


Comber Grove Primary School



SEND Information Report 2022-2023

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| Agreed by: | Full Governing Body Meeting |
| Signed: |  |
| Date: | Thursday, 20 th October 2022 |
| Review Date: | October 2023 |

'Small School. Big Heart!'

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Welcome to Comber Grove Primary School SEND Information Report

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND. The information here details the offer at Comber Grove Primary School and ways in which parents, children and young people may access the support required. There is a glossary of abbreviations we have used at the end of this report.

Vision/ Mission

Comber Grove Primary School is an inclusive school that values every child. Staff are committed and dedicated to constantly improving the learning experiences of all our pupils. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and enable them to feel that they are a valued member of the wider community.

The range of support deployed will be tailored to the individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

Our school's approach to supporting pupils with SEND:

All children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into the next phase of their lives.

We believe that every teacher is a teacher of every child, including those with special educational needs and the disadvantaged.

The worth of each child compels us to strive to fulfil their potential, with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Develop the curriculum to extend the needs and fascinations of *all* children
- Build curiosity and excitement about the world we live in through rich first-hand experiences and visits
- Nurture the aspirations and hopes of *all* children so they can achieve highly
- Cultivate children's wider interests through high quality extra-curricular opportunities.
Provide quality first teaching for *all*
- Ensure that *all* children make good or better progress
- Facilitate high quality training for staff to equip them with the skills to ensure that *all* children flourish

What is a Special Educational Need?

A person has a special educational need (SEND) if they have learning difficulty or disability that make it difficult for them to learn or take part in one or more aspects of education. They will require special educational provision that is different to or additional to that normally available to children of the same age. For some children this may be a temporary difficulty which can be addressed by a short intervention, while for others it may be a longer term need that may require long term support.

The four broad areas of need identified within the SEND Code of Practice 2014 and which are provided for at Comber Grove Primary School are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism etc.) This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia etc.) Children may have difficulties in thinking, learning and understanding the world. These difficulties will persist even with appropriately differentiated work.
- **Social, Emotional and Mental Health Difficulties** (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.) Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and Physical Needs** (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc.) Some children may need special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided e.g. mobility difficulties, sensory needs, hearing or sight difficulties.

What is a Disability?

The Equality Act 2010 gives the following definition of disability:

A person has a disability if-

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disability and SEN. A child may therefore be covered by both the SEN and disability legislation.

Who do I speak to about my child's learning or SEND?

Your child's class teacher is the first point of contact if you have any concerns.

How do I contact my child's class teacher?

We operate an open door policy where you are able to speak to your child's class teacher when needed, although we ask that you do not engage them in lengthy conversations at the beginning of the day when they are responsible for bringing the class into school. If you would like to speak with them in depth, feel free to arrange an appropriate time to meet with them or contact the school office to arrange an appointment.

Email: office@combergrove.southwark.sch.uk

Telephone: **0207 703 4168**

What is my child's class teacher responsible for?

- Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is differentiated to meet your child's individual needs.
- Monitoring the progress of children and identifying, planning and delivering any additional support your child may need.
- Creating Individual Provision Maps for children with an EHC Plan (Education, Health and Care Plan) or SEN Support plans for children with high levels of need where an EHCP might not yet be in place together with the SENDCo. These are shared with and reviewed with parents at least once each term.
- Ensuring that all members of staff working with different children are aware of their individual needs and/or conditions and what support best works for them in order for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned work and resources.
- Ensuring they adhere to Comber Grove Primary School's SEND Information Report and SEND Policy and that this is fully reflected in their teaching.
- Differentiates in planning and provision for children; and their full range of unique abilities
- Has a role in the initial information gathering when we are identifying and assessing if a child has a Special Educational Need
- Regularly communicates through a range of methods (e.g. informally at morning drop off and afternoon pick--up, phone calls, meetings, communication books, etc.) with parents/carers
- Works with other members of school staff and external professionals where necessary to make the best provision for children with SEND Applying the school's SEND Information Report.
- Line managing additional TA support that is available within every class.
- Following any recommendations made by the SENDCo or external specialist.
- Carrying out on-going assessment within class.

Special Education Needs and Disabilities Co-ordinator (SENDCo) How do I contact the school's SENDCo?

You can speak to the class teacher to arrange for the SENDCo to contact you, or telephone the school to make an appointment. Appointments can be made via the school office 020 7703 4168 or by Email: office@combergrove.southwark.sch.uk

Who are our SENDCOs and what are they responsible for?

Lorram Black – Headteacher and SENDCo

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing Comber Grove Primary School's SEND Information
- keeps school systems up-to-date so we know who in school has SEND and what we are doing about it
- communicates regularly with the SEND link governor.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Analysing progress of SEND children
- Updating the school's SEND register
- Ensuring that the Administration of Medicine Policy is adhered to and that the medical needs of children are met

Judene Anchebe – SENDCo and Inclusion Lead

- Oversees and co-ordinates day to day provision for children with SEND
- Report to ensure that the appropriate provision is in place in order to meet the needs of all SEND children.
- Ensuring that parents/carers are fully involved in their child's learning and decision making regarding their SEND by:
 1. Involving in supporting their child's learning and access
 2. Kept informed about the range and level of support offered to their child
 3. Including in reviewing how their child is doing
 4. Consulting about planning successful movement (transition) to a new class or school
- Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need.
- Providing specialist support and appropriate training for teachers and support staff.
- Supporting your child's class teacher to create Individual Provision Maps for children with an EHC Plan or SEN Support plans for children with high levels of need where an EHCP might not yet be in place.
- Identifying and collating information for Education, Health and Care Plans when needed.

The Headteacher

How do I contact the Headteacher?

Contact can be made via the school office or by speaking directly to the Headteacher who is normally available at the start and the end of the day for an appointment.

Email: office@combergrove.southwark.sch.uk

The Headteacher (Mr Lorrain Black) is responsible for:

- Ensuring that a child's needs are met.
- Ensures that the governing body is kept up-to-date about SEND in the school, and liaises with the SEND link governor.
- Line Managing the SENDCo and developing the school's SEND Information Report.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring this SEND Information Report is adhered to.
- Analysing progress of SEND children.
- Reporting to Governors.
- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met
- Monitoring and organising provision for children who are Looked After

The SEND Governor

How do I contact the SEND Governor?

Write to the SEND Governor via the school office.

Email: office@combergrove.southwark.sch.uk

SEND Governor: Mr Lee Strong

What is the SEND Governor responsible for?

- Making sure that Comber Grove Primary School has an up to date SEND Report.
- Making sure that Comber Grove Primary School has appropriate provision and has made necessary adaptations to meet the needs of all children at school.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND and to ensure that every child achieves his/her potential.

What do ALL learners receive at Comber Grove Primary School?

At Comber Grove Primary School we believe in participation for all. We value Quality First Teaching (high-quality) for ALL learners and monitor the quality of teaching and learning in the school. We use a range of methods to ensure the standard of this including regular lesson observations, work scrutiny. All teaching and support staff attend weekly training as well as attending relevant courses to support the needs of the children in our school and continually support our staff's professional development.

The class teacher will ensure the following for all children:

- Provide Quality First Teaching
- Have the highest expectations for all children
- Ensure a differentiated curriculum to meet all children's needs
- Offer a broad and balanced curriculum
- Provide a range of resources and teaching strategies to support all learning needs
- Ensure that individual strategies/resources are in place for children with specific needs
- Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school's ethos and policies
- Ensure that reasonable adjustments are made so that all activities planned for including trips and enrichment opportunities, are fully accessible to all.

Quality First Teaching (QFT)

“The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.”

Features of Quality First Teaching:

- Well-planned teaching sequence,
- Robust assessment of children's learning at outset and throughout the lesson to secure good progress,
- Taking soundings and adjusting the teaching to meet the needs of pupils,
- Sharp learning objectives with planned differentiated outcomes,
- High demand of pupil involvement – developing peer experts, paired and group tasks, collaborative working,
- Teacher questioning, modeling and explaining,
- Well-judged teaching strategies, visual and kinaesthetic, auditory and verbal,
- Pupils beginning to take responsibility for own learning – through working independently,
- Encouragement and authentic praise to engage and motivate,
- Up to date marking, with helpful next step comments – and opportunities for pupils to respond.

| Quality First Teaching (All Pupils) (Universal) | SEND pupils without EHC plan (Targeted) | SEND pupils with an EHC plan (Specialist) |
|---|---|--|
| <ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Increased visual aids – letter formation, number lines • Visual timetables (class and individual) • Illustrated dictionaries • Use of writing frames • Alternative recording methods • General ICT access with appropriate software • Sensitive grouping/ pairing/ class or playground buddy • Spelling banks for new subject specific words • Where appropriate simple and clearly laid out worksheets • Structured school and class routines • Use of symbols for understanding • Individual work station • Whole school and class reward system/ individual reward system • Whole school/ class rules/ whole school policy for positive behaviour • Circle time as part of PSHE curriculum • Values Education • Use of positive language to promote self-esteem • Wellbeing and involvement assessments • Time out facilities • Modified/ adapted resources • Desk slopes/ magnifiers • Overlays/ use of coloured paper | <ul style="list-style-type: none"> • Quality First Teaching • Named part of whole class provision mapping • Group intervention English • Group intervention Maths • Additional phonics support • Speech and Language Support • Time Out/ • Group intervention for behaviour and emotional support • Sensitive class seating arrangements • 1:1 Reading intervention • 1:1 Phonics intervention • 1:1 Maths intervention • 1:1 Precision Teaching • Communication and support from external agencies • Support in line with individualised advice from an external agency including Health Plans • SEND Support Plan | <ul style="list-style-type: none"> • Quality First Teaching • Assistance and support in line with individual EHC plans |

| Cognition and Learning | Language and Communication | Social, Emotional and Mental Health | Sensory and Physical |
|---|--|--|--|
| <ul style="list-style-type: none"> • Provide Quality First Teaching • Highest expectations for all children • Ensure a differentiated curriculum to meet all children's needs • Offer a broad and balanced curriculum • Provide a range of resources and teaching strategies to support all learning needs • Ensure that individual strategies/resources are in place for children with specific needs • Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school's ethos and policies • Ensure that reasonable adjustments are made so that all activities planned for including trips and enrichment opportunities, are fully accessible to all. • Opportunities for pupils to work in smaller groups or 1:1 with tailored interventions, e.g. TA led interventions for Maths, English and Phonics. • The support for SEND pupils varies across the school and the SENDCo currently provides training and CPD opportunities for both Teaching and Support Staff. | <ul style="list-style-type: none"> • Speech and Language Therapist works in the school 1x per week. • They either work 1:1 with children with high need, work with groups of pupils and support Teaching Assistants with pupils with EHCP targets. | <ul style="list-style-type: none"> • There are a variety of systems in place to support pupils with SEMH difficulties. • Referrals to CAMHS by SENDCo • Family Support Worker • School has four (4) trained Mental Health First Aiders • 1xSenior Mental Health Lead (Place2Be) • Pupils have an individualised Behaviour Support Plan | <ul style="list-style-type: none"> • A variety of resources are supplied and used in class by pupils. These include: visual prompts, vocabulary lists, pre-teaching of vocabulary, now and next boards, visual timetables, concrete manipulatives • IT and Sensory Equipment |

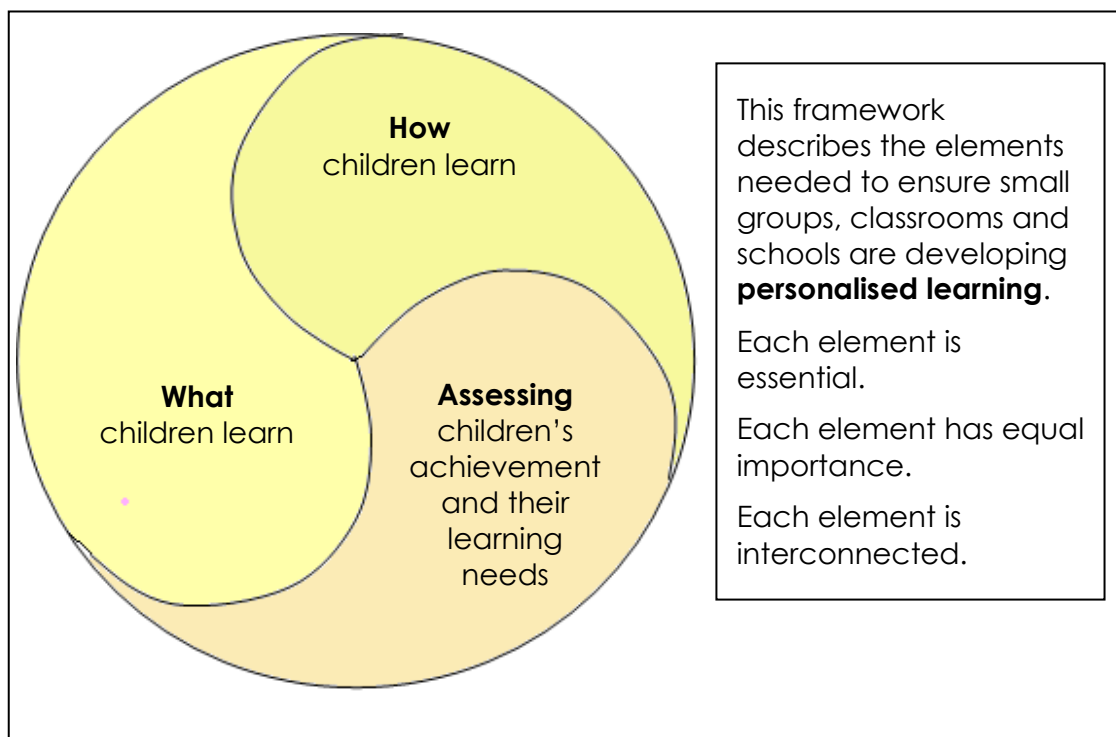
A framework for developing personalised learning in settings and schools

Personalisation in education should enable us to develop structures and organisations that result in personalised learning for all children. Truly personalised learning means that we are enabling all children, whatever their starting point, to fulfil their potential.

It defines the essential ingredients that need to be in place in a small group, classroom, whole school or setting in order that personalised learning can be both effective and successful. It is designed for practitioners to use to develop personalised learning and consequently raise achievement for all children.

The framework is complementary to each of the five components of personalised learning listed in the White Paper *Higher Standards, Better Schools for All*, and each of the elements in this model should be taken into account when schools are considering the 'five components'. It also reflects the commitment to personalised care and learning outlined in the Early Years Foundation Stage.

This framework will only be effective when it is set within a setting or school context where systematic observation and assessment and pupil-level data are used to identify specific underperforming groups of children and to track the progress of all children, particularly those who are working below their developmental or age-related expectations.



It is hoped that this framework will be used in conjunction with the descriptions of effective practice in personalisation that are described on the next page. Some ideas for using the framework are:

- as a discussion document to initiate a whole-setting or whole-school discussion about personalised learning;
- by a whole setting or school, leadership team or individual practitioners or groups of practitioners to evaluate their current practice, identify areas for further development or in planning their use of resources;
- to look at other roles in the school or its community (e.g. governors, parents/carers, area network, local authority).

Descriptions of effective practice in personalised learning

| | Child | Practitioner/Teacher | Setting/School |
|---------------------------|---|--|--|
| How children learn | <p>I know how I learn best and I know the other areas I need to develop. I can use my learning skills in different activities and/or subjects.</p> <p>I am able to make informed choices about the resources I use and how to tackle problems or pieces of work and I take responsibility for making these choices.</p> <p>I am clear about why I work in different groups at different times and the purpose of the groups for my learning and progress.</p> <p>My parents/carers are always welcome and have guidance that helps them to support my learning at home.</p> <p>I work well with and learn from other children and adults, not just the teacher.</p> | <p>The planning in my setting/classroom takes account of a range of learning and teaching styles and offers variety and choice in method and experience for children.</p> <p>I am clear about children's individual needs and differences and how they relate to developmental and age-related expectations.</p> <p>When children work in smaller groups with other adults, the reason for and purpose of the groups is shared with both the children and the additional adults.</p> <p>I regularly contact parents/carers with information about their children's learning.</p> | <p>As a setting/school we are clear about our pedagogical approaches. Our planning takes account of how children learn and of the range of opportunities and strategies that will enable them to achieve their potential.</p> <p>Children have a voice and have input into our teaching and learning policies.</p> <p>We have clear and transparent criteria for grouping children, and we share these with all the adults and children in our school or setting.</p> <p>Parents/carers are valued and respected as equal partners in their children's learning.</p> |

| | | | |
|--|---|--|---|
| <p>What children learn</p> | <p>I understand that the activities I undertake and the subjects I learn link to one another and why I am learning what I am. I know what I will have to learn to progress within each subject. I am able to practise and consolidate my knowledge in meaningful contexts within and between areas of learning and subjects.</p> | <p>I access support to help me feel secure in my subject knowledge. I am clear about the developmental and age-related expectations for the children in my group or class. I can articulate and share what progression in an area of learning or subject looks like. I can make explicit and meaningful links within and between subjects. I understand why I teach what I teach, including how the subjects I teach link to one another and why the curriculum is constructed in the way it is.</p> | <p>Setting and subject leaders have responsibility for ensuring that all staff have adequate subject knowledge or are able to easily access support to increase their subject knowledge. We are clear about national age-related expectations, and plan for children to meet and exceed them. We have clearly articulated what progression looks like in all subjects or areas of learning and development. We have clear and unambiguous monitoring procedures in place to help assure high quality and consistency of practice.</p> |
| | <p>Child</p> | <p>Practitioner/Teacher</p> | <p>Setting/School</p> |
| <p>Assessing children's achievements and their learning needs</p> | <p>I understand the progress I have made and what I need to do next to make more progress. I am able to answer questions, solve problems and use a variety of feedback with adults and other children. I am involved in assessing the quality of my work, in setting my own targets and take responsibility for working towards them.</p> | <p>My classroom assessment involves all the adults in the classroom and the children. It is based on observing listening and questioning. Children are clear about what they are learning and what success looks like. All children and adults are involved in identifying next steps in learning and how best to help children take these steps. I identify, share and take action about successes and concerns over children's progress with parents/carers.</p> | <p>Our setting/school has defined a regular cycle for using summative assessment formatively. This acts as a check that we have organised children to assure progress towards and beyond national expectations. We pay particular attention to the use of observation, peer- and self-assessment, oral and written feedback, diagnostic marking, questioning and dialogue as means to assess pupils' progress and understanding. We help practitioners to hone their skills in these areas through continuing professional development and support. Parents/carers are encouraged to provide regular feedback on their children's learning.</p> |

What is our approach to learners who have additional needs?

Universal Support

What is universal support?

The class teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place:

- Precision Teaching
- Targeted Reading
- Maths/literacy intervention
- Talk Tables
- Chill-Out (additional play time support)
- Trained play monitors (support within the playground) ensure positive school ethos for all
- Playground games set up to target children with specific need
- Keyworkers' identified for specific children in the playground

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENDCo.

Targeted In-School Support

What is Targeted In School Support?

Targeted Support can be for individual children or groups, and can be either in the classroom or outside of the classroom

- The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place.
- You will be informed if your child is receiving targeted support.
- There will be opportunities to discuss any interventions that have been put in place to support your child's needs.
- Interventions may include small group work or individual sessions on a specific target.

What Targeted Support could my child receive if appropriate for their needs?

- Phonics Booster
- Reading Recovery
- Additional reading, writing or maths intervention/support
- Mentoring
- Fine and gross motor skills support
- Movement breaks
- Mindfulness and Movement

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENDCo.

Specialist Support

What is Specialist Support?

Specialist Support can be for individual children or groups, and can be either in or outside the classroom.

Specialist Support can be run by school staff or outside agencies.

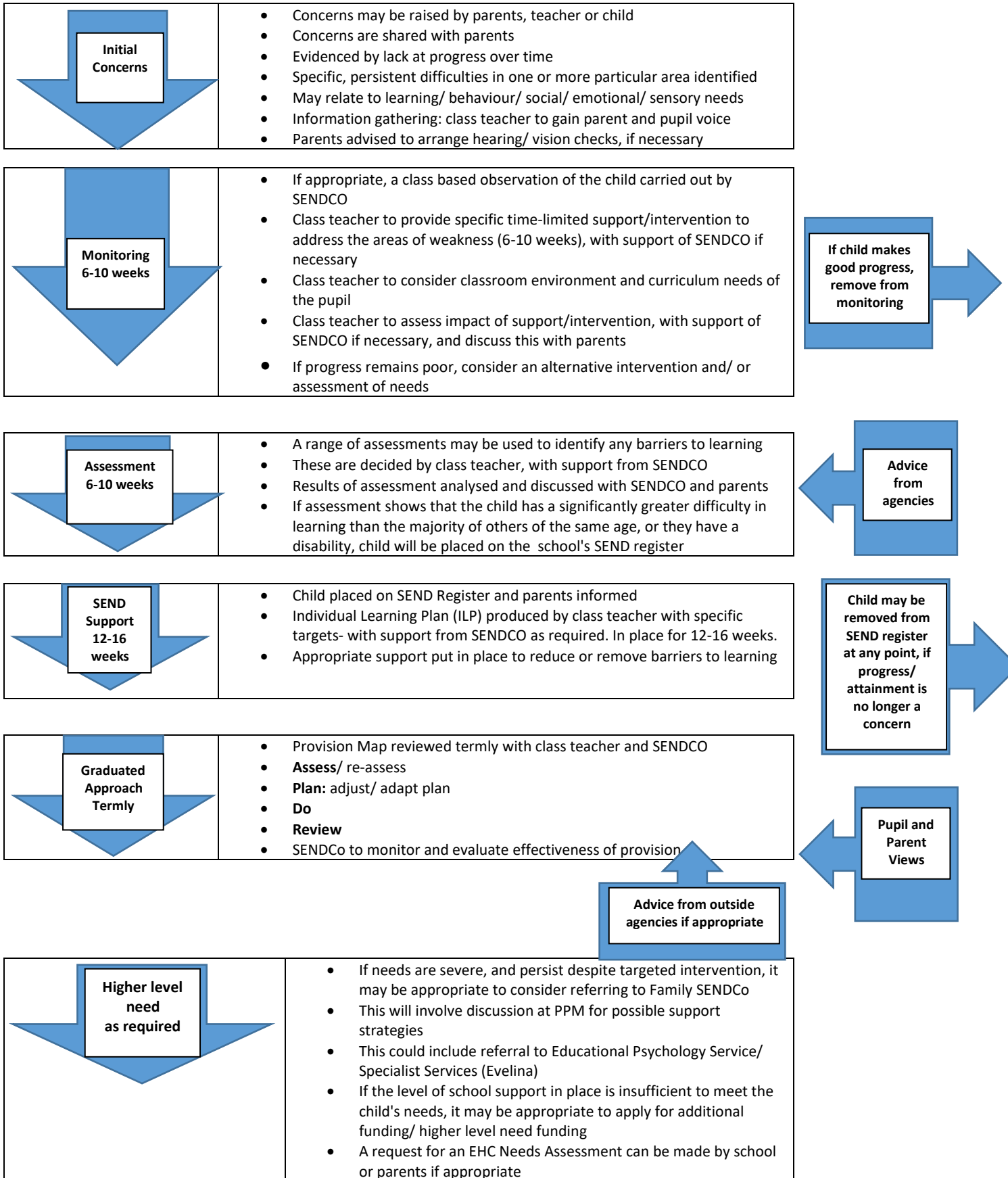
- Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning.
- Your class teacher/SENDCo will discuss with you any specialist support that your child is going to receive.
- These interventions will have clear targets to help your child make progress
- Specialist support from outside agencies may look different depending on the individual child's needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group.

What Specialist Support could my child receive if deemed appropriate for their needs?

- Pupil Referral Unit (PRU) reintegration/behaviour support
- Outreach Support Service (for autism, children with visual or hearing impairments)
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychologist

Any child that continues to have significant gaps in their learning and development, despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a specific special educational need could receive this support.

Identifying and assessing pupils with SEND



How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns, we recommend you speak to your child's class teacher initially.
- Further discussion can be held between yourself, your child's class teacher and the school SENDCO to discuss your concerns.
- If you are not happy with support put into place for your child, you can contact the Headteacher. If you are still dissatisfied after you have contacted the Headteacher, you can contact the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- The class teacher will raise any concerns that they have regarding your child's progress and learning throughout the year with you.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- We have regular meetings between the class teacher, SENDCo and senior members of staff in the school to ensure all children are making good progress. This is another way to identify if your child is not making expected progress.
- If your child is identified as not making expected progress the school will continue to closely monitor this and set up support for your child and ask for your input in identifying concerns, you may have.
- If your child is still not making expected progress the school will discuss with you:
 - Any further interventions or referrals to outside professionals to support your child's learning.
 - How we could work together with external agencies to support your child at home/school.

How will we measure the progress of your child in school? How will I know about my child's progress?

- Your child's progress is continually monitored by the class teacher.
- Your child's progress is reviewed formally every term, through assessment weeks and pupil progress meetings as well as at half-termly review points. Children with an EHC plan are also reviewed at termly Individual Provision Map meetings that are shared with parents. Age-related standards of attainment are given in reading, writing, maths and science in accordance with the National Curriculum. This is discussed as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Key Stage 1 or 2, but has not yet met age-related expectations against the standards of the National Curriculum, a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for doing this is SATs tests.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.
- There are a range of ways to keep you informed, which may include: -
 - Home/school learning book
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - Termly reports and parents' meetings

Education, Health and Care Plans (EHCPs)

The EHC plan is for children aged up to 25 years' old who need more than is normally available through special educational needs support in school. If, despite quality first teaching, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this on the website of your residing local authority under their SEND/Local offer section. Even though we are Southwark Schools, it would be the borough you live in.

Who can get an EHC plan?

Children and young people with the highest level of assessed need may be eligible to get an EHC plan.

Who can request an EHC plan?

Requests for an assessment of education, health and care needs can be made by:

- The child's parents (or somebody on their behalf)
- The young person if aged 16 or over (or somebody on their behalf)
- An early years setting, school or post 16 institutions (this should be with the knowledge and agreement of the parent or young person)

What is the application Process?

A statutory assessment for an EHCP will be initiated by the class teacher/SENDSCO in discussion with you after cycles of the support plan have been completed, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school. This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment. If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are being sought. A meeting involving you and relevant professionals will also be held.

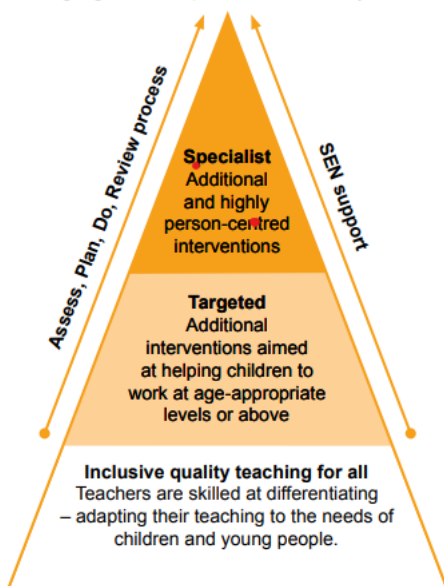
What does it mean if a child has one?

An EHCP is an official document that documents a child's special needs and notes what reasonable adjustments schools need to make, what extra support or therapy a child is entitled to, what kind of school can meet their needs. Everything documented in the EHC plan has to be met.

SEND SUPPORT including students with EHC Plans

Information on the schools graduated approach - **Assess, Plan, Do, Review**

SEN support is additional, person-centred, targeted and specialist support. Key to the success of this approach is good communication and everyone working together to improve outcomes for your child.

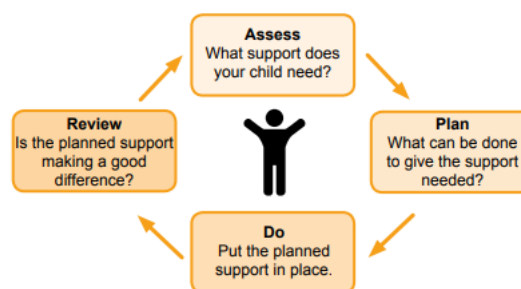


SEN support must be specially designed for your child and their needs. Your child might benefit from:

- movement breaks
- assistive technology
- small-group activities
- extra time to finish tasks
- sitting somewhere different
- having a 'buddy' for support
- recording lessons instead of writing
- using visual cues, timetables or emotion cards.

The Assess, Plan, Do, Review process...

happens regularly and all the stages are fully recorded.



The Assess, Plan, Do, Review process provides evidence to support a request for an education, health and care needs assessment.

Assess

The Class Teacher, SENDCO, Dyslexia and Dyscalculia Officer will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- SENDCO assessment
- Dyslexia and Dyscalculia screening
- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Numeracy Assessments: Assertive Maths etc.
- Antecedent (what happened before), Behaviour, Consequence (ABC) behaviour analysis observations
- Outside assessments may be accessed at this point for difficulties such as stammering, speech articulation.

Following these assessments, a decision will then be made by the Class Teacher, parent/carer and SENDCO to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed consider each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Plan

- Where it is decided to provide a pupil with SEND support the parent/carers will be formally notified usually by the Class Teacher directly or in writing.
- The Class Teacher and SENDCOs in consultation with parent/carers will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff are made aware of any strategies/interventions to be used with the child

- Parent/carers will be asked to support the child at home and where relevant advice and support will be provided by school staff.

Do

- The class teacher is responsible for working with all children daily.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains responsibility for the child.
- The Class Teacher will work closely with the Teaching Assistant or Specialist Support Staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

Review

- The impact of support offered, interventions used, and targets set will be reviewed by the SENDCos, Class Teacher, Specialist Support staff involved in supporting the child.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with clear information about the impact of the support and interventions during Class Teacher/parent/carer meetings, enabling them to be involved in the next steps.
- Discussion should focus on progress made by the child. Then the following decision can be made:
 1. Progress is very good, and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
 2. Progress is good and support is continued, or progress is monitored to ensure it is maintained.
 3. If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.

How are children involved in their education?

Annual review/ EHC plans

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'thoughts and feelings' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project forward their wishes for the future; etc.

Planning

Teachers ensure that planning reflects the needs of their class and will annotate specific adaptations for individuals and groups onto their plans. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need additional support in certain areas. Plans are also adapted according to this feedback. There are a range of methods/resources that children are able to access, depending on their learning styles and needs, e.g. sound buttons, alpha smarts, free-flow within reception, options for recording etc. In addition to their involvement across the curriculum, discrete PSHE/Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they have.

Target Setting

Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in their target setting through IEP and SEN Support Plan meeting, high quality marking and opportunities to respond to marking built into the school day. Other strategies, such as verbal conferencing between the teacher and the child, are also used.

Junior Leaders

Comber Grove Primary School has an active group of Junior Leaders. Class representatives are elected by the class and act as the voice of the class. They listen to their peers and regular school council meetings provide an opportunity for all children to share their views and ideas. In the past, this has had a real impact upon school life, e.g. school dinners, raising money for charities.

Who are the other people providing services to children with SEND in our school?

| | |
|--|--|
| <p><u>Directly funded by the school:</u></p> <ul style="list-style-type: none"> • Pupil Referral Unit (PRU) reintegration/ behavior support • Speech and Language Therapy (NHS) • Educational Psychologist | <p><u>Paid for centrally by the Local Authority by delivered in school:</u></p> <ul style="list-style-type: none"> • Autism Outreach Support • SIAS (Southwark Information Advice and Support Team) service –to support parents/ carers through the SEN processes and procedures. |
| <p><u>Provided and paid for by the Health Service:</u></p> <ul style="list-style-type: none"> • Occupational Therapy (commissioned consultancy work) • Occupational Therapy • Educational Psychologist • Community Paediatric Service (NHS) | <p><u>Voluntary Agencies:</u></p> <p>We work with a number of voluntary agencies to support a child's individual needs.</p> <ul style="list-style-type: none"> • Voluntary Readers |

Outside Agency Partners

Speech and Language Therapy through the NHS

Speech and Language Therapist (SALT): Ryan Rreitmeyer

The school purchase speech and language therapy support from the NHS and the Speech and Language Therapist allocated to the school, is employed to work in school 22 days per year - usually on Wednesdays or Thursdays.

S/he is responsible for:

- ✓ Liaising with the SENDCo
- ✓ Assessing children identified as being at risk of a speech and language delay or disorder
- ✓ Setting targets to identify the child's additional needs
- ✓ Providing recommendations regarding how to meet the needs
- ✓ Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties
- ✓ Delivering intervention for children with speech and language difficulties
- ✓ Communicating with parents
- ✓ Running workshops for parents
- ✓ Providing in school training for teachers and teaching assistants
- ✓ Liaising with the school's SEND team and class teacher's

Early Help Service including Early Help Family Support and Early Help CAMHS (Child and Adolescent Mental Health Services)

Referrals can be made to the Early Help Team when further assessment or support is required for children. An Early Help referral form is used by the SENDCo and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team. We are committed to effective collaboration between all agencies working with a child and a multidisciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children

Educational Psychologist (Dr. William Bullman and Perry Draper)

- Their role is to consult with parents and staff to explore issues that may interfere with learning.
- Provide strategies which are discussed with the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.
- Comber Grove has a designated educational psychologist and we are able to access a range of consultation services, assessment and intervention support as well as training.
- An Educational Psychologist's work can involve working with children who have high levels of special educational needs and also providing consultation advice regarding children with less severe needs.
- They provide training, contribute to planning and development and can undertake action research to inform how best to progress. Increasingly EPs are working with a range of professionals in schools and settings.

Sunshine House -- Paediatric NHS services

Autism Support Service

Pupil Referral Unit (PRU) – Summerhouse Primary School

Bede House Solace

Black friars Advice Service Southwark Law Centre

CCHF (Children's County Holiday Fund) SHP (Housing Support)

Thomas Calton Centre Adult Education

Managing medical needs

School Nursing Services work with the school and families to create care plans for those with medical needs requiring medication.

School Nurse Team

The school nursing team organises for a nurse to visit Comber Grove Primary School on a regular basis. The school's named school nurse Roisin O'Halloran and parents are able to meet a member of the nursing team following completion of a referral. At this point an appointment will be made usually by Mrs Anchebe (SENDcO).

The school nursing team will:

- ✓ Liaising with Mrs Anchebe and other members of staff
- ✓ Write and review individualised Health Care Plans for children aged 5 and over. Health Care Plans will only be updated when there is a new medical need that requires it to be updated.
- ✓ Providing training for members of staff (e.g. epilepsy training, asthma, and anaphylaxis or sickle cell training)
- ✓ Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- ✓ Attend meetings for children where there are safeguarding concerns
- ✓ Contributing to EHC plans where a child has a medical need
- ✓ Liaising with parents regarding medical needs

Tel: 020 3049 4777

Email: gst-tr.SchoolNurseSPE@nhs.net

The school ensures staff supporting students with named conditions (e.g. diabetes) are trained appropriately and can deliver medication as prescribed. For pupils with hearing or vision loss, we work directly with NHS specialists who advise us. Information on the Local Offer which can be accessed at: <http://www.localoffer.southwark.gov.uk/>

It details support and services that may be available to families with children and young adults with Special Educational Needs.

If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENDCo.

How is the effectiveness of provision made for children with SEND evaluated?

- Termly observations of all staff
- Half-termly work and planning scrutiny
- Peer observations
- Impact of provision on the attainment and progress of each individual discussed at mid-term and pupil progress meetings
- Termly assessment windows to track progress and attainment of all pupils
- Termly pupil provision map meetings
- Informal conversations between professionals
- In-depth knowledge of children
- Interventions are monitored and evaluated for impact on pupil outcomes

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCO's job is to support the class teacher and support staff in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENDCOs access additional training to teaching staff to support them to train and support staff in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEN or a focus on pedagogies, approaches and resources for children with SEND. SENDCOs also access wide ranging peer support as well as weekly meetings with the Safeguarding and Wellbeing Officer and Speech and Language Therapist.
- Weekly training takes place for all teachers and support staff. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO/ Deputy Headteacher.

How will my child manage tests and exams at Comber Grove Primary School?

For some pupils, additional arrangements and adjustments can be made to enable them to fully access Key Stage 2 Statutory Attainment Tests. This might include:

- use of a reader
- rest breaks
- the use of a scribe
- transcription, or a word processor, depending on pupil need.
- Water provided for children
- Movement breaks
- Small group environment to support children with focus and concentration where appropriate
- Support reading the paper where appropriate
- Where necessary, applications will be made for the following access arrangements:
 - Additional time
 - Scribes
 - Dyslexic friendly paper
 - Transcript
 - Touch typing
 - EAL provision for those new to the country within the last year and a half and registered in official language

The Headteacher or Deputy Headteacher can inform you about eligibility for these arrangements at Year 6. Qualification for these access arrangements will depend on DfE regulations which are reviewed annually. Please contact either the class teacher or Mrs Judene Anchebe (SENDCo) if your child is in Year 6 and you have concerns about this.

How have we made Comber Grove Primary School physically accessible to children with SEND?

- Where possible our schools are accessible to children with physical disability via ramps
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where appropriate staff will be trained to support your child's needs.

For details and queries about accessibility plans, please speak with your school's SENDCo.

Transitional Support: Starting at Comber Grove Primary School

What should I do if I have been allocated a place in our school by the local authority and my child has a SEND?

Please contact the school SENDCo as soon as you receive the offer of a school placement as we may not have details of your child's needs at this stage.

When will I get the opportunity to speak to staff about my child's needs?

We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school. If your child is starting in Nursery, the nursery staff will carry out a home/in class visit to discuss your child's needs with the SENDCo present to discuss any concerns you may have.

What will happen at these meetings?

To help your child to settle more easily, we may suggest adaptations to the settling in period, but this will be agreed with you and the class teacher. If your child has not already visited, and if appropriate, your child will be encouraged to visit the school in advance of starting to meet the staff they will be working with and their class mates.

What happens once my child has started attending Comber Grove Primary School?

Following the settling in period, the class teacher may arrange an early meeting with you to review your child's learning and progress. The school operates an open door policy if you would like to meet with a member of staff. The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

Admissions

- We take all applications on an individual basis.
- Each child and their needs are considered on an individual basis.
- Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access.
- Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.
- New children arriving mid-year have identified buddies within the classroom.
- Contact is made with the previous school as well as visits carried out where possible to ensure comprehensive handover of information.

Transitional Support: Leaving Comber Grove Primary School

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' ('transition') can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new school.

When moving classes in school:

- You will be informed of your child's new teacher prior to the move and you will be invited to meet with them.
- Information will be passed on to the new class teacher in advance and any IEPs will be shared with the new teacher.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new class. Transition to secondary school (Year 6 Pupils):
- Our SENDCo arranges meetings (telephone or face to face) with new schools to discuss the specific needs of your child with the SENDCO of their secondary school.
- Your child will take part in circle times in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport/Social Story' which includes information about themselves for their new school.
- We work in partnership with secondary schools and parents to ensure that where possible all children will visit their new school.

What support do we have for you as a parent of a child with an SEN and/or disabilities?

We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The SENDCO is available via appointment to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

If your child has an EHC Plan, their Individual Provision Map will be reviewed with your involvement each term.

Home Learning will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths.

We will be happy to discuss any necessary adaptations for your child. The external professionals involved with your child will be happy to meet with you on request.

We will be happy to consider any ideas that you may have to further support your child.

We have a resident Family Support Worker (FSW) on site who is available on request for appointments /drop-in sessions during the week and at every parents' consultation day. Our FSW is also one of our Safeguarding Leads and Wellbeing First-aiders, who engage in wellbeing sessions with children and parents who need additional support and/or someone to talk to.

Inclusion:

Knowing that many of our SEND students find making and maintaining friendships challenging, we encourage the development of these skills regularly through our PHSE programme, termly whole school assemblies that raise awareness of special needs address bullying, Friendship and raising awareness of Special needs and wellbeing across the school. As many of these issues are experienced in the playground we have annual Friendship week and appoint Play monitors to help children who need a little extra support in the playground to enjoy playtimes. Our Friendship benches in each playground are a meeting place for children who are feeling lonely and our Play ground monitors assist those who want to make friends or play a game.

At playtime/lunch times our Playground/Lunchtime supervisors are made aware of our SEND children and asked to look out for and support them closely.

Useful Links

Each local authority is producing its own local offer, depending on which borough you live in you will be able to find out more information by via that authority's website. If you live in Southwark, that would be at <http://www.localoffer.southwark.gov.uk/>

Additionally, you can access impartial advice on SEND and other issues from the Southwark Information Advice and Support Team on 0207 525 3104. This service was formerly known as Parent Partnership.

<http://www.localoffer.southwark.gov.uk/information---advice---and---support/>

Also you can access support from the National Charity 'Contact a Family'

<http://www.cafamily.org.uk/>

Information on where to find further support

GENERAL SUPPORT

Southwark Local Offer:

For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: www.localoffer.southwark.gov.uk

Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address:

[Southwark Information Advice and Support Team \(SIAS\) - Southwark Council](#)

You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM

National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness.

Website: <http://www.autism.org.uk/>

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk

Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carers groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk

Email: admin@resourcesforautism.org.uk

Tel: 020 8458 3259

ADHD

ADDISS The National Attention Deficit Disorder Information and Support Service provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm>

Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

Contact a Family is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website:

<http://www.cafamily.org.uk/> Helpline: 0808 808 3555

Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799

KIDS: Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers).

KIDS London: 7-9 Elliott's Place, London N1 8HX

Website: www.kids.org.uk

Tel: 020 7359 3635

KIDS London SEND Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Website:

<http://www.kids.org.uk/Event/SEND-mediation-service> Telephone: 0207 359 3635

National Network of Parent Carer forums: this is a Parent Carer's forum run by parents who have children with a disability.

Website: <http://www.nnpccf.org.uk/>

Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.

Website: <http://www.scope.org.uk/>

Email: helpline@scope.org.uk

Tel: (call free on: 0808 800 3333)

DYSLEXIA

The Dyslexia – SPLD trust is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.

Website: <http://www.thedyslexia-spldtrust.org.uk>

Email: info@thedyslexia-spldtrust.org.uk

Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk>

Tel: 01296 432339

Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition.

Website: <http://www.dyspraxiafoundation.org.uk>

Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk

Email: helpline@ndcs.org.uk

Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/>

Email: help@ican.org.uk

Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Website: www.rlsb.org.uk

Email: enquiries@rlsb.org.uk

Telephone: 01732 592500

Information about funding and resources

How will the school fund the support needed for my child?

Part of the school's budget is allocated to help it meet the needs of pupils with SEND. At Comber Grove we manage this funding effectively and try to ensure that pupils receive adequate support to help them make progress.

How are decisions made about funding and what can I do if I am unhappy with this?

The governors set the budget at this school and receive regular reports on how resources are deployed. All schools are allocated a budget to provide for the educational needs of all children who attend the school. In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based factors such as: social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of children within the school.

In terms of EHC plans, formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. Bands 5, 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support those children's needs using the delegated funding mentioned above.

The school will now finance the first £6000 of any future EHC plan from the SEND budget.

Support is provided for children with EHC plans as specified in their EHC plan. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium funding is also available to meet the needs of children who have qualified to be entitled to Free School Meals in the last six years or who are Looked After. Information about how Comber Grove uses its Pupil Premium funding is available on our website.

The Headteacher organises support and additional staff deployment to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

The school purchase support from a Speech and Language Therapist (NHS), to assess and provide advice with regards to the needs of children with speech and language difficulties.

Comber Grove also accesses support from the Early Help Service (EHS) locality team, which includes access to an Educational Psychologist, an Education Welfare officer, Family Support Workers, a Social Worker and the Autism Support Service. Referrals can be made to the Early Help Service team when further assessment or support is required for children using the EH Referral Form.

Comber Grove is committed to effective collaboration between agencies working with a child and family and a multi--disciplinary approach. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families.

Across the school, provision is organised to meet needs and is set out within provision maps. Provision maps are maintained by the SENDCo (Judene Anchebe) and Headteacher SENDCo-Lorram Black). The effectiveness of these interventions are monitored by the staff team by reviewing the outcomes at pupil progress meetings, data analysis, teachers' observations, pupils' responses and analyses of children's behaviour and attitudes to learning.

Complaints procedures

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/carer is happy with what is in place for their child.

If you have anything you are not sure about, or have a concern, first you should always discuss this with your child's class teacher. Most times, issues are resolved at this stage. However, if you remain unhappy you can also book an appointment to speak to the SENDCo, Mrs Judene Anchebe, the Deputy Headteacher, Ms Joanne Feilding or the Headteacher, Mr Lorrain Black.

A copy of the school's complaints procedure is available from the school office upon request.

Glossary of Terms:

| | |
|---------------|--|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AS | Asperger Syndrome |
| ASC | Autistic Spectrum Condition |
| ASD | Autistic Spectrum Disorder |
| CAF | Common Assessment Framework |
| CAMHS | Child and Adolescent Mental Health Services |
| DDA | Disability Discrimination Act |
| EAL | English as an Additional Language |
| EHCP | Education Health Care Plan |
| EP | educational psychologist |
| EYFS | Early Years Foundation Stage |
| EWO | Educational Welfare Officer |
| FAS | Fetal Alcohol Syndrome |
| FASD | Fetal Alcohol Spectrum Disorders |
| HLTA | Higher Level Teaching Assistant |
| LAC | Looked After Children |
| LSCB | Local Safeguarding Children Board |
| MARAG | Multi Agency Referral Action Group |
| MASH | Southwark Multi Agency Safeguarding Hub |
| MLD | Moderate Learning Difficulty |
| OCD) | Obsessive Compulsive Disorder |
| ODD | Oppositional Defiant Disorder |
| OT | Occupational Therapist |
| PDA | Pathological Demand Avoidance |
| PDD | Pervasive developmental disorder |
| PEP | Personal Education Plan (for Looked After Children) |
| PMLD | Profound and Multiple Learning Difficulties |
| RAD | Reactive Attachment Disorder |
| SALT | Speech and Language Therapy |
| SDQ | Strengths and Difficulties Questionnaire |
| SENDCo | Special Educational Needs Co-ordinator |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulty |
| SM | Selective Mutism (formerly known as elective mutism) |
| SpLD | Specific Learning Difficulty |