

ROMAN ROAD PRIMARY SPECIAL EDUCATIONAL NEEDS LOCAL OFFER

The SEN policy reflects the principles of the 2014 Code of Practice.



Local Offer

Here is the Roman Road Primary Schools Local Offer for children with Special Educational Needs and Disability:

Roman Road Primary Schools uphold children's right to education and recognise the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

1. They have a significantly greater difficulty in learning than the majority of children of the same age;
- 2.. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

ALL pupils will have access to :

- high quality teaching and learning
- a broad, balanced and differentiated curriculum
- reasonable adjustments to the environment and equipment for pupils with disabilities
- assessment for learning
- personalised target setting
- after school clubs, breakfast club and educational visits.
- Differentiated learning activities
- Assessment for learning
- Personalised feedback and next steps on learning
- parent courses
- Social and emotional skills sessions
- KS2 swimming lessons
- Rigorous approach to phonics teaching (RWI)
- Literacy lessons (Literacy and Language) Mathematics (MMS)
- Group work with TA's and Teachers
- KS2 music lessons with specialist teachers
- Termly assessment against National Curriculum Levels
- Parent evenings / Parents can make appointments when they want to
- School nurse in school on a weekly basis

Pupils with additional SEN can expect to have access to:

- Time limit targeted interventions individually for children
- Individual target setting
- Time limited targeted interventions as a small group for children
- Appropriate resources matched to learning need
- Supported transition to next phase in education
- Equipment or adaptations to school building
- Specialist equipment to support learning behaviour.
- Additional adult support for specific tasks

A few pupils with complex or significant needs will access :

- Personalised progress tracking and assessment of need
- Individualised visual support throughout the day
- Access to specialist services and therapists
- Application for high needs funding
- Specialist resources for communication, sensory needs, mobility
- Access to evidence based specialist programmes within the resources available to us
- Personalised timetable
- Specialist services and therapists within the resources available to us
- Adult support and small group working

1. How does Roman Road Primary School know if children need extra help?

We know that pupils may need extra help if;

- Concerns are raised by parents/carers, teachers or the child and
- little or no progress is being made
- identified through our termly tracking and Pupil Progress Meeting
- a child's behaviour or progress begins to change

2. How can I be certain that my child's needs are being met at Roman Road Primary School and what support they are receiving?

- When a child has been identified with special needs, their work is differentiated by their teacher to help them access the curriculum more easily
- A meeting with parent/carer is held by class teacher and SENCo to discuss the concerns raised by class teacher about achievement and attainment of a child and also the intended support for the pupil.
- Class teacher informs parents about the progress of their child at parents' evenings.
- Yearly school reports
- Class teacher can update parents on the progress or otherwise of pupil at the end of the school day; in some circumstances teachers or parents can request a formal meeting.
- Individual health care plan meetings

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

- If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.
- If you are not happy with how the concerns are being managed and that your child is still not making progress you should speak to the Assistant Head teacher (Inclusion)

4. How will I know how my child is progressing?

- Parents' evenings are held once each term where you will be able to discuss your child's progress.
- Regular review meetings of children with SEND
- Teachers are available in the playground at 3:15pm to have a brief discussion of your child's progress that day. Appointments can be made to speak further about your child's progress with their class teacher or the SENCo by visiting reception and making an appointment at a time convenient for everyone.

5. How will Roman Road Primary School support me to support my child's learning?

- We would like you to talk to your child's class teacher regularly so we know what they are 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 at home and at school and can share what is working in both places.
- The AHT (Inclusion) is available to meet with you to discuss your child's progress or any concerns/worries you may have. She can be contacted through the office.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report. The AHT (Inclusion) may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Your child's additional targets will be shared with you at parent's consultations and any other relevant meetings that take place.
- Parents for Inclusion Group an independent group that comes into our school and supports parents
- School newsletter
- Website and MLE
- Workshop sessions/ Parents classes
- Training on school methods

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process

- Review Meeting

6. How do you support pupils with medical needs?

- The school nurse visits school 1 day a week to carry out checks with children, see parent, write care Plans and provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office if a part of the care Plans. There are a team of staff who are first aid trained; we are able to administer medicines to children as directed by our Care Plans.
- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse and other health professionals in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- A high proportion of staff has had first aid training at paediatric and/or basic level.

7. How will the school prepare or support my child when joining Roman Road Primary School or transferring to a new school?

Transferring schools can be a very stressful time for children, therefore at Roman Road Primary School; we ensure that any transition is carefully planned.

Some of the strategies in place include:

- Home school visits for Nursery/Reception/Pre-school
- Stay and play sessions for children new to the school
- Carefully assessing new children so teachers can begin to plan for their individual needs immediately
- Children visiting Secondary Schools in Year 5 and 6 for taster days.
- A separate meeting for children with SEN may be arranged with Mrs Mattis and the Secondary School SENCo
- This is dealt with on an individual basis. For pupils with needs such as severe autism, the SENCo, and Inclusion team:
- meet with the SENCo of the current school to discuss the needs of the child and the strategies used to support the pupils
- arrange a visit to observe pupils in their setting
- liaise with current school on a transition programme that ensures a tour of their would-be new environment
- provides new pupils with transition booklet that parents could use at home to prepare them for transition.

8. How will the school prepare and support pupils who are transferring to a new school?

- Contact is made with the new school informing them of the impending admission of the pupils from our school.
- Meeting is held with the SENCo of new school to discuss the needs of the pupils and the strategies used to support the pupils.
- Induction programme starts early
- We arrange visits to the school, where the pupil stays for about 30 minutes initially then an hour, gradually to a full morning and a full day.
- Photographs of the pupil are taken while in their new environment; these are then made into a booklet for them to reinforce the impending transition.

9. What expertise and training do the staffs that support SEN pupils have?

- TA training, level 2 , to level 3
- Training from agencies on specific learning needs such as speech and language, dyslexia, ADHD, autism, behaviour management
- Twilight training on areas such as restraint, Numicon,
- RWI (Read Write Inc. literacy programme),
- Box Clever (Speech and Language programme), assessment for learning- marking for improvement, ICT.
- First aid training for specific support staff member.
- Update on SEN national and local initiatives.
- years of experience of SEN staff members
- Downs Syndrome

10. What specialist support or services does the school access for pupils with SEN?

- Speech and Language Therapy Service
- Educational Psychology Service
- Complex Needs and Dyslexia team
- Child and family Consultation Service
- Social Services
- Newham Virtual School for Looked after children
- Service for the deaf and visually impaired
- Hospitals such as GOSH, Newham General, West Ham Lane Clinic
- Occupational Health Service
- Tunmash Centre- School Support team
- Newham Health Care service –School nurses
- Behaviour support Service
- Language , communication and Interactive Team (Autism Support)

11. How are classrooms and other areas of the school adapted to meet pupil's individual needs?

As a school we are happy to discuss further reasonable adjustments that individual pupils coming to our school may require. However the list below shows the current level of accessibility:

- our school is single storey
- ramps into school to make the site accessible to all
- we have a disabled toilet as part of the hygiene room in the main school
- doors are wide enough for wheelchair access
- classroom furniture is age appropriate (infant furniture is height adjustable)
- storage units for pupils equipment are easily accessible for all abilities
- our classroom environments have consistent visual and interactive prompts to support teaching and learning.

12. How does the School support pupils' overall well-being?

- Emotional well-being is supported by making sure that children who find “change” difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a ‘circle of friends’ or ‘circle time’ involving the whole class.
- A professional counselling service is based in school and provides some children with weekly counselling.
- Opportunity for children to request a time to talk with an adult the Learning Mentor.

- We have a learning mentor who targets anger management, self-esteem, emotional wellbeing and nurturing issues.
- TAs are on rota in the dining halls at lunchtimes support pupils with etiquette and encourages healthy eating.
- School works closely with the school nurse for pupils with medical needs and also issues around physical development and the possible emotional or social issues associated with this.
- There is an open door policy for all pupils wishing to discuss issues with teachers or members of senior leadership team.
- School council has a high profile in the school.
- We have a small farm area that gives our pupils opportunity of first -hand experience of nature.
- There is access to breakfast and after school care for our pupils.

13. How does the school prepare their pupils for their next stage of education and for adult life?

- Year 6 progress academic review day meetings where teachers inform parents of the support their children need to meet the end of KS expectations.
- Opportunities for pupils to attend open evenings in their prospective secondary school.
- Year 6 teachers and the SENCo meet with SENCos of secondary schools to share relevant information about their impending new intakes.
- Records of pupils are passed on to new secondary schools.
- A leavers' assembly is held for pupils; in this session, they are taken through graduation process and best wishes for the future.

14. Who can parents/carers contact to talk to about their child's special educational needs?

- Class teachers
 - Members of SLT(senior leadership team)
 - SENCO
 - Head teacher- Mr Asif Mahmood
- Our school address is Roman Road London E6 3SQ
 Phone number – 020 74761602
 Fax - 020 853 44426
 Email- info@romanroad.newham.sch.uk
 Website-www.romanroad.newham.sch.uk

Appointments can be made with any of these people through the school office on 02074761602

15. How do you support children to access the curriculum

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs, specialised equipment

- such as writing slopes can be arranged.
- We will ensure that all staff know and understand the needs of all pupils.
 - All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

16.How do you support literacy and numeracy

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum. All classes have Teaching Assistant support for Literacy and Numeracy.

For children with specific learning needs activities include: reinforcement and pre-teaching in small groups, specific programmes for literacy (such as Colourful Semantics, Speech and Language programmes e.g. narrative stories, (guided reading), story sacks) RWI, 1-1 Ecar, 1-2 literacy support Wave 3 and for maths (such as 1st class Numbers, Number Shark and Numicon)

17.How do you support speech and language development

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as phonics. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. Input from learning Support Teacher include:

- Additional adult support
- Flexible teaching/learning arrangements
- Work Station
- Assessments from specialist agencies
- Input from specialist agencies
- Programmes of support
- Tracking using P-scales and B-Squared
- Home/School Communication Book

18.How do you promote positive behaviour

The Behaviour Policy” describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focussed on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting points or cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. We have a Reward system running alongside the behaviour where children are given prizes and recognition in a weekly Well Done Assembly. Pupils with no consequences at the end of each term will have special activities time.

19. How do you support children's physical needs?

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

Roman Road Primary School is a Mixture of old and new building. All of the learning spaces are on one level so are accessible to all in the New Build there is a lifts. There are also some adaptations such as ramps and toilets with disabled access.

20. How do you support children during unstructured parts of the day?

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and a children's team of buddies. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific areas or activities and, being able to access the outdoor games club.

21. How do you we work in partnership with parents and carers?

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

- SENCO meets with parents at annual review meetings, parents views are sought on the best way forward for their child.
- Parents attending our parent's evenings, teachers/staff sharing strategies with parents on how to support their children's learning.
- Encouraging parents to support their child with homework
- Invitation to initiative based workshops such as phonics

22. What specialist services and expertise are available or accessed by Roman Road Primary School?

Roman Road Primary School has contracts with the NHS for Speech and Language Therapy and with LCIS (for children with communication and interaction needs), Eleanor Smith School (for children with Emotional and Behavioural Needs), The Educational Psychologist, School councillor for counselling for children. As a school we also work with services such as the Targeted CFCS (Child and Family Consultancy Services) we have an extensive knowledge of services to support children and families in the local community.

The Complex Needs and Dyslexia Service (CNDS) are able to share their expertise and model good practice.

Other agencies/professionals that Roman Road Primary School has partnerships with are

- Speech and Language Therapy Service for Schools
- Language, Communication and Educational Service
- Educational Psychologist
- CAMHS (Child Adolescent Mental Health Service)
- Educational Welfare Officer

23. How do you monitor children's progress?

We have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out by our LSS (Learning Support Services) e.g. Dyslexia sometimes we ask external agencies to carry these out. (This is particularly in the case for applying for a Statement of Special Educational Need or an Education, Health and Care Plan).

24. Who should parents/carers contact if they have a complaint about the SEN provision in the School?

There is a procedure for complaint in the school which all parents are encouraged to follow as listed below:

- Class teacher is the first point of contact
- SENCo Mrs. B Mattis
- Headteacher Mr A Mahmood
- The Chair of Governor Mrs Sharon Blackwood.
- SEN section of the local authority

We hope that all of the above have answered any queries you may have, however, do not hesitate to contact the school if you have further questions.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.