

SEN Information Report 2022-2023



TORRIDON PRIMARY SCHOOL

Special Educational Needs Information Report



SEN Provision

What kind of Special Educational Need does Torridon Primary provide for?

Torridon Primary is a three-form entry mainstream, multi-cultural, inner London Primary school. The school has a collaborative and inclusive approach when meeting the needs of all young children.

The school also has a Resource Base, which provides highly qualified specialist staff to support 16 children with Autistic Spectrum Disorder.

Torridon Primary has a skilled team of teaching staff, teaching assistants, learning support assistants, learning mentor with access to additional specialist services within Lewisham to support children's learning and well-being.

Alongside the universal curriculum, support may be provided in the following areas:

- Cognition and learning (moderate learning difficulties, specific learning difficulties)
- Sensory, Medical and Physical (hearing impairment, sensory processing difficulties)
- Communication and Interaction (Autistic spectrum disorder, speech and language difficulties)
- Social, Emotional and Mental Health

The Resource Base

Torridon Primary School has a sixteen place Resource Base for children with Autism. Admission in to the Resource Base is done via the Local Authority SEN Team based at Kaleidoscope. It is recommended that all parents have a tour of the Resource Base before deciding that it is the best placement for their child. For admission in to the Resource Base there is a criteria:

1. The child must have an Education and Health Care Plan

2. The child must have autism as their main area of need
3. The child must have oral language and be able to verbally express their basic needs
4. The child must demonstrate the capacity to manage mainstream school, being within average range academically or having a moderate learning difficulty.

Transition Arrangements for each pupil will be made according to the child's need. Some children may need to be prepared for changes in their daily routine as well as major changes at the end of each year: moving on from each key stage and on to secondary school. All arrangements and plans will be discussed and agreed with the class teacher, pupil, parents and other adults supporting the child. The Head of Inclusion will oversee that arrangements are monitored and implemented.

In the summer term the Assistant Headteacher for Inclusion will attend the Primary to Secondary Transition meeting which is led by the Local Authority. This is an opportunity for Primary Staff to share information with their secondary colleagues, to ensure a smooth transition for pupils to their secondary school.



Roles and Responsibilities

Who supports children with SEN?

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the School's Head of Inclusion, Lena Pennacchia, or SENCOs, Sai Satyadeva and Karen Stewart.

Applying the School's SEN policy:

Class Teacher

She / he is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of your child and identifying, planning and the delivery of additional support.
- Contributing to teaching and learning action plans to prioritise and focus on the next steps required for your child to improve on their learning.

Head of Inclusion / SENCo

Are responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is performing.

- Consulted about planning successful movement (transition) into a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all children with special educational needs.

Headteacher:

Is responsible for:

- The day to day management of all aspects of the school, including the provision made for children with SEN.

SEN Governors:

They are responsible for

- Supporting the school in evaluating and developing quality and impact of provision for children with SEN across the school.



Consulting with Parents and Children

What are the arrangements for consulting with parents /children with SEN?

Parents

At Torridon Primary we want parents to be confident in our commitment to our pupils. Parents and carers are well placed to inform teachers about the needs of a child.

- Regular parent meetings take place with the class teacher, and a member of the Inclusion Team to discuss children and to review their progress and well-being.
- Regular meetings with outside agencies take place to review targets set and progress of the child (for children with SEN support and EHCPs).
- Parent consultations take place for new pupils.
- The Head of Inclusion / SENCo are available to meet with parents to discuss their child.
- Regular coffee mornings are held for parents of children with SEN.
- Annual reviews are held for children with EHCPs.

Children

- Children's self-assessment is encouraged in class.
- Children with EHCPs contribute to their annual review.
- Head of Inclusion / SENCo talk to children on the interventions that they are receiving.
- Children with SEND are included on the school council.



Assessment, Planning and Review

How can I find out about how well my child is doing?

Pupil progress meetings are carried out every term to assess and review the progress of children. The class teacher will also continuously be reviewing progress throughout lessons and interventions which will shape future learning. Additional meetings will be held to discuss pupils who are not making expected progress or if behaviour needs are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented on the teacher's teaching and learning action plan. With the Inclusion Team and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed account for each pupil's strengths as well as their difficulties.

In some cases, additional teaching assistant support may be allocated. This support is arranged to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held regularly with parents and relevant external agencies, where appropriate. The impact of support offered is considered along with the progress towards targets set. Support arrangements are updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Requests may be made for an Educational Health Care Plan to be considered to provide additional support above and beyond what the school has to offer.



Access to learning and the curriculum

How will the curriculum be adapted to meet my child's needs?

Areas of Special Needs:

- The school makes provision for all areas of Special Education need.
- The areas are: Autistic Spectrum Disorder and Social Communication Difficulties, Social, Emotional and Mental Health, Cognition and Learning, Specific Learning Difficulties, Speech, Language and Communication, Physical and Sensory needs.

Access to learning support staff

- Pupils are carefully tracked and support put in place where there is the greatest need.
- Regular intervention programmes in class.
- Intensive programmes for key skills.
- Support staff work closely with Class teachers in order to support children most effectively.
- Interventions and their effectiveness are reviewed on a regular basis and adjustment is made according to individual needs.

Strategies/programmes to support speech and language

- Speech and Language Therapists visit the school throughout the school year to work with children, provide training, share strategies and provide guidance to all teaching staff.
- Resources that are suggested and provided by Speech and Language therapists are used effectively by all teaching staff.

Strategies to support/develop literacy including reading

- Additional reading/writing support where needed.
- Appropriate grouping and differentiated work.
- Literacy intervention groups.
- A variety of teaching methods and approaches to suit all styles of learning.
- Use of good quality practical and visual resources to support children.
- Structured phonics programmes.
- Additional phonics activities.

Strategies to support/develop numeracy

- Additional support for pupils where needed.
- Appropriate grouping and differentiated work.
- A variety of teaching methods and approaches to suit all styles of learning.
- Use of good quality practical and visual resources to support children.
- Mathematics Club.

- Interactive maths homework.

Provision to facilitate/support access to the curriculum

- Teaching and Learning Support assistants support children in class.

Strategies/support to develop independent learning

- Classes have visual timetable to help with organisation.
- Some pupils have an individual visual timetable which is broken down into more manageable sections.
- Reward charts and other behaviour management strategies are used to facilitate learning.
- Targets are set for the pupils.
- Opportunities to respond to feedback and marking to further challenge pupils' thinking.



Requesting an EHC Assessment

What do I do if I would like my child to receive an Education and Health Care Assessment?

A parent / carer can request an EHC assessment independently by writing to the Children with Complex Needs Service, Special Education Needs Team. Where possible we would advise all parents and young people to work with their school or educational setting to make a request to the local authority for an EHC assessment.

The request should be sent to the Special Educational Team at the contact details below.

Kaleidoscope Development Centre
32 Rushey Green
SE6 4JF

Tel: 020 3049 1475
Email: senlewisham.gov.uk

More information about Education Health Care Assessment and Plans can be found here on the Lewisham Local Offer website <http://www.lewishamlocaloffer.org.uk/>



Pastoral Support

What support is available for improving the emotional and social wellbeing of children with SEN?

Strategies to support the development of pupils' social skills and enhance self-esteem

- Circle time activities take place in each class on a weekly basis.

Celebration Assemblies take place for each year group weekly to celebrate achievement and success in the school. This is not necessarily academic achievement.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support.
- The school employs a Learning mentor who works closely with children and their families to support their emotional wellbeing.
- The school has access to trained and qualified Therapists to help children to make sense of difficult life experiences or complex psychological issues through the activity of play.
- Reduced or modified timetables.
- Social stories are written where there is a need.
- Regular meetings with parents.

Strategies to support / modify behaviour

- Wherever possible a restorative approach is used to deal with situations where conflict has occurred and harm has been done to people and relationships.
- We encourage good behaviour by making it clear how we expect children to behave and by explaining what good behaviour looks like.
- In the Early Years Foundation Stage (EYFS) a significant amount of time is spent in supporting children to develop their personal and social skills and in teaching them to begin taking responsibility for their own actions.
- In KS1 and KS2 weekly circle time / PSHE time is used to further support the development of pupils' emotional, social and behavioural skills.

Support/supervision at unstructured times of the day including personal care

- All staff have received training in supporting pupils during playtimes and lunchtimes.
- All staff are given a briefing on the more vulnerable pupils who need more help during unstructured times.
- A lunchtime club for invited pupils takes place with the Learning Mentor.

Planning, assessment, evaluation and next steps

- Pupil Progress Meetings provide an opportunity to review the provision for children with additional needs. Targets are discussed and interventions put in place where necessary.
- Class teachers have regular meetings with parents.
- The Headteacher, Head of Inclusion and SENCo are available to meet parents when required.
- All lessons and homework are differentiated to take account of individual needs.

Provision maps are reviewed regularly and amended where necessary to ensure that provision is targeted where it is needed.



Increasing accessibility - getting about

How is equipment and facilities used to support children with mobility issues?

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of Occupational Therapists is disseminated and followed.
- Recommended equipment is used appropriately e.g. sloping boards, move'n'sit cushions and pencil grips.
- Support staff to assist pupils with personal care as specified by clinical plans.
- Some modified toilet facilities for individual needs.

Access to modified equipment and ICT

- Specialist equipment is provided, as required, on an individual basis to access the curriculum.
- School is on one level and has a slope to facilitate wheelchair users.
- Disabled changing and toilet facilities.



Staffing Expertise

What SEN expertise does the school offer?

The Head of Inclusion is an experienced school leader with much experience of leading within a wide range of schools. The SENCos have both completed the National Award and are very experienced working with pupils with special educational needs in a variety of settings

We also have staff with specialised expertise and qualifications in school including:

- Trained speech and language therapists.
- Accredited Training for Pupils with Autism.
- Accredited Training for Positive Behaviour Support.
- Accredited training for Pupils with Speech and Language Difficulties.
- Staff trained to implement a number of interventions.



Looked After Children

If a child is looked after by the local authority they will have a Care Plan and Personalised Education Plan (PEP).

Termly PEP meetings take place and involve the parents/carers, foster carers, class teacher, Assistant Headteacher for Inclusion, Social Workers and a representative from the Virtual School. The PEP will ensure that children within the school have access to the appropriate support both educationally, emotionally, socially and physically.

Additional information about Lewisham's Virtual School can be found on their website:

<http://lewishamvirtualschool.org.uk/about/about-us/>



Partnerships

What Agencies does the school work with?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Speech and Language therapists – help, advice, training and reports
- Physiotherapists – help, advice and reports
- Paediatricians – help, advice and reports
- SEN Liaison Teacher – help, advice and support
- Sensory Support – help and advice
- Educational Psychologist – assessments, reports and advice
- School nurse – help and advice/care plans where required
- Drumbeat Outreach – Social Communication Difficulties and ASD - observations, reports and advice
- Outreach Inclusion Service - behaviour support
- Occupational Therapy – help, advice and reports
- Specialist nurses as required
- Social services as required
- SENDIAS – Special Educational Needs & Disability Information Advice & Support

- Access to medical interventions:
- Use of individualised care plans
- Access to whole school training if required from the school nurse
- Referrals to a Paediatrician if required
- Referrals to CAMHS if required



Transition

How will the school help my child move to a new class/year group or to a different school?

Children with SEN can become particularly anxious about “moving on” so we seek to support successful transition as follows:

When moving classes / year groups in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

Social stories are written to help pupils who find transition difficult

Year 6 transition

The Head of Inclusion, SENCo and the class teacher liaise with secondary schools to discuss the specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

When moving to another school:

We will contact the School’s Headteacher/SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible



Complaints

Who should I speak to if I have a complaint?

We have an “open door” policy. If you are unhappy, or are unsure about something, please speak to your child’s class teacher first and then with the SENCo /Head of Inclusion or the Headteacher if you feel this is necessary. We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged. Information on the school’s complaints policy can be found at <https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2018/11/3-Torridon-Primary-School-Complaints-Procedures.pdf>

It is hoped that a solution would be reached between the school and the parents but if a problem still exists parents may seek the advice of the SEN governor and if they have an EHCP, the Local Authority.

Parents may also be signposted to SENDIAS (Special Educational Needs Disability Inclusion Service). As a last resort parents have the right to go to an independent SEN tribunal.



Contact Details

Who do I contact for additional information?

Lewisham’s local offer is available on this website: <http://www.lewishamlocaloffer.org.uk/>

Special Educational Needs
Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF
Tel: 0203 049 1475
Email: senlewisham.gov.uk

ASD Support Drumbeat
Brockley School
Revelon Road
SE4 2PR
Tel: 0207 635 9022
Email: outreach.admindrumbeat.lewisham.sch.uk <http://www.drumbeatasd.org>

Family Information Service
Fourth Floor
1 Laurence House
Catford Road
London
SE6 4RU
Tel: 0208 314 8567
Email: fislewisham.gov.uk

