



# Special educational needs (SEN) information report

## Roger Ascham Primary School

**Approved by:** Headteacher **Date:** March 2025

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## Who is responsible for Special Educational Needs and Disability at Roger Ascham Primary School?

Roger Ascham Primary School has a named **Special Educational Needs and Disability Coordinator (SENDCo) Ms Laura Alexander**, and a named Governor responsible for SEND, Ms Amy Topping.

## What specialist training and expertise is available, and cascaded, through the school?

The school has a commitment to offering all staff training that enables them to feel confident and skilled when dealing with the diverse needs of the children they are supporting and working with.

Some training may be offered to the whole staff on curriculum days or at twilight sessions, some staff may be offered training courses or support from colleagues. The SENCo will induct all new staff in SEN procedures within the school. The SENCo can also support teachers in identifying and allocating additional support for children with SEND needs.

Training and expertise in the school already includes:

- National Award for SENCos' (Masters level)
- Autism Education Trust Level 3 training;
- BA Art Therapy (staff member works 2 days a week, plus a trainee art therapist from October - May each year);
- BA Speech and Language Therapy (1 day a week).

The SENCo attends regular networking and training events, as well as regular meetings with health and therapeutic specialists.

## What kind of Special Educational Needs are provided for at Roger Ascham Primary School?

In line with the SEND Code of Practice (2015), children with SEND are categorised into the following categories:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health needs;
- Physical and/or sensory needs.

We currently have children attending our school that can be classified within at least one of these categories and all areas are provided for at our school; however, we recognise that, in practice, individual children often have needs that exist alongside more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual needs and personal outcomes rather than classification/label.



Staff are encouraged to use the graduated approach (assess, plan, do, review), as well as to always take a person-centered approach.

## **What are the admission arrangements for pupils with SEND?**

The admission arrangements for pupils with Special Educational Needs and Disabilities (SEND) ensure that all children have fair and equal access to education in line with legal requirements. Our school is committed to an inclusive admissions process, welcoming pupils with SEND and providing the necessary support to meet their individual needs. Applications are considered in accordance with the SEND Code of Practice, and for pupils with an Education, Health and Care Plan (EHCP), placement decisions are made in collaboration with the local authority. We make reasonable adjustments to accommodate pupils with SEND, including accessible facilities, tailored learning support, and transition planning to ensure a smooth integration into school life. Parents and carers are encouraged to discuss their child's needs with us during the application process so that we can provide the best possible support from the outset.

## **How do we identify children with SEND and assess their needs?**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important responsibilities. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and the SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next stages of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. As a school, we have a number of ways to assess children in terms of their understanding of English, as well as screening tools specifically to identify SEND needs.



## **How do we consult with the parents/carers of children with SEN and involve them in their child's education?**

It is our aim to involve parents and pupils right from the outset with identifying and providing for their needs. We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. Class teachers are the initial contact for parents regarding their child's needs. At all stages of the graduated approach (plan, do, assess, review) parents will be consulted about the progress of their child and how best to support them at home and in school. The SENCo is also available to speak with parents if they have concerns or questions about their child's progress that they wish to discuss. 'Parent and Teacher Meetings' are held for all pupils including those at the early stages of support. When a child moves to a SEN Support plan or an Education Health and Care Plan (EHCP) there are also more detailed review meetings to discuss outcomes and set targets. These meetings can involve parents, pupil/s, class teacher/s, SENCo and possibly specialist staff or outside professionals. If your child has a EHCP plan, the Local Authority requires that this is reviewed annually. A date for this meeting will be arranged with parents and available professionals.

## **How do we consult with children with SEN and involve them in their education?**

We actively encourage pupils to be involved in their learning and want them to experience success. By attending part of the meeting with parents, the class teacher, SENCo and other professionals, the pupil may feel empowered by the support network around them and adopt a 'can do' attitude to areas of learning that are problematic. Their attendance underlines the collaboration between all parties and the importance of their views in the decision-making process about their learning. Pupils will be asked to comment on their progress and discuss things that are important to them. However, the children will only be involved in these meetings if it is beneficial to their development. If the staff members or parents feel that the setting will intimidate the child, or cause anxiety, the child's views/ voice will be recorded using another method.

## **How do we assess and review children's progress towards outcomes? What opportunities are available to work with parents and children as part of this assessment and review?**

All teachers and support staff work to ensure that teaching is differentiated and varied to enable all children to access the curriculum and make progress within the class setting. However, where teachers or support staff have concerns that a child is not progressing due to disaffection, behaviour, learning needs, physical disability or a health issue we will follow a staged approach to assess their needs and provide necessary intervention. The child's teacher will:

- Monitor and evaluate progress over time;
- Refer to the SENCo;
- Make an appointment to see the parent;
- Differentiate the curriculum;
- Adapt teaching methods, resources and materials;



- Monitor and evaluate progress;
- Use the 'graduated approach' to assess, plan and implement new approaches with the child, whilst recording evidence;
- If there is little or no progress, the teacher will liaise with the SENCo who will refer to the appropriate external support service. If the child continues to make little or no progress the SENCo will consider whether to begin discussions about requesting a statutory assessment.

## **How do we support children in moving between phases of education?**

All schools must offer a full-time place for new EYFS reception entrants irrespective of the term in which they were born. Therefore, we encourage all of our children to start Reception in September. All children have the chance to visit the school in the summer term before their start date for 'Stay and Play' sessions. Furthermore, children will be visited in their nursery setting by members of staff from the school, as well as be involved in a 'home visit' before they join us. There is also an induction meeting for parents. We use the first two weeks of the Autumn term to allow children to have a gradual build-up before becoming full-time. Parents with children who are moving into the area and are interested in transferring to Roger Ascham Primary School from another primary school are also most welcome to come along and tour the school. All children joining are introduced to school procedures from day one. Each year, as children move to the next year group, there is a handover meeting between the previous teacher and the new teacher. This session allows the staff to discuss each child at length and to hand over any key information. As the children approach the end of their time in Year 6, they take part in transition programmes that help them to prepare for life in secondary school. These sessions are catered to the needs of the current cohort. Moreover, the school will always seek to liaise with every secondary school that our children will be attending. Children with SEND will have all of the relevant details sent to their new secondary school and additional transition meetings will be arranged. There is also the possibility that these children will need an individual transition plan to help them to understand the transition period. This could involve special meetings between the staff at Roger Ascham, the SENCo at the new secondary school and the child's family.

## **What is our approach to teaching children with SEN?**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important responsibilities. The foundations of our SEND practice revolve around high quality teaching. However, through a graduated approach (plan, do, assess, review) children's needs can be met through various methods, including 1 to 1 teaching for particular skills, small group work and pastoral care. Further sessions will always be based upon the child's needs and progress towards their outcomes.

## **How are adaptations made to the curriculum and the learning environment of children with SEN?**

The curriculum is adapted to meet the needs of the pupil. Daily differentiation is planned for and activities are tailored to develop the skills that the pupils need. Inclusion with peers in the classroom is promoted but, where necessary, some pupils may be withdrawn for small periods of time to focus on particular skills such as reading,



writing or number work. Where pupils work with the support of another adult either inside or outside the classroom, we endeavour to relate the activity or skill being practised to the theme being taught to peers. This allows for the pupil to later practise those relevant skills or provide information in the classroom with their peers. The school uses a variety of resources to support pupils with Special Educational Needs from practical aids, screening tests to standardised assessments. Wherever possible, these resources are used to identify areas of strengths and weaknesses, support learning, encourage self-help and independence and assist day to day interaction and involvement. We have a team of Learning Support Assistants who are deployed according to pupil needs in classrooms, across year groups and to address specific individual pupil skills. In some classrooms, workstations and comfort zones are created to meet the needs of pupils who require these resources.

### **How do we evaluate the effectiveness of the provision made for children with SEN?**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. The success of the education offered to children with SEN will be judged against the aims of the SEN policy.

### **How do we make sure children with SEN are fully integrated into the whole school?**

At Roger Ascham Primary School we aim to ensure that children and young people with SEN are fully integrated into all school activities alongside pupils who do not have SEN. Children with SEND have equal access to all our extracurricular activities. We also have wrap-around care available on the basis that reasonable adjustments can be made that satisfy our risk assessment and ensure every child's safety and well-being while attending this provision. Our SEND and pastoral team meet every week and often discuss the involvement of children with SEND within the school. We organise extra trips for SEND specific groups across the school. For example, specialist sports events, theatre trips (including SEN-friendly performances in terms of sensory needs), specialist dance and movement projects.

### **What support do we provide for improving emotional and social development?**

At Roger Ascham Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with all conversations adults have with pupils throughout the day, as well as how children can help each other to develop further. Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. Sometimes, this will require additional, and differentiated resources, beyond that required by pupils who do not need this support. The SENCo may, under the consent of the parent, feel it is appropriate to coordinate additional support through access to a learning mentor, an external referral to CAMHS (Child and Adolescent Mental Health Service), or access to a range of therapeutic intervention. Some pupils may benefit from additional support through specific behaviour strategies, such as the use of social stories, time out spaces and personalised reward charts.



## How do we prevent bullying?

We take bullying very seriously. Bullying in any guise - physical, verbal, or social - is not tolerated. All forms of aggression, physical and verbal, will be dealt with by a member of the senior leadership team. All incidents are reported to the headteacher. We help to prevent bullying of children with SEND by discussing our whole school values and rules regularly with the children, having a focussed 'Be the Best You Can Be' PSHE curriculum that helps the children to celebrate our varied strengths and areas for development, as well as how to deal with conflict when it arises. We have a dedicated pastoral team, including our deputy headteacher, who is also the safeguarding lead for the school, learning mentor, our SENCo and in-house art therapist who organise and provide personalised individual support to children, if necessary.

## How do we involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting the needs of children and their families?

It is likely that meeting the needs of children with special educational needs will involve working with or consulting other agencies. It is important that everyone who is working with the child is aware of the importance of confidentiality and alongside this the importance of sharing information to ensure that the child's needs are correctly identified and met. The SENDCo will be the link person and will ensure that reports and information are passed from other agencies to the teachers and support staff to enable them to plan for and work with the child. When the child's needs are complex or when there are difficulties the SENDCo will arrange meetings involving other agencies so that provision and strategies can be discussed. Everyone in the school, both children and adults, are treated with respect and this is an expectation that will be extended to staff from all other agencies. These services may include the educational psychology service, speech and language therapy service, occupational therapy service, physiotherapy service, and specialist teachers for the visually or hearing impaired. The external support services are able to carry out assessments and provide advice on new IEP targets, the use of specialist strategies and/or materials or resources and may in some cases provide support for specific activities. The child's teacher(s) remains responsible for all curriculum areas.

Named contacts:

Ms Laura Alexander SENCo: [senco@rapsch.co.uk](mailto:senco@rapsch.co.uk)

Mr Robin Desoer Headteacher: [rdesoer@raymat.net](mailto:rdesoer@raymat.net)

Ms Amy Topping SEND Governor: [atopping@raymat.net](mailto:atopping@raymat.net)

## What arrangements are in place for handling complaints from parents of children with SEN about the provision made at school?

If a parent/carer has a concern about the progress their child is making or the support he/she is receiving the teacher will arrange to discuss the difficulty with them. If this meeting is unable to resolve the issue the SENCo will meet with the parents/carers. The majority of concerns will be dealt with in this way, however if the issue is



complex or the parent/carer is not satisfied the head teacher and/or governing body will be involved. As a last resort the school's SEND governor, SEND Officer can be involved.

## What is our school's contribution to the Local Offer?

Our pupils are our most valuable asset and it is they who make our school the calm, purposeful and welcoming place that visitors to our school consistently comment upon. Our dedicated staff are committed to providing the best guidance and opportunities for all our children who in turn respond positively and successfully to the high expectations we have of their behaviour and academic progress. To find out more about Waltham Forest's services for children and young people with SEND, how the support system works and legal guidance. Please go to The Waltham Forest Local Offer page - link:

<https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send>

## Special Educational Needs and Disability Information, Advice and Support Services

SENDIASS	Early Help Services	Waltham Forest Parent Forum
<p>Special Educational Needs and Disability Information</p> <p>Centre 404 1 Russell Road, Leyton E10 7ES Opening Times Enquiries are monitored Monday to Friday, 9:00am – 5:00pm. Phone: 074 9428 0073</p>	<p>A consent based service. Referrals can be made by school or by contacting them directly</p> <p>TEL: 0208 496 300, email: mashrequests@walthamforest.gov.uk</p>	<p>Friendly group of parents and carers of those with special educational needs and/or disabilities.</p> <p>Contact details: Phone: 07528 433640 email: walthamforestparentforum@live.co.uk Website: <a href="https://www.walthamforestparentforum.com/">https://www.walthamforestparentforum.com/</a></p>