellbeing?**

### **How does the school manage the administration of medicines or personal care?**

There is separate detailed Medical Policy that outlines policy and procedures for staff and children. If there is a need for a Medical Health Care plan, these are written by the school nurse, school and parents in conjunction with outside professional advice. We follow clear guidelines for the administration of medicines. Relevant training is provided as appropriate, according to school policy guidelines.

### **What support is available to improve attendance, support behaviour and avoid exclusions?**

Attendance is monitored closely by the Attendance Officer Dawn Siggory and overseen by Hayley Russi the Assistant Head for Inclusion. Children falling below or at risk of falling below the expected attendance levels are targeted through individualised reward charts, tracking a pupil's daily attendance. Certificates for 100% attendance are awarded termly in a Celebrations assembly.

A similar system is in place for pupils with behavioural difficulties. There are currently two teaching assistants who are being trained in ELSA (Emotional Literacy Support) who will receive training in Building Resilience, Emotional Regulation, Loss, Bereavement and Family Break-Up and Active Listening and Reflective Conversations.

### **What is the approach to bullying, safeguarding and promoting positive mental health?**

All staff and pupils are trained in Rights Respecting Schools. This approach addresses safeguarding issues and bullying, looking specifically at the rights of all individuals in the school environment. Each Class develops a charter which everybody signs up to, making a commitment to work towards. Each year we celebrate 'Friendship Week' - a more positive approach to Anti Bullying Week. There is an Anti -Bullying Policy which we adhere to and can be found on the school website.

For children with specific anxiety or concerns we have support systems in place whereby they can approach and communicate with a member of staff with whom they feel safe and secure.



## **9. How will my child/young person be able to contribute their views on how things are going?**

### **How can the pupil voice be heard and child/young person enabled to contribute their thoughts and ideas?**

We recognise and value the importance of the pupil voice and have a proactive school council that meet every half term. The school council are actively involved in making decisions with the support of school staff on issues that the pupils feel strongly about. From Year Two onwards, elections are held and two representatives are elected from each class within the school. These children are the voice of the class and it their responsibility to feedback thoughts and ideas to the school council on how we can improve.

Throughout the school we use Assessment for Learning. The children regularly peer and self-assess their learning and progress, and are involved in evaluating and setting new targets .Pupils receiving additional provision complete Impact Booklets which explicitly share the target they are working towards and gather the pupils voice on how they feel about the target and achieving it. Pupils on SEN Support Plans (Wave 3) will be supported to complete self-evaluations.

Pupil surveys are completed every year asking pupils to comment on how happy and valued they feel in class and at school. This is an opportunity for children to share their ideas, views and opinions on the provision of their education and well- being at Aragon.

This year we have started to use Pupil Profiles, where the children are able to communicate their likes/dislikes and how they best learn. We ask parents of SEN/D pupils to contribute to this process as they can help their child to be truly reflective. These profiles are then shared with staff who they will be working with.

## **10. What specialist services and expertise are available at or accessed by the school?**

We involve other bodies in our provision especially health, social care and the voluntary sector. Below outlines some of the bodies we work with and their roles in supporting us and our families.

### **Community Paediatricians**

The community paediatric department is based at Queen Mary's Hospital for Children. It provides a range of paediatric services. These include:

- safeguarding and protecting children;
- services for children with disabilities and complex health needs;
- services for looked after children;
- services to support special educational needs.

### **CAMHS**

CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

Children and young people and their families can be referred to CAMHS if children are finding it hard to cope with family life, school or the wider world. If these difficulties are too much for family, friends or GPs to help with, CAMHS may be able to assist. Types of problems CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events. CAMHS can also diagnose and treat serious mental health problems such as bipolar disorder and schizophrenia.

### **Educational Psychologist**

Merton Educational Psychology Service works with Local Authority Schools and providers of pre-school education to help them in educating children and promoting their development.

Individual referrals are taken from schools, other local authority and health service staff where there are concerns about a child's special educational needs. Parents will always be asked to consent to the referral and will be involved in the discussion. Schools and pre-school providers will be working with the child within the Special Educational Needs Code of Practice.

The **Educational Psychologist** will give advice in one or more of the following ways:-

- having consultations with school staff and parents
- observing the child
- working with the child

Schools and pre-school providers will be able to use this information to develop their work with the child. Parents will be given copies

of any written reports. Referrals to the service come from schools and/or other professionals.

### **Occupational Therapy**

Children's Occupational Therapy works within the general community and at special schools in Sutton and Merton. The service aims to meet the needs of children who may have functional difficulties resulting from conditions such as coordination difficulties, cerebral palsy, developmental delay, muscular dystrophy, Down's syndrome, neurological difficulties, autistic spectrum disorder or sensory integration dysfunction.

### **Speech and Language Therapy**

Speech and Language Therapists work with parents/carers and others to assess if a child has speech and/or language difficulties, communication or eating and drinking difficulties. Speech and Language Therapists have the skills to assess the levels of speech, language and communication difficulty and to work directly with specific therapy targets to help children overcome such difficulties.

### **School Nurse**

The School Nursing Service works with school-aged children, young people, their parents, carers and teachers. They promote the health of students and offer help and advice to students, parents, carers and teachers so that maximum benefit may be derived from the education provided. School Nurses also work alongside teachers in delivering health education according to the National Curriculum and government health strategies.

School Nurses also work with other agencies to safeguard and protect children and young people from harm.

Children who have problems with their development or have conditions which adversely affect learning are identified and referrals made to other professionals where appropriate.

#### School Nurses can offer advice on:

Nutrition and diet.

Bullying

Behaviour problems

Bed-wetting

Emotional problems

Immunisations

Drugs

Sexual health

Bereavement

Immunisations

Child Protection

Growth Problems

Asthma and other medical conditions

### **Early Years Inclusion Team**

The Early Years Inclusion Team (EYIT) offers support and advice for children with special needs in Nursery. They work with parents/carers, staff, and other professionals in education and health. They aim to support progress and support settings so that all children can access the Foundation Stage curriculum to their full potential.

**The support they offer includes:**

- CPD
- Guidance for writing and implementing personalised learning within Provision Mapping
- Supporting settings to make timely referrals for assessment
- Guidance for writing an SEN policy
- Supporting transition for children with SEN

### **MAOS**

The Merton Autism Outreach Service (MAOS) supports the inclusion of pupils aged 4-19 years with Autistic Spectrum Disorder (ASD) and Social Communication Difficulties in mainstream education settings. The service is staffed by experienced professionals who have expertise in working with pupils with ASD in both mainstream and specialist settings and it is part of the Special Educational Needs and Disabilities Integrated Service (SENDIS)

MAOS undertakes an advisory role in schools, supporting staff in developing their understanding of ASD and sharing tools and strategies to enable pupils to access learning and social opportunities. Advice is provided about:

- Organising and structuring the environment
- Appropriate approaches and strategies
- Structuring work and activities

Compulsory training is also provided for schools. Access to the service is provided for schools with pupils who have a diagnosis of ASD from an appropriately qualified professional and who are known to SENDIS or whose complex Social Communication Difficulties have been identified by an educational psychologist and their school's educational psychologist has recommended referral to MAOS.

### **Visual Impairment Team**

The Visual Impairment Team provide advice and support for children and young people, families, nurseries and schools on visual development and curriculum access strategies. We also work closely with a range of professionals to ensure that the visual needs of the children and young people we support are met.

They can:

- Provide advice on the inclusion of children with impaired vision in mainstream schools
- Advise on making "reasonable adjustments" to the curriculum and school environment in line with Disability Discrimination Legislation
- Train teaching and support staff to use appropriate visual access strategies
- Offer whole school awareness training on visual impairment and the implications of Disability Discrimination Legislation
- Make regular teaching and monitoring visits to children and young people as necessary supported by lesson plans, records of visit and reports where appropriate
- Contribute to reviews in line with Merton's revised SEN Policy
- Provide information to support transition between nursery, school and college

### **Hearing Impairment Team**

The Hearing Impairment Team is a team of specialist teachers who work with hearing impaired children from birth to eighteen years of age. They provide advice and support for their families, offer advice to schools and nurseries in Merton and work closely with a range of professionals to ensure that the needs of the children and young people we support are met.

**Health professionals as appropriate.**

### **Merton's Special Educational Needs Team**

Merton's Special Educational Needs (SEN) team co-ordinates the formal assessment process for Merton-resident children aged 2-19 in school settings who have special educational needs. The assessment finds out exactly what a child's needs are and what special help they need. It is only necessary if a child's school or educational setting cannot provide all the help they need.

The team is part of the Special Educational Needs and Disabilities Integrated Service (SENDIS)

The SEN team works closely with parents and services such as schools, health and children's social care professionals, voluntary organisations and others to make sure assessments of children strictly adhere to the statutory legal framework and that the right specialist advice is sought.

### **Merton Parent Partnership Service**

The Merton Parent Partnership provides impartial, confidential support, advice and training to parents/carers of children with Special Educational Needs and those at risk of exclusion. The service supports families of children and young people who are school-based up to the age of 19.

The service works with schools, the Local Education Authority and other agencies to help develop positive relationships with parents and pupils, helping to reduce exclusions and raise achievement. The Parent Partnership empowers parents to be able to participate and make informed choices through:

- Help with understanding parental rights and responsibilities
- Practical support in attending meetings with parents

- Providing information about the SEN assessment process
- Assistance with writing representations and school visits
- Support with informal resolution of disagreements

Information is available in a number of community languages and the Partnership is able to link parents with local and national support groups.

### **11. What training have the staff supporting a child/young person with SEN/D had or are having?**

All staff (teaching and non-teaching staff) have mandatory Safeguarding/Child Protection training as well as the recommended updates in line with government policy guidelines and the School Safeguarding Policy. Staff also have regular training in Rights Respecting Schools.

Appropriate medical staff and the school nurse provide specific advice and training regarding individual pupils and their specific needs. There has been training for staff for managing children with behaviour difficulties and/or ASD.

Midday supervisors have training regarding risk assessments for specific children. Vulnerable children are discussed weekly in whole school staff meetings as appropriate.

Training needs are looked at on an annual basis and provided as appropriate for all staff. This would be dependent on school priorities and individual targets. Records of all training are maintained and shared with governors at termly meetings.

We are developing a team of highly skilled Teaching Assistants with strengths in specific areas. Expertise and training is shared and disseminated at regular TA meetings. Opportunities for peer observations and team teaching of interventions are part of our good practice. Two experienced TAs are attending Emotional Literacy Support training this year to help support pupils experiencing Social and Emotional difficulties.

Appraisal meetings are held with staff where they have an opportunity to discuss their professional development and set targets for the future.

## **12. How will my child/young person be included in activities outside the classroom including school trips?**

### **How are parent carers involved in planning school trips?**

Parent/carers of children with SEN/D are approached by staff to discuss their child's specific needs and how we can best meet those needs on school outings. For residential trips, each SEN/D child's needs are assessed on an individual basis and a dialogue is opened up with parents about how the trip can work for their child. Where possible, reasonable adaptations may have to be made. To date all SEN/D children who have wanted to participate, have been able to do so.

### **Who completes risk assessments and how are they signed off?**

Risk assessments for trips are completed by staff at school and signed off by the trips coordinator. Risk assessments from visit sites are used in conjunction with borough ones, with adaptations being made depending on the needs of the cohort.

Risk assessments are also written for individual children as may be needed for a variety of reasons E.g. behaviour, medical, child protection.

We are compliant with the disability and equality legislation.

## **13. How accessible is the school environment?**

### **Is the building fully wheelchair compliant and are their appropriate disabled facilities?**

The school is fully wheelchair accessible with ramps, lift access and disabled facilities within the school, in compliance with government regulations.

### **How would required improvements to the auditory or visual environment be made? How will any specialist equipment which is needed be acquired?**

Sound field systems are in many of the classrooms and the school would undertake advice on improvements to our visual environment. If specialist equipment is needed, staff at Aragon would liaise with the borough about acquiring it. This has been the case when individuals with specific needs have entered Aragon.



**How does the school communicate with families where English is not the first language?**

Translators will be used where possible for parents with no/little English. Sometimes staff members or other parents facilitate this. Plans for improved induction of EAL pupils are in place including supporting parents to fill in the necessary paper work prior to a child starting at Aragon.

**14. How will the school prepare and support my child/young person when joining Aragon Primary School, transferring to a new school or planning for the next stage of their education, employment or training?**

For any child with SEN/D arriving at Aragon, we liaise with their current setting about visits and the use of a transition book to aid the process. Staff communicate fully with new settings and make provision for the child to have some elements of familiarity available to them as they start the transition process.

Transition to secondary school starts with the SENCO/Inclusion Manager attending a transition meeting with local secondary schools being present, at the start of June. Transition information is shared regarding vulnerable children and school records are delivered within the borough on Transfer Day or by registered mail at the start of the academic year. Arrangements are made for vulnerable pupils to visit their new schools with a member of staff from Aragon. Each child's needs are assessed on an individual basis.

Normally a TA in Year Six runs a smaller transition group, enabling the children to be more confident about their transfer to secondary school. The TASC materials provided by the borough are adapted and used for this.

**15. How are the school's resources allocated and matched to child/young person's special educational needs?**

**How are the SEN/D budget and any other resources the school receives, such as Pupil Premium, allocated, monitored and evaluated?**

The SEN/D budget is used to fund a variety of resources ranging from, training, purchasing services from outside agencies (SALT, Educational Psychologist and OT) and day to day resources for programmes and interventions. We manage this by working directly with the school business manager.

Termly Pupil Progress Meetings are held where senior management and staff liaise to discuss individuals and groups and if necessary re-allocate resources appropriately dependent on need.

We will always aim to cater for each individual's needs.

**16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?**

Support and provision is allocated based on need. Decisions will be made by the SENCO/Inclusion Manager in discussion with parents and the school Senior Leadership Team.

**17. How will I be involved in discussions about and planning for my child/young person's education?**

Parents are invited to share their views about provision made for their child, by commenting on provision that is available to them on a termly basis. Children with EHCP's would have an Annual Review in which Parents are asked to submit their opinions as well as attending the meeting.

Discussion about targets and how best to achieve them are discussed at the termly parent meetings.

## **18. How can I be involved in the school more generally?**

At Aragon, we actively encourage parents to be involved in their children's education and value working in close partnership with parents. The school is always looking for parent volunteers to come in and support class teachers and other staff by working with the children and supporting them.

If you feel you are able to offer time and expertise then contact the school. DBS checks would need to be carried out prior to starting, as the safety of the children is paramount. Parents are often invited to help supervise on school trips.

There is an active PTA which is always looking for new recruits.

## **19. Who can I contact for further information?**

The first point of contact to discuss your child/young person is **ALWAYS** their class teacher. If you feel they have not been able to help you sufficiently, then you should follow the procedures as outlined.



Appointments can be made either by calling the school or requesting a meeting in writing. We would always encourage parents to come and to talk to school in the first instance, following the hierarchy as set out above.

**20. What should I do if I am considering whether this is the right school for my child/young person?**

Arrange to come and visit the school by making an appointment with Bev Worby or Dawn Siggory on 0208 337 0505. They can arrange for you to receive a school tour and for you to meet with the SENCO and/or Assistant Head for Inclusion.

If you were to have a complaint, the complaints procedure would follow the school complaints policy.