

Michael Faraday School
SEND INFORMATION REPORT & POLICY 2023 - 2024

INCLUSIVE LEARNING STATEMENT / UNIVERSAL OFFER

At Michael Faraday Primary School we offer all children:

- **quality first teaching**
- **access to a supportive learning environment**
- **a broad and rich curriculum**
- **pastoral care**
- **extra-curricular activities**
- **support for additional needs**
- **family involvement**

QUALITY FIRST TEACHING

All children in school should have access to excellent teaching in class. This means:

- **the teacher has high expectations for all pupils in their class, including those with additional needs;**
- **all teaching is based around building on what a child already knows and their potential to do and understand;**
- **different ways of teaching are in place so that children are fully involved in learning in class – this may involve interactive tasks, practical experiences, visual and auditory presentations, etc;**
- **specific strategies (which may be suggested by the SENCo, specialist school staff or outside agencies) are in place to support children's learning;**
- **the teacher will have carefully checked each child's progress and will have identified any extra support needed to help ensure the best possible progress in understanding and learning;**
- **staff participate in both tailored and universal continuous professional development programmes, in order to support a structured whole school approach to learning.**

ACCESS TO A SUPPORTIVE LEARNING ENVIRONMENT

Safeguarding procedures are in place including E-safety training provided for staff and learners.

Workstations, working walls and visual support are used in classrooms.

A well-being programme is provided which helps maintain a healthy and supportive working environment for staff and pupils to work and learn in.

CURRICULUM

Through our universal curriculum we aim to:

- foster a culture of lifelong learning, curiosity and independent living skills in all of our learners;
- deliver a broad and rich curriculum;
- provide a curriculum differentiated to meet additional needs.

PASTORAL CARE

Positive behaviour in school is essential; our behaviour policy reflects this and can be accessed on the school's website. We hold high expectations of the whole school community and we value working jointly with our families, forming relationships based on trust.

We reward children's positive behaviour and attitudes to work in our achievement assemblies.

Distressed behaviours are addressed using a range of appropriate strategies. We always deal with each incident individually, taking into account the age and understanding of the children concerned. Staff endeavour to make sense of a behaviour a child may present and ascertain underlying causes. Our school Child Counsellor is able to observe, advise and support.

A small number of children benefit from an individualised approach to managing their behaviour. This may include individualised planning with targets, strategies and support shared and later reviewed with children, parents/carers and staff.

The school community takes a strong stance against any form of bullying. Children and their parents are made aware of the procedures for reporting incidents of bullying including cyber-bullying. Children are able to see-trained staff as necessary if they are experiencing any emotional or social difficulties and can self-refer or be referred by staff, parents or outside professionals.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are available to all children and appropriate arrangements are made, if necessary, for everyone to be able to participate.

SUPPORT FOR ADDITIONAL NEEDS

Our Inclusion Team oversees the assessment and support of pupils with additional needs:

- children with special educational needs and disabilities – SEND
- children for whom English is as an additional language – EAL
- pupils who are gifted and/or talented – G&T
- children in receipt of Pupil Premium funding
- looked after children – LAC
- children with safeguarding needs

School Inclusion Team

Riana Gouws	Head Teacher: Pupil Premium / Pupil Progress / Safeguarding
Sarah Haley	Deputy Head Teacher: Pupil Premium / Pupil Progress / Safeguarding / Looked After Children
Jacqui Lamport	SENCO (part-time): Special Educational Needs and Disabilities / Interventions / Pupil Progress / Safeguarding / Medical Needs
Natalie Barrett	SENCO & Assistant Headteacher: Inclusion / Special Educational Needs and Disabilities / Interventions / Pupil Progress Safeguarding
Aleks Forsythe	Child Counsellor, Social, Emotional and Mental Health
Ann Dowie	Safeguarding

Wider Inclusion Team

Dr Perry Draper	Educational Psychologist: Specialist Assessment and Advice
Mable Therapy	Various Speech & Language Therapists: Pupils with SLCN
School Nursing Service	School Nurse: Medical / Physical / Vulnerable Pupils
Arthur Cefai	Hearing Impairment Specialist Teacher: Pupils with HI
Valentina Guidi	Community Family Support Worker: Vulnerable Pupils Under 5
Meg Newman	Autism Support Team: Pupils with ASD

FAMILY INVOLVEMENT

Involving parents/carers in the life of the school is very important to us and we do this in a variety of ways:

- **Communication**
 - **Senior Leadership Team morning welcome in the playground at the start of the school day**
 - **EYFS Home Visits**
 - **Parent-Teacher meetings – attainment/progress**
 - **Parent Adviser support as needed**
 - **Meetings, telephone calls, texts, letters, emails, newsletters**
 - **School website and blogs**
 - **Home-School communication books for some children**
 - **School reports**

○ **Events**

- PACT – Parent and Carers Together– parent/carer group
- EYFS open days for parents/carers / termly assemblies for families
- Transition – Welcome Meetings / Class Teachers
- Parent workshops
- Support group – Autism
- Visit days for prospective parents
- School productions / concerts

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Michael Faraday we aim to identify areas of difficulty or SEND and meet needs effectively. Parents/carers and children are involved at all stages of this process and the child is at the centre. We make assessments of children's needs (Assess) and decide on what sort of intervention is necessary (Plan). We implement the plan (Do) and give it some time to work. We set a date to see how things have gone and we all come back together to discuss whether it has made a difference (Review) and we make a new assessment. The process is a cycle and looks like this:



EARLY IDENTIFICATION

We aim to identify needs as early as possible and put support in place. Some children come to school with their needs already identified by their previous setting/school – we always contact these practitioners to find out what they have been working on and what needs to happen next.

Parents/carers may identify a difficulty or have a concern about their child. This can be shared with the Class Teacher initially and also with the SENCO (contactable on 020 7703 5806 or at sendco@michaelfaraday.southwark.sch.uk).

During a child's journey through school a difficulty may become apparent. Staff monitor how children respond to quality first teaching and regularly feed this back to parents/carers. If a child is not making expected progress and other explanations have been ruled out (for example, poor attendance or known medical conditions or if something significant has happened in the child's life), then a referral to the SENCO is made so that further observation and assessment of SEND can be carried out.

ASSESSMENT

Parents/carers are consulted throughout assessment processes and information is shared openly.

- **School Assessment**

The class teacher is responsible for every child, and on a daily basis observes and assesses children's needs, how they are responding to the teaching and what changes might need to be made to this. If the class teacher would like support with assessment or provision, they refer this to the SENCO. Staff work together with parents/carers and the child to find out more about what the child needs – this is recorded and action is planned.

Continuous monitoring of each child's progress gives a clear picture of how each child is progressing. Teachers at Michael Faraday use a range of assessment methods to determine what has been remembered, what skills have been acquired and what concepts have been understood. Children are also encouraged to assess their own learning and to let staff know what they find easy or difficult.

On-going formative assessment is carried out and recorded by teachers both formally and informally during learning time. This directly informs planning and has an impact on the teaching materials and strategies used.

Summative assessments or tests occur at defined periods during the academic year such as statutory SATs tests in Year 2 and Year 6, Testbase, etc. Summative assessments are used alongside teacher assessment to help teachers make end of year and end of key stage assessments.

This range of assessment information may highlight areas of difficulty a child may be experiencing. This is used to decide the appropriate type of support or intervention.

When required, further observation and assessment may be carried out by an appropriate member of the school's SEND Team:

- | | |
|--|----------------------------------|
| ○ SENCOs | Jacqui Lamport / Natalie Barrett |
| ○ SEMH Child Counsellor / Parent Adviser | Aleks Forsythe |
| ○ Teaching Assistants – (intervention trained) | Various |

- **Specialist Assessment**

If more specialist expertise is required to meet a child's needs, outside agency advice is sought.

The school recognises the importance of working closely with a full range of support services, external agencies and other professionals. Priorities and any financial implications are discussed and agreed with the Head Teacher. Before making any referral to an outside agency, parent/carer permission is sought and the referral is discussed. Liaison between specialists and parents/carers is also integral to the process.

The school requests assessment, support or advice via the appropriate referral process to access, for example:

- Family Support interventions;
- Health Specialist Services such as Speech and Language Therapy, Occupational Therapy, Community Paediatric specialist assessments;
- School Nursing Services such as healthy eating advice, weight management support, medical interventions and school care plans;
- Educational Psychology Services to assess a range of developmental needs;
- SpLD assessments to diagnose dyslexia, dyscalculia or visual stress;
- Autism Support Services

The referral documents note strengths and difficulties and parents/carers contribute information. Once a referral is accepted the process of involvement begins and includes consultation with the child, parents/carers, school staff and other professionals.

Some named outside agency professionals are allocated to the school:

- | | |
|---|--|
| ○ Mainstream Speech & Language Therapists | Various – Mable Therapy |
| ○ Clinic Speech & Language Therapists | Various |
| ○ School Nurse | Various – School Nursing Service |
| ○ Educational Psychologist | Dr William Bulman |
| ○ Mainstream Autism Support Team | Meg Newman / Valerie Driancourt
Laura McMullan / Gemma Dunn |
| ○ Southwark SEND Team | Elethea Bryan / Felicie Malla |

The range of outside agencies working with schools includes:

- Local Authority SEND Teams (Inclusion and Monitoring, EHCP Co-ordinators, Finance)
- Family Early Help Service – Family Support Practitioners / Family Focus Team
- Children and Families' Centres (e.g. First Place and Cambridge House)
- Educational Psychology Service
- NHS Speech and Language Therapy Service – Clinic, Under 5s, Speech and Dysfluency Over 5s
- Mable Speech and Language Therapy – Over 5s
- Community Paediatricians / NHS medical practitioners / clinicians
- School Nursing Service
- Specialist Nursing Service
- Physiotherapy Service
- Occupational Therapy Service
- Sensory Impairment Service (Vision / Hearing)

- SpLD Centres / Assessors
- Child and Adolescent Mental Health Service (CAMHS)
- Summerhouse Pupil Referral Unit (SEMH)
- Cherry Gardens School Outreach Service (SEND)
- Southwark Autism Support Teams (Post-Diagnosis, Early Years and Mainstream Teams)
- Social Services / Children's Social Care
- Education Welfare Officers
- Police Service
- Southwark Information Advice and Support Service (SIASS, a service to support parents of children and young people 0-25 with SEND, contactable on 020 7525 3104 and at sias@southwark.gov.uk)

INTERVENTION

- Intervention – School SEN Support

Every class teacher is responsible for every child in their class. The SENCO also has a responsibility to ensure that provision is made for children with more complex needs. Systems are in place to monitor how children progress in all areas of development. Interventions aim to aid academic and personal achievement and to remove barriers to learning. Interventions funded by the school to meet needs are within the category of School SEN Support.

- Some interventions are planned by school staff:

Specific targeted work within a smaller group of children may be planned and run by teachers or teaching assistants inside or outside the classroom, before, after or during the school day. These include –

- evidenced-based 'catch up' programmes;
- more tailored 'keep up' programmes which respond directly to children's understanding in lessons;

- Some interventions are planned by specialists:

Following specialist assessment, specific work and strategies are advised; this may be delivered by school staff trained by specialists or by specialists working directly with children or a mixture of both.

Our specialists provide support to the school at a universal level (this would benefit many children) or at a targeted level (this would benefit identified groups of children) or at a specialist level (this would benefit individual children and be personalised in order to ensure highly differentiated curriculum support).

- Intervention – Statutory / Education Health and Care Plans

Intervention for a child may be necessary from services in Education, Health and Social Care. This is usually where needs are very severe, complex and likely to have a lifelong impact on learning and development, requiring individual specialist support in school from outside specialist professionals or teams. These services then join together to make an EHC Plan. (EHC Plans used to be called Statements of SEN). Having an EHC Plan means a child needs a very significant amount of individualised and specialist support that exceeds the notional SEN budget available to the school. The EHCP is reviewed and updated at key phase EYFS, KS1 and KS2. This means the plan spans approximately 3 years. At Michael Faraday the EHCP is further refined into an EHCP Year Plan and a child's progress towards outcomes is reviewed at least termly.

REVIEW

When we set outcomes or goals for a child, we try to be specific and set measurable targets so that we know if the provision is making a difference.

- Progress towards outcomes is monitored regularly but discussed more formally by school staff, parents/carers and other professionals involved at a Parent-Teacher meeting or a TAC (Team Around the Child) / SEND Review meeting; these are held at least termly. For children with an EHC Plan one of the reviews will be a formal statutory SEND Annual Review, where progress, provision, funding and placement are discussed and recommendations made for consideration by the Local Authority.
- Children are involved in reviews wherever possible as they are at the centre of the process; they are encouraged to discuss areas that might impact on their progress including likes, their strengths and difficulties; this is recorded on a record a 'Pupil View' form.
- At the review meeting changes are made to plans as appropriate – strategies might be amended, more challenging or less challenging targets might be set, the frequency of intervention might be increased or decreased or more specialist advice might be sought within funding limits.
- If it is felt a child at SEN Support needs more help than the school can provide, there is the option of requesting that the local authority carry out a statutory assessment to decide whether an Education, Health and Care Plan (EHCP) is needed.

EDUCATION, HEALTH and CARE PLANS

- **Requesting a Statutory Assessment – EHCP**
 - **The school or parents/carers may request that the local authority carry out an assessment of a child's special educational needs. This is a legal process which aims to decide if a child's complex needs require a tailored specialist plan and top-up funds. Parents/carers and young people can ask for support in this process from SIAS - Southwark Information Advice and Support (this service used to be called Parent Partnership).**
 - **After the school have sent in the request to the Local Authority (with detailed information about the child, including some from parents/carers), they will decide whether they think an assessment should go ahead.**
 - **If the decision is not to proceed with an assessment the LA will explain why and ask the school to continue with school-based support.**
 - **If the decision is to proceed with an assessment they will ask the parent/carer and all professionals involved with the child to write a report outlining the child's needs.**
 - **After the reports have all been sent in, the local authority SEN panel will consider all the information carefully and decide if a child's needs are severe, complex and lifelong and require additional top up funding to ensure the right provision in school. If this is the case they will write an EHCP. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.**
 - **Parents/carers can talk with the local authority about the reasons for the decision. SIAS can support parents to take next steps if they are dissatisfied with the decision.**

ADDITIONAL AND DIFFERENT SUPPORT FOR PUPILS WITH SEND - DETAIL

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- **Communication and Interaction (e.g. articulation of sounds, speech production, stammering, and delayed or disordered language, social communication, relating, etc)**
- **Cognition and Learning (e.g. developmental delay, learning difficulty, learning disability, dyslexia, dyscalculia, memory difficulty, processing information, etc.)**
- **Social, Emotional and Mental Health (e.g. anxiety, emotional difficulty, attachment issues, depression, eating disorders, trauma, challenging behaviour, etc.)**
- **Sensory and Physical (e.g. visual impairment, hearing impairment, sensory integration difficulties, toileting issues, physical disability, co-ordination difficulties, medical conditions, etc)**

At Michael Faraday School, we are committed to using our best endeavours to meet the SEND needs of all children who attend the school; a range of programmes and support is evident throughout the school from Nursery and Reception to Year 6 to meet children's needs. These include the following strategies and programmes:

Communication and Interaction

- **Learning support from Class Teachers, Teaching Assistants and the Inclusion Team.**
- **Core and additional Speech & Language Therapy from Mable Speech and Language Therapists and trained Teaching Assistants providing support at universal, targeted and specialist levels – Mable Therapy is an online platform.**
- **Outreach advice and support from the Early Help Service.**
- **Makaton and alternative communication systems from the Speech and Language Therapists and trained Teaching Assistants.**
- **Visual support (e.g. illustrated timetables, pictures, symbols, videos) across the curriculum to aid communication and comprehension of meanings.**
- **Social skills development programmes.**
- **Outreach support for Autistic Spectrum Disorders from the Early Years and Mainstream Autism Support Services.**
- **Educational Psychology dynamic assessment and advice from Southwark's Educational Psychology Service involving the child, families, school staff and specialists.**
- **Individual workstations used as needed.**
- **Personalised social stories created by the Autism Specialist Teachers or school SEMH Team.**
- **Inclusive learning environment throughout the school.**
- **A range of communication and interaction groups running 1-2 times weekly targeting attention, listening, vocabulary development, grammar, comprehension and confidence.**
- **Drama / Speaking and Listening intervention spanning the academic year in KS1 (Speech Bubble) from trained staff.**
- **Language monitoring upon entry to Nursery or Reception.**
- **Home-School communication books for some children.**

Cognition and Learning

- Learning support from Class Teachers, trained Teaching Assistants and the Inclusion Team.
- Planning which includes highly scaffolded differentiation and intervention.
- Diagnostic tools to assess and highlight strengths and difficulties either regularly or when needed.
- Specialist assessment from Specific Learning Difficulties Advisors/Assessors.
- Specialist individual sessions using Literacy Gold online platform for pupils who present with specific learning difficulties or a diagnosis of dyslexia.
- Tailored sessions for children further developing a sense of number or with dyscalculia diagnoses.
- Tailored sessions for children diagnosed with developmental co-ordination disorder (dyspraxia), where recommended.
- Daily individual multisensory reading and spelling programme for dyslexics (Toe by Toe) from Teaching Assistants.
- SpLD-supportive classroom environment, strategies and resources.
- Small group support for mathematics from trained Teaching Assistants delivering the 1stClass@Number and Success@Arithmetic intervention programmes.
- Educational Psychology dynamic assessment and advisory support from the Southwark Educational Psychology Service involving the child, families, school staff and specialists.
- Additional small group phonic support from a Teacher or Teaching Assistant using Letters and Sounds resources or the Direct Phonics intervention.
- Individual reading and writing support daily from a trained Teaching Assistant delivering the Fischer Family Trust (FFT) literacy intervention for up to 20 weeks.
- Group writing support including the 1stClass@Writing intervention, grammar, punctuation, spelling, language and vocabulary enrichment.
- Individual reading support from trained Teaching Assistants
- IT software and assistive technology.
- Access arrangements for end of Key Stage 2 SATs.

Social, Emotional and Mental Health

- Support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Individual therapeutic support from our Child Counsellor trained by the Place2Be.
- Support from the school's SEMH Team in learning contexts (individuals or groups with SEMH needs)
- Individual or group support from our 2 trained Emotional Literacy Support Assistants (ELSAs) for 10 sessions.

- Individual emotional support from TAs delivering the SIBS Talk intervention for pupils with siblings with SEND needs.
- Outreach advice and support from specialist staff at Summerhouse Pupil Referral Unit.
- Outreach advice and support from the Early Help Service.
- Support for the development of social and social communication skills from our school SEMH Team (Child Counsellor, ELSAs) our Speech and Language Therapists and Southwark Autism Support Team.
- Educational Psychology dynamic assessment and advice from the Southwark Educational Psychology Service involving the child, families, school staff and specialists.
- Personalised behaviour support strategies.
- Targeted family support, advice, guidance from our Parent Adviser, SEMH Team, SENCO and Safeguarding Leads.
- Referrals as necessary to the local Children and Families Centre (First Place) and Southwark Early Help Service.
- Open access to play sessions for targeted pupils at lunchtimes.
- Specialist support for children and their families from the NHS Child and Adolescent Mental Health Service (CAMHS).

Sensory and Physical

- Support from Class Teachers, Teaching Assistants and the Inclusion Team.
- Referral for assessment as necessary to the NHS including Community Paediatricians, the Occupational Therapy Service and the Physiotherapy Service.
- Access to the Evelina Occupational Therapy online generic resources pack.
- Delivery of occupational therapy advice and programmes devised by the Occupational Therapist and delivered by a trained Teaching Assistant.
- Delivery of physiotherapy advice and programmes by the Physiotherapist and trained Teaching Assistant if appropriate.
- Educational Psychology dynamic assessment and advice from Southwark's Educational Psychology Service involving the child, families, school staff and specialists.
- Sensory and physical aids, resources and equipment to support learning in the classroom and wider school environment.
- Access to the sensory room at First Place Children and Families Centre.
- Mobility management plans drafted by health professionals.
- Self-care Management Plans drafted by health professionals.
- Medical Care Plans drafted by hospital staff, specialist nurses and our School Nurse.
- Liaison with a range of medical professionals as needed.

- **Sports coaching sessions to develop health and fitness.**
- **Fine and gross motor skills interventions such as Write Dance, handwriting groups and posture packs.**
- **Touch-typing sessions.**
- **Assistive technology.**
- **Adherence to manual handling legislation and procedures where necessary.**

Unique & different specialist school services

- **Referral for part-time placement at Cherry Outreach Support Service satellite class.**
- **Referral for placement at Summer House Pupil Referral Unit.**
- **Transition support (if required), in partnership with Southwark SEND Team, for pupils with Education Health and Care Plans to specialist settings including special schools and resource bases attached to mainstream schools.**

Special Arrangements for Tests and Examinations

Class Teachers ensure children with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with the Class Teacher and parents about whether or not it is appropriate for their child to participate. The Head Teacher, SENCO and Class Teacher determine whether any pupils with SEND require a special access arrangement in order to take the tests – this may be for example, a reader, a scribe, 1:1 support, a quiet space or additional time.

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the programmes we offer are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.

SEND ROLES AND RESPONSIBILITIES

SENCO

Our SEND Coordinators (SENCOs), Jacqui Lamport and Natalie Barrett, are responsible for:

- **liaising with parents about their child's learning and discussing any needs identified, listening to concerns, planning next steps and making possible referrals to outside professionals for advice and support;**
- **planning next steps with staff and specialists and coordinating the support for pupils with SEND provided by the School SEN Team and outside agencies;**
- **monitoring pupil progress termly across the school to make sure needs are identified and addressed as early as possible;**
- **monitoring the progress of pupils with SEND (formally each term), making sure that there are records of a child's provision, achievements and attainments in line with the school's Assessment Policy and following a cycle of 'assess-plan- do- review';**
- **developing the school's SEND Policy to make sure all children get a consistent, high quality response to meet their needs in school;**
- **ensuring that parents /carers / families are:**
 - **involved in supporting their child's learning (interactive home activities are encouraged and suitably differentiated); learning targets and strategies are discussed and sent home);**
 - **kept informed about the support their child is getting (including verbal and/or written reports from specialists);**
 - **involved in reviewing how their child is progressing.**
- **liaising with all the people at school or who may come into school to advise or help support children's learning and well-being such as the Speech and Language Therapist, the Occupational Therapist, the SpLD Specialist Teacher, the Educational Psychologist, the School Nurse, the Child Counsellor, Paediatricians, etc;**
- **updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are communicated);**
- **organising training for specialist support for teachers and teaching assistants and the wider teaching team in the school so they can help children with SEND in the school achieve the best possible outcomes.**

Class Teachers

Class Teachers are responsible for:

- liaising with parents about their child's learning, identifying any needs and discussing these with the SENCOs;
- checking on the progress of pupils regularly (formally each term) in line with the school's Assessment Policy;
- identifying, planning and delivering any additional help your child may need (for example, targeted work or additional support) and letting the SENCO know as necessary;
- delivering Individual Learning Plans (ILPs), and sharing and reviewing these with the SENCO and parents at least once each term and planning for the next term;
- ensuring that all staff working with a child in school are helped to deliver the planned work/programme, so children with SEND can make the best possible progress – this may involve the use of additional adults, outside specialist help and specially adapted work, strategies and resources;
- making sure that the school's SEND Policy is followed in their classroom and for all the pupils with SEND that they teach.

Head Teacher

The Head Teacher is responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND;
- ensuring statutory obligations are met;
- ensuring that children's needs are met through effectively delegating responsibilities to the SENCOs and Class Teachers;
- applying for access arrangements with the SENCOs;
- keeping the Governing Body of the school updated about any issues in the school relating to SEND.

Governing Body

- The Governing Body is responsible for deciding the budget for SEND in the school.
- The SEN Governor oversees the support provided for children with SEND in the school.

FUNDING

The school budget received from Southwark Local Authority includes funds for supporting children with SEND. Southwark has additionally established a SEND inclusion fund for 3 and 4 year olds (SENDIF). Schools apply for the SENDIF to access support for children who require Early Years SEND support.

- The Head Teacher and the SENCO discuss all the information they have about SEND in the school and make recommendations to the Governing Body. This includes:
 - the children currently receiving extra support
 - the children who may require extra support
 - the children who have been identified as not making good progress
 - the children who have physical needs as a result of a medical condition or a disability
- Following advice from the Head Teacher on the basis of needs in the school, the Governing Body decides the budget for Special Educational Needs and Disabilities.
- The employment of the School SEN Team is directly funded by the school.
- The following services are funded by the local Health Care Trust but support or advice may be delivered in school by specialists or TAs trained by them:
 - A basic allocation from the Speech and Language Therapy
 - School Nursing Service
 - Community Paediatricians
 - Occupational Therapy Service
 - Physiotherapy Service
 - Child and Adolescent Mental Health Service (CAMHS)
- The following services are provided by the Local Authority:
 - Educational Psychology Service
 - Autism Support Teams (Early Years and Mainstream)
 - Dyslexia Advisor
 - Behaviour, Social, Emotional, Needs Specialists (Summerhouse PRU)
 - Cherry Outreach Support Service (SEND Specialist School)
 - First Place Children's and Families Centre
 - Southwark Information and Advisory Service (SIAS)
 - Southwark SEND Team (Statutory Assessment/EHCPs) including EHCP Co-ordinators
 - SEN Inclusion and Monitoring Team
 - Training packages

- The school plans for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues. All resources/training and support are reviewed regularly and changes made as needed to maximise impact. Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class; also outside agency professionals who work in school train staff by modelling activities and strategies with pupils.

SCHOOL ADMISSION

Children with SEND are allocated places at Michael Faraday in two separate and distinct ways: Those pupils with EHCPs have a separate admissions procedure overseen by Southwark's SEN Team. Applications for children with SEND will be treated fairly.

Those pupils who have SEND but do not have an EHCP are admitted via the normal school admissions criteria.

Our Admissions Policy is available on our school website: <http://michaelfaradayschool.co.uk>

Detailed information and guidance of how to apply for a place at Michael Faraday Primary School, both if a child has an EHCP or if s/he has special needs but does not have an EHCP, can be found on the following website: <http://www.southwark.gov.uk/schooladmissions>

Any additional needs that are identified on or prior to admission are discussed with parents/carers, allowing the school to put into place support mechanisms to cater for the child's SEND.

TRANSITION

Change can be challenging for a child with SEND so steps are taken to ensure that any transition is as smooth as possible. Prospective parents/carers are welcome to arrange to visit the school.

New admissions to the school:

- On admission parents/carers are requested to complete a SEND Information Form to give details of areas of need, outside agencies involved and provision received to date.
- At Nursery and Reception home visits, parents are able to discuss needs further with the visiting Class Teacher and support staff.
- Information may also be relayed from previous setting where relevant, or via outside agencies involved including Health, Social Services and the Southwark SEND Team if an EHCP is in place or in progress.
- A transition meeting is arranged, attended by all involved to share information, make plans for transition and provision to support the child's special educational needs and/or disabilities.

Sometimes different arrangements than the usual are made for admission in order to support a smooth and settled transition.

Transitioning to a new class:

- **When moving classes in school a transition meeting is held with the current and receiving class teacher and SENCO where possible at which:**
 - **information is shared about assessment, targets, strategies and attainment;**
 - **individual planning and target sheets for development and learning and records of provision and progress are passed on.**
- **Children are supported by becoming familiar with new staff and the new classroom during the summer term. They undertake focused learning to support their understanding of the changes ahead. They have an opportunity along with their peers to spend some time with their new teacher in the new classroom. Children are prepared for new routines and different environments.**
- **For some children a transition book is created containing information and photographs of the changes so that they can refer to it with their parent/carer during the summer holidays.**
- **A transition passport may be created to pass key information between members of staff.**

Transitioning to secondary school:

- **Discussion about secondary transition begins in Year 4 and Year 5 with parents, staff and specialists involved;**
- **Parents/Carers of children with a high level of need are encouraged to attend the school's secondary transfer meeting earlier than in Year 6 and to visit, ahead of time, secondary school open days in both mainstream or specialist settings as appropriate.**
- **A representative from the Local Authority SEN Team attends the Year 5 EHCP Annual Review meetings to support transition.**
- **The Head Teacher, SENCO and Year 6 Class Teachers hold a group meeting with all parents/carers of Year 6 pupils to give information about the secondary transfer process.**
- **The Head Teacher and SENCO meet parents/carers of SEND pupils to discuss their choice of preferred settings prior to submitting these.**
- **For children with an EHCP, the school's EHCP Co-ordinator at Southwark SEN organises the placement by consulting with settings preferred by parents/carers.**
- **For children receiving School SEN Support parents/carers make an application through the PAN London admissions arrangements, completing a CAF online.**
- **SIAS Advisors are available to support parents/carers of SEND pupils throughout the process.**

- The SENCO and Class Teacher discuss the specific needs of a child with the SENCO of the receiving secondary school. Secondary staff are invited to the final EHCP Annual Review meeting, TAC (Team Around the Child) or SEND Review meeting. This supports preparation for arrangements and provision which need to be in place; information is shared about assessments, targets, strategies, progress, attainment and other achievements;
- All SEND documents relating to assessment, plans, actions and reviews are passed on. Latest information on target setting, development and learning, records of provision and progress are transferred.
- A variety of transition visits and workshops take place either delivered at school by staff or specialists or as planned by the secondary school to cover all aspects of school life. These include topics such as uniform, homework, subject lessons, timetables, independence, travel, safety, community support services.
- For more vulnerable pupils a highly resourced independent travel training session is offered, organised by the Local Authority, community services and transport services to equip them with strategies to travel safely independently.
- For SEND pupils requiring transport services at secondary school, parents/carers are advised and supported by school staff and SIAS regarding application.

ACCESSIBILITY

- Michael Faraday Primary School is a two-story building. Access between floors is via a lift for those with mobility needs and wheelchair users.
- The school is fully wheel-chair accessible, with toilets on both the ground and first floors for children and adults with disabilities.
- Equipment and adaptations are put in place to support each child's individual needs.
- The school has interactive whiteboards in every classroom and there is access to laptops and tablets for all children.
- Our classrooms are communication friendly, supported by visuals including some Makaton.
- The acoustic design of the school building supports those with hearing impairment.
- Children with SEND are included in all activities; including extra-curricular activities, unless medical advice states otherwise or unless a risk assessment warrants this and compensatory measures are beyond the school's resources to put in place.
- Our Accessibility plan is available on our school website: <http://michaelfaradayschool.co.uk>

COMPLAINTS

We sincerely hope that every parent/carer is happy with what is in place for their child at Michael Faraday School. Any queries, problems or concerns can be discussed the child's Class Teacher. In most instances, issues are resolved at this stage. However, if parents/carers are dissatisfied in any way or would like to discuss anything further, they may also speak to our SENCOs, Jacqui Lampert and Natalie Barrett, our Deputy Head, Sarah Haley, or the Head Teacher, Riana Gouws. A copy of the school's complaints procedure can be accessed on the school's website:

<http://michaelfaradayschool.co.uk>

INFORMATION ON WHERE TO FIND FURTHER SUPPORT

Southwark Local Offer

(Services and activities in the area available to children and young people with SEND, and their parents)

Website: www.localoffer.southwark.gov

SIASS (Southwark Information Advice and Support Service) (previously known as Parent Partnership)

Website: www.localoffer.southwark.gov.uk/information-advice-and-support

E mail: sias@southwark.gov.uk

Tel: 0207 525 3104

Contact-a-Family

Website: www.cafamily.org.uk/southwark

E mail: southwark.office@cafamily.org.uk

Tel: 020 7358 7799

Parent Carer Council

Website: www.southwarkpcc.org.uk

E mail: info@southwarkpcc.org.uk

Tel: 0207 525 1106 or 07944 107019

Southwark Carers

Website: www.southwarkcarers.org.uk

E mail: info@southwarkcarers.org.uk

Tel: 020 7708 7799

(for ADDitude Group – for carers of children with autism and behavioural problems:

Tel: 020 7708 4497 Joseph)

Family Information Directory

Website: <http://cypdirectory.southwark.gov.uk>

E mail: family.info@southwark.gov.uk

Tel: 0800 013 0639

Southwark SEND Team

Website: <http://www.southwark.gov.uk/info>

Email: sen@southwark.gov.uk

Tel: 020 7525 4278