

Fullwood Primary School
SEND Local Offer

As part of the **Children and Families Act 2014**, all schools in Redbridge are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

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An overview of the school

Fullwood Primary School is a two-form multicultural school one level ground floor building. The class sizes 30 children per class with up to 120 per year group. The classes are divided into phases: EYFS, KS1, Lower KS2 and Upper KS2. There are two multi-purpose halls used for PE, Assembly, Drama, Dance, performance, fetes, visiting Groups etc. We have an ICT Suite with 30 terminals, as well as access to laptops and Chromebooks. There is an IWB in each classroom. Additionally, in each KS2 classroom there is a Pod of six computers.

Our school vision is **"enabling every child to succeed"**.

In order to achieve this, our staff are committed to ensuring that we;

- Provide a safe stimulating environment which enables every child to achieve their best through varied learning experiences so that they can be confident, happy, healthy pupils who are lifelong learners

The school does not have a special unit / resource for a particular type of SEND.

Identifying children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

The progress made by all pupils is regularly monitored and reviewed termly. When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support.

Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. Children may have their learning needs identified as being specific to either Literacy or Numeracy. If a child has more complex needs, the school will work with external partners to assess and verify these and ensure that parents / carers are engaged with as to the outcomes of any assessments.

Pupils are identified as having Special Educational Needs and Disabilities if they have:

- Received appropriate differentiation, but the rate of progress is inadequate.
- Additional or different action, to help them learn more effectively.
- Social, emotional, mental health or learning needs.
- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability that prevents or hinders them from making use of mainstream educational facilities.

The school will share any concerns with parents as soon as they arise and vice versa. Initially, parents will be invited to meet with the class teacher to discuss concerns.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

In the first instance parents should speak with the class teacher. The schools Parental Support Advisor (PSA) is also available to support parents and advise them to the relevant person/groups.

The SENDCO is also available to meet with parents to discuss a pupil's progress and needs.

Involving pupils and parents/carers in planning support

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Parent Support Advisor
- Coffee mornings for parents / carers of pupils with SEN.

Range of support available to my child

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Grouping of pupils
- Specific teaching interventions
- Specific individual support
- Support for behaviour

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

All pupils are assessed on a regular basis in a variety of ways. This includes the use of questioning in a learning situation or through the marking of books and work, or testing. The school monitors this progress through internal meetings and the use of a computerised tracking system, which helps ensure each child is on track to make good or better progress. Progress is fed back to parents / carers in a variety of ways, this includes via the use of the home – school communication book, telephone calls home or meetings with the class teacher.

Pupils also have marking comments, which ensure children are aware of next steps and which act as a guide to the progress they have made during their school life. These are available to be viewed during parents / carers evenings and show the curriculum targets which the pupil has achieved.

Progress towards IEP targets is measured on an on-going basis, these are formally reviewed three times a year and parents / carers are involved in this process during parents / carers evenings. Details of the progress

made against these targets is written onto the IEP at each review point, these are then sent to parents / carers.

Those pupils who are working with one of the school's external agencies will have their progress measured by the relevant agency staff. The staff will then feed back to school staff and also parents / carers.

Depending on the level of or type of SEND, parents / carers of some children may be invited to meet with school staff more regularly to discuss progress.

Children with EHC have their progress formally reviewed on an annual basis at the Annual review meeting.

Support and training for school staff

Have any staff received specialist training in SEND?

We realise that in order to respond to the needs our children have, our staff must have access to high quality professional development opportunities. We access a variety of resources to ensure that all staff receive training relevant to children with SEND and are kept up to date with the latest legal requirements and government policies. An induction in school SEND arrangements will be given to Newly Qualified Teachers and new members of staff; likewise all Newly Qualified Teachers undertake external training in Speech and Language and SEND Awareness.

In addition to this, the SENDCO holds the National Award for SEND Coordination (NASENDCO).

We provide training for staff in order to develop a more stimulating learning environment which has benefitted our SEND pupils and those who are in the earlier stages of social development. This is done through:

- INSET
- Half termly SEND surgeries
- Weekly LSA support meeting
- Weekly training delivered by our experienced subject leaders

The school works closely with a number of external agencies who support school staff in ensuring that the needs of the pupils within their classes are being fully met.

Accessibility of the school

How is the school accessible to children with SEND?

The school is single story. Each classroom is wheelchair accessible. The school has 2 disabled toilets, one of which contains an electronic ceiling hoist and one contain a changing table.

We also have a sensory room and Nurture room.

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

The school make every effort to ensure that all children are included fully within school life. This may include ensuring that after-school provision has additional staff in order to meet a child's needs, additional risk assessments are undertaken or alternative methods of transport to include a child in a visit are found. When faced with challenge regarding the inclusion of a child, we work in close partnership with parents / carers to establish a way in which these can be overcome to allow the child to fully partake.

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

We understand that changing class/ school can be a challenging time for children with SEND. In order to make transitions as smooth as possible, we put great emphasis on sharing key information, careful planning and giving the children lots of opportunity to meet their new teachers. This may involve the following; meetings between our own teaching staff to discuss transfer between years; meetings between our school staff and other school staff to discuss transfer; additional visits to new schools for Year 6 children; visits to local Nurseries by the SENDCo and Early Year lead; small group work to explore what it will be like to move to another school and the production of picture books showing familiar places in the new school. We welcome the support of parents / carers during this process.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent/ learning support groups
- Coffee mornings with parents
- Parent Support Advisor (PSA)

Further information for families and practitioners

Further information can be found on the school's website or from the school office via the school's PSA.

How to contact the school:

Telephone 020 8551 3288

E-mail admin.Fullwoodprimary@redbridge.gov.uk

Website <http://www.fullwoodprimary.co.uk/>