



## George Tomlinson Primary School



How we support children/young people with special educational needs or disabilities

<p><b>Our vision and how we hope to achieve it</b></p>	<p style="text-align: center;"><b>Excellence through enjoyment</b></p> <p><b>Diverse-</b> <i>We acknowledge, promote and celebrate our community's diversity; it is at the core of who we are as a school</i></p> <p><b>Happy-</b> <i>We care for our health, enjoy learning and celebrate our achievements in a welcoming and positive environment</i></p> <p><b>Inspiring-</b> <i>We inspire our learners through an engaging and challenging creative curriculum</i></p> <p><b>Ambitious-</b> <i>We don't allow anything to get in the way of our success. We dream big.</i></p> <p><b>Creative-</b> <i>We use our imagination and express ourselves with confidence</i></p>
<p><b>Type of school</b></p>	<p>George Tomlinson Primary School is a mainstream three form entry primary school with a nursery. Our school works with pupils from 3 - 11 years of age.</p>
<p><b>Our Ofsted rating</b></p>	<p>Our Ofsted rating (November 2012) is good with outstanding behaviour and safety.</p>
<p><b>Inclusion Leader details</b></p>	<p>We have an Inclusion Team at the school which meets fortnightly and is led by the Headteacher and the SENDCo.</p> <p>Verity Carter - Headteacher Parisa Angeletos - SENDCo &amp; Inclusion Manager</p> <p>The team is made up of teachers and support staff from across the school. Our Inclusion Leaders can be contacted via the school office.</p>
<p><b>How we know if a child has special educational needs</b></p> <p><b>What should a parent do if they think their child may have special educational needs?</b></p>	<p>In the case of new pupils from other schools (in England) we receive information from pupils' previous schools.</p> <p>Class teachers, subject leaders and the senior leadership team regularly monitor the progress of all pupils, letting the school quickly identify any pupil who isn't making expected progress and who needs additional support. This will be discussed with parents/carers and the pupil concerned.</p> <p>If parents/carers think that their child may have special educational needs they should first arrange to discuss their concerns with the class teacher. He or she will then liaise with the Inclusion Leader for the child's year group.</p>
<p><b>What we do to help</b></p>	<p>The class teacher will have the highest possible expectations all of their</p>

<p><b>children with special educational needs?</b></p>	<p>pupils .</p> <p>If a child is identified as having a special educational needs or disabilities (SEND), - or if a child is working at a level lower than expected for their age, the teacher will create a "Provision Support Plan", detailing the exact support the pupil will receive and who will provide this support. The idea of the Provision Support Plan (PSP) is to plan tailored teaching strategies that ensure that the pupil is fully involved in learning.</p> <p>The child's parents/carers will be invited in to discuss this plan.</p> <p>Once the plan is in place, we will monitor the progress of the pupil half-termly to ensure that it is having the impact we are expecting.</p> <p>The Inclusion Leaders will organise small group support across the school for some pupils with the following needs; sensory, communication and interaction and cognition and learning. The Learning Mentors will provide support for families and pupils with social, mental and emotional health needs. Children working with the Learning Mentor will have a Pupil Passport detailing their like, dislikes and goals. Pupils working from an education health and care plan (EHCP) have personalised plans which are created by liaising with the parent and the class teacher to support the child's needs.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disability. Governors will receive anonymised progress reports from the Inclusion</p>
<p><b>How we adapt our teaching for children/young people with special educational needs</b></p>	<p>Class teachers plan 'differentiated' lessons where pupils of different abilities are set different learning goals within the lesson. Goals are adjusted to enable all pupils to access the learning as independently as possible.</p> <p>Consequently, pupils with special educational needs are taught alongside other pupils and are given specially tailored goals.</p> <p>In addition teachers adjust teaching methods to ensure the subject is accessible, for example, a teacher would use simplified language, pictures and real life objects when teaching a pupil with communication and interaction needs when introducing them to new vocabulary.</p> <p>Planning and teaching are adapted on a daily basis if needed to meet a child's learning needs.</p>
<p><b>How we decide what Resources we can give to a child with special educational needs</b></p>	<p>The school budget, received from Waltham Forest Local Authority, includes money for supporting children with Special Educational Needs and Disabilities.</p> <p>The Headteacher, Inclusion Manager and the Inclusion Leaders discuss all the information they have about Special Educational Needs and Disability in the school, including;</p>

	<ul style="list-style-type: none"> <li>• the children requiring extra support,</li> <li>• the children who have been identified as not making as much progress as would be expected</li> </ul> <p>They then decide what resources, training and support are needed. All resources and training are monitored and evaluated regularly and changes are made as required.</p>
<p><b>How we check that a child is making progress and</b></p> <p><b>How we keep parents informed</b></p>	<p>All data are rigorously monitored at least termly. This is done through:</p> <ul style="list-style-type: none"> <li>• Regular assessments,</li> <li>• Informal chats with the class teacher and the child,</li> <li>• Termly pupil progress meetings,</li> <li>• Teaching and Learning Responsibility post holders renewing their subject data on individual pupils and classes.</li> </ul> <p>At George Tomlinson Primary School communication is both formal and informal. So class teachers have on-going informal discussions with parents/carers but also give them a target sheet every term setting out details of their child's current attainment, how hard they are working and the targets they need to work towards.</p> <p>Parents/carers are invited to Parents Evenings in the Autumn and Spring Terms and additional meetings with the class teacher or inclusion manager, if necessary. There are also opportunities for regular informal contact about daily activities that have happened at school.</p> <p>Parents/carers receive a detailed report about their child's progress and attainment in every subject in July each academic year.</p> <p>Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.</p>
<p><b>Support we offer for children/parents general health and general well-being</b></p>	<p>The well-being of all of our pupils is our primary concern at George Tomlinson Primary School.</p> <p>We offer support for pupils who need to explore emotional barriers to learning, or if they just need someone to talk to.</p> <p>Parents and carers are supported through our own parental workshops, by signposting parents/carers to support groups and through child care through our extended day provisions</p> <p>Our Behaviour Policy includes guidance on expectations. It is fully understood and used consistently by all staff.</p> <p>Our Educational Welfare Office regularly monitors attendance and punctuality and takes the necessary actions to prevent prolonged unauthorised absence.</p> <p>Key staff are trained to support medical needs. In some cases pupils have medical health care plans.</p> <p>Pupils' views are sought through school council and other forums.</p>
<p><b>Specialist external services we use when we think extra help is needed</b></p>	<p>Educational outside agencies include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Speech and Language Education Project</li> <li>• Early Intervention and Prevention Team</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational Welfare Officer</li> <li>• Social Inclusion Team</li> <li>• Educational Psychologist</li> <li>• Child and Adult Mental Health Service (CAMHS)</li> <li>• Occupational Therapy</li> <li>• NHS School Nurse</li> <li>• Waltham Forest Dyslexia Association</li> <li>• Whitefield Academy Trust Outreach Service</li> <li>• Social Services</li> </ul>
<b>Staff Training</b>	<p>Identifying the needs of every staff member is a priority, with the aim of ensuring that teaching and learning continues to improve for all children including those with special educational needs and disability. Training may include whole school training on special educational needs and disability issues or courses designed to support identified groups of learners in school such as those with dyslexia, autism or speech and language difficulties. Our Inclusion Leaders are members of the school's Middle leaders and Senior Leadership Team. The SENDCo is currently studying for the National Award Qualification in Special Educational Needs.</p>
<b>How we include children/young people in activities and school trips</b>	<p>We involve all of our pupils in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning. Risk assessments are carried out by the Inclusion Leader and the class teacher.</p>
<b>Our school environment</b>	<p>George Tomlinson School is a three storey building. It is made accessible by a lift accessing each floor and a platform lift reaching a mezzanine floor. We make reasonable adjustments both indoors and outdoors to improve the accessibility of our environment to meet individual needs in accordance with the Equality Act 2010. Our school environment is wheelchair and mobility-aid friendly and our facilities include a shower room, wheelchair accessible toilets and a medical room. We continually develop our classroom resources and equipment to meet individual needs.</p>
<b>How we prepare for children joining our school and leaving our school</b>	<p>To support transition, meetings are held in the summer term to introduce parents and pupils to new class and staff. We have very good relationships with local secondary schools and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with special educational needs and disability including additional visits to their secondary school/ new setting, both individually and as part of an enhanced transition programme for identified pupils. A member of the Senior Leadership team hold an admission meeting with every new family arriving at the school to find out as much relevant</p>

	information about each new child as possible.
<b>How parents/carers are involved in school life</b>	<p>We work in partnership with parents/carers to support every child's well-being, learning needs, progress and aspirations.</p> <p>We operate an open-door policy to allow parents/carers to contact their child's class teacher with ease.</p> <p>Parents/carers are invited to become involved in school-life through a number of means e.g. coffee mornings, class assemblies, volunteering, as well as ongoing invitations to school events throughout the year.</p> <p>Our Governing Body includes Parent/Carer Governors/representatives.</p>
<b>Who to contact for more information or to discuss a concern</b>	<p>Initially, parents/carers are encouraged to talk to their child's class teacher. The SENDCo and the Headteacher are also available to talk to parents.</p>
	<p><b>Our offer to children with special educational needs and disabilities was prepared in October 2016.</b></p> <p><b>It will be reviewed in October 2017</b></p>

### **The Waltham Forest Local Offer**

- The Children and Families Bill was implemented in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs / Disabilities (SEND) aged 0-25 years. This is the 'Local Offer' and the Local Authority describes the provision for children with SEND in Waltham Forest Schools at: <https://www.walthamforest.gov.uk/content/local-offer> In addition George Tomlinson describes their own provision in its SEN Information Report below.
- The intent of the Waltham Forest Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.