



The Clara Grant Primary School

SEND Report – 2021-22

This document outlines our school's offer for children and young people with Special Educational Needs and Disabilities (SEND) and is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014).

Type of school: We are a two-form entry community primary school and include children aged between 3 and 11, regardless of ability and background. We have Early Years (Nursery and 2 Reception classes), Key Stage 1 (Year 1 & Year 2) and Key Stage 2 (Years, 3, 4, 5 & 6) departments.

OFSTED: Our Ofsted rating is Good and states that “Disabled pupils and those who have special educational needs make good progress”. More generally it continues, “Pupil’s attitudes to school are extremely positive...they work together extremely well, sharing their thoughts and ideas...they are especially respectful of each other and of their teachers” (Ofsted, June 2014)

Number on roll: 451 students ranging from Nursery – Year 6

Our vision and how we hope to achieve it



Clara Grant Primary School is a UNICEF Rights Respecting School. We believe that:

‘Every child has the right to an education (Article 28), the best possible health (Article 24) and the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).’ We also uphold that ‘a child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community (Article 23).’

Our mission is to develop, motivate and inspire all our children, regardless of circumstance, with rich, rewarding and relevant educational opportunities providing the basis for lifelong fulfilment and success. Our values are:

CLARA: Creativity Love Aspiration Respectfulness Achievement

These support our vision is that a Clara Grant child will be:

- A Happy, Healthy and Active member of the community
- A Curious, Questioning Life Long Learner
- A Global Citizen
- A Creative and Critical Thinker
- A Literate and Numerate Achiever
- Emotionally Literate
- A Resilient Team Player
- A Well Mannered, Empathetic, Problem Solver

and above all that they be: *Kind, Respectful, Safe*

We believe that by maintaining a good partnership between the home, our school and the local community, we create a secure and happy learning environment that will enrich children's learning, their social, personal and moral development and their lives both at school and beyond.

People who support those with special educational needs and disabilities in this school

Special Educational Needs & Disability (SEND) is the shared responsibility of all our teachers, teaching assistants and support staff, administrative staff, parents and carers, and the local agencies we work alongside. There are, however key people that are more specifically involved in the care of children with SEND and their families. These are:

The Head Teacher and CEO: Susan Ward:

Inclusion and Safeguarding Lead: Karen Symons (Head of School)

Inclusion and Safeguarding Co-lead: Rosetta Robinson

Special Educational Needs Coordinator (SENDCo): Anthony Leete (Assistant Head Teacher)

Learning Mentor: Jayshree Jadeja

Parent Support Partner: Rushnara Khan

Member of Staff	Responsibility	Type of Support
Class teacher	<p>Responsible for:</p> <ul style="list-style-type: none">• Knowing the needs of your child and planning lessons and assessments accordingly to ensure these needs are met.• Ensuring that all children have access to good teaching (Quality First Teaching) and that the curriculum is adapted to meet your child's individual needs (known as differentiation).• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, and discussion of changes that need to be made with the SENDCo as necessary.• Planning (with the support of specialists and the SENDCo, if appropriate) and monitoring interventions that target gaps in the learning of children with SEN or with gaps in their learning.• For those children with a higher level of need, assisting the SENDCo with the writing of the request for an Education Health and Care Plan assessment and, once	<p>Quality First Teaching for ALL Students incorporates the following:</p> <ul style="list-style-type: none">▪ Differentiated curriculum▪ Differentiated delivery▪ Differentiated outcome▪ Modified and adapted resources▪ Increased use of visual aids –<ul style="list-style-type: none">• Visual prompts,• Visual Timetables• Now and Then boards• pictures• Concrete objects etc.▪ Writing frames▪ Alternative methods of recording▪ ICT access – with provision of appropriate software▪ Small group work and talking partners▪ Mixed ability groupings as appropriate▪ Word banks, and pre-teaching of vocabulary▪ carefully designed worksheets▪ School routines that, while also maximising learning, also allow for 'brain breaks', play and recreation▪ Classroom charters

issued, the subsequent Annual Reviews of that plan.

- Ensuring that all members of staff working with your child in the classroom are aware of your child's individual needs and the conditions and specific adjustments needed to be made to enable them to be included and make progress.

- Whole school behaviour policy
- Use of positive language to promote self-esteem
- PSHE programmes
Learning through play, sharing, turn taking and exploring feelings.

SENDCo

Responsible for:

- Developing and reviewing the school's SEND Policy to make sure all the students get a consistent, high quality response to meeting their needs in school.
- Coordinating support for students with Special Educational Needs and/or Disabilities (SEND)
- Ensuring, through Person Centred Planning, that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - involved in planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning (see right) - the Speech and Language Therapist and Educational Psychologist, for example.
- Updating the school's SEND List (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are records of your child's progress and needs.

External Agencies that advise us on how to manage students' needs:

- John Thorburn, our Educational Psychologist, who provides us with 11 x 3hr visits for observation and assessment of students, and meetings with the SENDCo and parents and carers
- The school has an in-house Speech and Language Therapist (SaLT), Dalya Samra, who attends one day per week. Dalya assesses, plans and monitors speech and Language provision for those children in KS1 and KS2 requiring it.
- The LBTH Support for Learning Service who offer assessment and advice for those children experiencing Specific Learning Difficulties with reading, writing and spelling.
- Jacqueline Gale, the outreach teacher from Phoenix School who supports our provision for children with a diagnosis of Autistic Spectrum Condition (ASC)
- Maddy Outram, the outreach teacher from Stephen Hawking School who supports our provision for children with Downs Syndrome
- We have a Hearing Impairment (HI) Teacher who supports those children with hearing impairments
- Amanda Coles & Halana Hussain, Vision Impairment (VI) teachers, who support provision for children with vision impairments
- CAMHs, the Child and Adolescent Mental Health Service
- Speech and Language Therapy Services (SaLT) Barts Hospital (for our EYFS children)
- The School Nurse team
- The Disabled Children's Outreach Service team

Learning Mentor

- Providing appropriate training and specialist support for teachers and support staff in the school so they can help children and young people with SEND achieve the best possible progress and outcomes in school.
- Ensuring class teachers and pastoral staff are aware of the needs of individual students.
- Advising class teachers and pastoral staff of recommended strategies to support individual students with SEND

- 1:1 sessions & Social Skills groups for children with SMEH needs
- Supporting parents with Transition to secondary school and pre-visits.
- Coordinate referrals to the Tower Hamlets Educational Wellbeing Service

(DCOS)

- The Parents Advice Centre (PACSEN)
- The Social Care team
- LBTH SEN Section
- and other professionals from the child's home borough
- School Nurse: Rayan Mohamed

Mentoring Support for children experiencing Social and/or Emotional difficulties:

- Children identified and referred by class teachers and SLT, offered strategies and skills to support their learning and mental wellbeing.
- Work alongside the Education Wellbeing Practitioner providing support for parents with children presenting with anxiety, low mood, behaviour and other SMEH concerns.

Transition to Secondary school support:

- Travel training workshop for children on EHCP.
- Transition workshops for parents in YRs 5&6
- Informing the secondary school of individual needs and arranging pre visits to prepare for the borough transition day.

Family Support Partner

- Work with families, parents and carers to encourage positive engagement with the school
- Provide information and support to parents and carers to enable children and young people to have full access to educational opportunities.

Parental Support and Engagement

- Supporting parents with accessing community resources including filling in forms
- Organising parent events including the weekly Thursday morning parent meeting at school
- Signposting parents to other organisations including Parent Advice Centre, Housing, Children's Centres etc.
- Being a link between the parents and teaching staff where language and other factors might be a barrier

Pupil Voice: How does my child have a voice in school?

A Whole School Approach: We are committed to giving all of our children and young people a voice. We believe that they should be involved in making decisions which affect them and their learning in a way that reflects their growing maturity. It is one of our key aims to provide an atmosphere of happiness, inclusivity and openness. This is done through engendering a culture of respect and understanding both of our differences and the things that bring us together. There is an expectation that everyone, whether child or adult, is listened to and their views taken into account. All adults use a positive behaviour approach and are known by their first names. We receive many comments from our visitors as to what a warm, happy and welcoming school we are.

SMART School Council: Our SMART School Council gives all of our children a voice and is as child-led as possible. It provides a framework that maximises children's participation and through which children can suggest, discuss and implement changes and issues in the school that affect them. Years 1-6 discuss, answer and feedback on a question that has been put to the whole-school. The Communications team then discusses the results, decides on future questions and feeds back to SLT. In response to this, the Action Teams (for which any enthusiastic pupil, regardless of age, gender, race or disability can volunteer) will then decide how they might work together to enact change.

‘Person-Centred’ planning and review: This approach is used primarily for children with EHC plans and helps to ensure their views are heard and acted upon. Most (but not all) pupils with an Education, Health and Care Plan have an identified Teaching Assistant (TA) to help them find their voice, or to advocate on their behalf. Those that do not, will be well known to the Class Teacher and class TA who will advocate on their behalf.

How do you know about my child’s needs?

Starting at Clara Grant Primary School:

For those children entering the school who have already been identified as having a Special Educational Need (SEN), their previous setting/school, or other professionals who work with them, will notify the school. In most circumstances their profiles, which contain information about their needs, attainment and progress, will be sent to the school before or soon after they arrive. It is imperative that, if you know or suspect that your child has SEN, you notify the school in the appropriate section of the Admission Form before your child starts. This ensures that the school can prepare and provide for your child in a manner appropriate to their needs.

Entering the school through the Nursery:

If your child is entering the school at Nursery level, they will be invited to attend a series of three Starting School workshops. These not only enable your child and yourself to meet the adults that will be working with them, but also give you both an opportunity to share information and become familiar with how teaching and learning happens in the school. You will also be offered the opportunity for a home visit which enables us to see your child in his/her home environment and begin to develop a trusting and caring relationship between him/her and school staff. We urge you to take advantage of both opportunities.

At any other time:

Class teachers have the overall responsibility for the education of all children in their class, including those with special educational needs and disabilities. All teachers must differentiate work to meet the needs of the children in their class. At Clara Grant we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The core of the teachers' work involves a continuous cycle of assessing where the children are in their learning, using this information to plan for future learning, teaching to those plans and then reviewing and evaluating the success of that teaching, taking into account the differences in students' abilities, aptitudes and interests.

Additional Support: If a child is thought to not be making the appropriate progress after all the Quality First Teaching strategies listed above have been implemented the teacher will have an informal discussion with the parents. With their agreement there will be consultation between the class teachers, the Phase Leader, SENCo and, where appropriate, a specialist teacher and, if thought appropriate, the child will be put on Additional Support and registered on the SEND List by the SENCo under one of the four SEND categories:

- **Communication and Interaction (CI):** for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning (CL):** for example, dyslexia, dyspraxia or moderate/severe/profound and multiple learning difficulties
- **Social, Emotional and Mental Health (SMEH):** for example, Attention Deficit Hyperactivity Disorder (ADHD), depression or anxiety
- **Sensory and/or Physical Needs (SPN):** for example, hearing or visual impairments, processing difficulties, epilepsy or cerebral palsy

A portion of the school's budget is for support for pupils with special educational needs and disabilities. This is known as Tier 1 funds and is a fixed amount. Accordingly, we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children and decisions about which type of support is best for a child are made by the SENDCo in consultation with a child's class teacher, parents /carers and where appropriate external professionals.

Educational Health Care Plan: In exceptional circumstances, where the child has higher level needs and we feel we are not able to meet a child's needs from the Tier 1 funds, we will apply to the local authority for additional support for a child. To do this we will apply for an Educational Health Care Plan for your child. Parents can also do this and can get support from the Parent Advice Centre Telephone: 020 7364 6489 E-mail: pac@towerhamlets.gov.uk Website: Parents' Advice Centre (PAC)

How do I know if my child is making progress?

Teachers follow the graduated approach and the four-part cycle of assess, plan, do, review.

Children are assessed on a day to day basis as they work and then, more formally, once each term. A judgement is then made of their progress based on the following criteria where they are relevant:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents (particularly in the Early Years)
6. The pupil's own views
7. Advice from external support services where relevant.

Parents are informed of their child's progress at the Autumn Parent Report meeting and again in the Summer through the End of Year Report.

If your child is on Additional Support or has an Educational Health Care Plan (EHCP) you will also be informed about your child's progress in the Spring Term.

Annual Reviews: Children with an (EHCP) will have a Person-Centred Annual Review meeting annually to which they will be invited alongside their parents, their class teacher, the TA that works with them (if applicable), the SENCo and any other professional who has an input in their learning and provision. At this meeting the progress of your child will be discussed and new targets for the coming year will be set.

How do I register a concern about a child's learning or progress?

Anyone can register a concern about a child. This might be a parent or carer, an adult working with a child, the teacher or TA, the SENCo or another professional, or even the child him or herself.

If, at any time you have concerns about any aspect of your child's learning and progress we consider it your duty to inform the school. You can do this by making an appointment with your child's class teacher or by speaking to the SENCO, Anthony Leete, in person or on 020 7987 4564. There are opportunities in the Spring and Summer terms to discuss your child's progress and attainment. In addition, if your child has been identified as having either an Additional Need or has an EHC Plan your teacher will also consult with you in the Autumn Term. This in no way affects your right to meet with the teacher at any other time.

How will my child's health and general well-being be catered for?

The SENCo co-ordinates the support for children and young people with medical needs and/or disabilities. Reasonable adjustments are made to ensure our school is an inclusive one, and information is shared sensitively with school staff on a need-to-know basis. Depending on the need, some students' health and well-being needs will be supported by the SENCo, Inclusion Lead, Learning Mentor, Specialist Teacher from the Support for Learning Service or the School Nurse. This may be through 1:1 or small group work tailored for the specific needs of the child. Teaching Assistants are also tremendously important in early identification and support of a student's change in mood, or circumstances.

Staff Training: Staff are regularly kept up to date with information and specific training to meet the wide range of needs children within the school. Recent training includes:

- Safeguarding and Child Protection
- First Aid
- Autism
- Dyslexia
- Read Write Inc. phonics
- Positive Handling
- Attention Autism
- Colourful Semantics

- Lego/Playdough/Cooking Therapy
- Behaviour Support for Autistic Children

How will we include all children in activities and on trips?

All children in the school are encouraged to participate in a broad range of activities and school trips as part of their learning and gathering of experience. Children with disabilities or SEN are no exception and all reasonable adjustments, where necessary, will be made to ensure their full participation. However, there may be circumstances when, for the safety and/or wellbeing of your child or others, alternate arrangements have to be made. We will always endeavour to consult with parents if this should be the case.

Children's safety on trips is an absolute priority. Risk assessments are made prior to each trip and, as part of this, an assessment is made about catering for those children who might need extra support or have an additional need. Unless it is a local trip (one made in the immediate locality of the school) your permission to allow your child to attend the trip will be requested. You are, of course, free to ask any questions relating to the trip at that time.

About our school environment...

We make all appropriate adjustments to accommodate those with special needs in the school including:

- Our building being fully wheelchair accessible up to the third floor
- Having disabled changing and toilet/shower facilities on the ground floor and in our Nursery
- Having a Learning Zone which offers children with more complex needs a space in which to explore sensory activities and participate in group activities that might not be possible in their classes.
- Despite our limited car parking space, prioritising space next to the entrance for disabled visitors (preferably with a short period of notice)
- Making special arrangements for those who need longer to complete activities, e.g. going to lunch/playtime early
- Allocating adults to those who need additional assistance of any sort
- Making special arrangements for those with disability in class e.g. seating near the whiteboard, using magnifying tools or enlarged text, using ergonomically designed writing tools or adapted keyboards, ensuring hearing aids are worn and working
- Having a rigorous system for ensuring the safety of those with allergies or particular dietary requirements, as specified in their care plan
- Having in place procedures for the use of asthma pumps, Epipens and other medical assistance our pupils may need
- Having access to specialist equipment, as required, from specialist and outreach services such as Occupational Health and Stephen Hawking School

How do we prepare for children and young people joining/ leaving our school?

Parents or prospective parents are welcome at any time to view the school.

Entering Nursery: Once your child is offered a place at our Nursery you will be invited to attend a 'Ready for Nursery' course that we run in conjunction with the local Community Centre in the Summer Term before the children start. You will then be given a start date for your child within the first 6 weeks of the Autumn Term and an opportunity to have a Home Visit from two of the Nursery staff. They will discuss your child's needs with you and discuss the 'settling in' period for your child.

Joining the school at any other time: The parents of any pupil joining Clara Grant with identified and significant special needs will be invited to a transition meeting, along with any professional from outside school already working with them. At this meeting we

discuss the pupil's exact needs, how best to introduce them to the school, and how best to support them while they are here. We work with the previous setting to help prepare the pupil for the move, for example short visits, or making goodbye/hello books featuring photographs of the old and new settings, staff members and children.

If a child joins school without their needs having been identified to us, the special needs co-ordinator initiates support proceedings, makes contact with parents, and puts in place emergency support if necessary and feasible. When children join in the middle of the school year, the Learning Mentor makes enquiries of the previous setting about their learning, social and emotional needs, and if necessary will work with the child to help with the settling in period. The parent support worker can also offer support where necessary

Moving on: When special needs pupils move on, members of the inclusion team contact the special needs departments of all receiving Secondary or other schools. They will discuss the children's needs, arrange visits and the handover of records and support materials and organise transition groups in consultation with Year 6 teachers. The parents of all children moving to secondary school are invited each year to transition workshops run by the Parent Information Project.

How are parents involved in school life?

We strongly believe in a firm partnership between home and school. Rushnara Khan our Family Support Partner is available every day accepting Thursday, between the hours of 8.30 and 2.00pm. We are always ready to speak to parents about any concerns they may have about their child. Parents are welcome to meet with any of the senior leadership team or with their child's teacher at any time with prior agreement, if they have concerns about their child. In addition, we will communicate with you through:

- Parents' Conferences and Evenings for sharing your child's progress and annual reports
- Information events held at school
- Texts, phone calls and letters home
- Newsletters
- Annual Reviews and other meetings held by the SENDCo

Prior to the Covid19 pandemic we held regular events and courses for parents including Strengthening Families Strengthening Communities, ICT, Maths etc. as well as inviting them to participate and help run events such as Sports days, Summer Fayre, International Day. We have also invited external speakers to give bespoke talks on a wide range of topics including Nutrition and

Healthy Eating, Autism Awareness, Employability & Safety online. As of September 2021 we are now beginning to gather small groups of parents for our coffee mornings and training opportunities such as Financial Literacy for Year 5 parents. As restrictions ease, so will our offer to parents increase.

The school runs an annual 'Parent's Voice' event in which parents are consulted on a range of issues pertinent to the smooth running of the school (recent topics have included the new curriculum, home/school links & parental involvement). We arrange other workshops and training for parents throughout the year, where a need is identified.

The Parent Support Partner and/or, if necessary, the SENDCo are happy to meet with any parent to help them navigate official forms and other paperwork associated with their child.

Although we do not routinely provide translation of letters home, we have many bilingual speakers on the school staff who are happy to provide translation of any letter or for any meeting in school, and the Family Support Partner can arrange for special 'one off' translation services where necessary.

Who shall I talk to if I would like further information?

For a school visit: Please ask to speak to the Parent Support Partner, Rushnara Khan or Anthony Leete (Assistant Head Teacher & SENDCo). At Clara Grant we pride ourselves in our person-centred culture and will strive to do our best to involve both you and your child in the decisions that we make about them. If you feel that we have failed in this regard, and you wish to make a complaint about any aspect of the school's SEN provision, please contact Anthony Leete, the school SENDCo. If you then wish to take a complaint further, please see the Head of School, Karen Symons or the Deputy Head, Rosetta Robinson. Telephone: 0207 987 4564

For a child already at the school:

- Your child's class teacher
- The SENCo – Anthony Leete
- A senior member of staff – Karen Symons (Head of School) or Susan Ward (CEO)

If in doubt, ask at the school reception. The school telephone number is 0207 987 4564 or email admin@claragrants.towerhamlets.sch.uk

Tower Hamlets Local Offer: Our offer to children with special educational needs and disabilities forms part of the 'local offer' of the London Borough of Tower Hamlets. More information about the local offer & about support services available can be found at:

<http://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

If you'd like to make a complaint: Complaints about SEN provision in our school should be made to the SENDCo in the first instance. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

1. Exclusions
2. Provision of education and associated services
3. Making reasonable adjustments, including the provision of auxiliary aids and services

Our offer for children and young people with Special Educational Needs and Disabilities (SEND) was updated in September 2021. It will be reviewed in September 2022.

Date policy last reviewed: September 2021

Signed by:

Karen Symons
Headteacher

Date: 21/02/2022

Mark Taylorson
Chair of Local School Committee

Date: 21/02/2022