

## SEND Information Report Osmani Primary School

Type of School: **Mainstream**. Ofsted Rating: **Good**.  
Number on Roll: **We are a 2 form entry Primary School with 426 pupils including Nursery.**

**Our purpose is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum (which is accessible to them) and to be fully included in all aspects of school life.**

A. People who support pupils with Special Educational Needs and/or Disabilities, or Difficulties with learning in this school.

School based information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or disabilities (SEND)?	Class teacher in the first instance. If pupil is not yet at the school, the Special Educational Needs Co-Ordinator (SENCO): Penny Seymour	<p>The SENCO is responsible for</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for pupils with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li><input type="checkbox"/> involved in supporting your child's learning</li> <li><input type="checkbox"/> kept informed about the support your child is getting</li> <li><input type="checkbox"/> involved in reviewing how they are doing</li> <li><input type="checkbox"/> part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.</li> <li>• Ensuring class teachers and pastoral staff are aware of the</li> </ul>

Class Teacher

needs of individual pupils

- Advising class teachers and pastoral staff of recommended strategies to support individual pupils with SEND.

He/ She has responsibility for:

- Knowing the needs of the pupils and planning high quality lessons to meet these needs
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Communicating specific targets and sharing and reviewing these with parents at Parent's Evenings once a term.
- Providing specific feedback to your child on what they have achieved and how they can progress. This is achieved through regular marking of your child's work and verbal feedback in lessons.

SEND Governors

The SEND Governors are responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Pupils in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school such as a Learning Support Assistant, Learning Mentor, or Play Therapist
- Staff who will visit the school from the Local Authority central services such as the ASD (Autistic Spectrum Disorder) Outreach Team, Support for Learning Service, School Nurse, Educational Psychologist.
- Staff who visit from outside agencies such as the Speech and Language Therapy Service, Occupational Therapist and CAMHS (Child & Adolescent Mental Health Team).

	<b>Types of Additional Support provided</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
What are the different types of support available for pupils with SEND in this school?	<p>Class Teacher input via good/outstanding classroom teaching.</p> <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Run in the classroom or Outside the classroom</li> <li><input type="checkbox"/> Run by a Learning Support Assistant or outside professional</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work.</li> <li>• Putting in place specific strategies (which may be suggested by the SEND Team or outside staff) to support your child to learn.</li> </ul> <p>Staff will have checked on your child's progress and decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Senco/Class teacher (with your consultation) will plan group sessions for</li> </ul>	<p>All pupils receive this provision.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning or social development.</p>

who has had training to run these groups.

These are called Intervention groups

Specialist monitoring and assessment by outside agencies e.g. Speech and Language Therapy, Educational Psychologist or ASD Outreach.

your child with targets to help your child to make more progress.

□ A Learning Support Assistant (LSA)/ teacher or outside professional (such as a Speech and Language Therapist) will run these small group sessions. All LSAs will have received training and guidance from outside professionals such as Speech and Language Therapist, Physiotherapy and ASD Outreach.

Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing specialist input instead of, or in addition to, class teaching and intervention groups.

You will be asked to give your permission for the school to refer your child to an external agency. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

Recommendations may include:  
changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better

A group run by school staff under the guidance of an external professional.

A group or individual work with outside professional

The school (or you) can request that the

Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

Pupils whose learning needs are:

Specified Individual support for your child.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCO/Educational Psychologist, as needing a particularly high level of individual or small group teaching which cannot be provided from the SEND budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need)
- Outside agencies such as Blossom Speech and Language Therapy Service or CAMHS (Child and Adolescent Mental Health Service)

Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Tower Hamlets website.

□ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health care Plan- EHCP.

If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

□ The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The LSA will be used to support your child with whole class learning, individual

Severe, complex and lifelong

programmes/small groups.

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

When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.

- The SENCO will then advise on suitable interventions and strategies.
- If your child is then identified as not making progress the school will contact you to discuss this with you in more detail

- o To listen to any concerns you may have
- o To plan any additional support your child will receive
- o To discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to pupils?

- The school budget, received from Tower Hamlets LA, includes money for supporting pupils with SEND.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The SENCO and Head teacher discuss all the information they have about SEND in the school, including

- o the pupils getting extra support already
- o the pupils needing extra support
- o the pupils who have been identified as not making as much progress as expected.

and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to pupils with SEND in this school?

Directly funded by the school

- Learning Mentor
- Blossom Speech and Language Therapy input to provide a higher level of service to the school
- SideBeSide -Play Therapists

	<p>Paid for centrally by the Local Authority but delivered in school</p> <p>Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support for learning Service – Specific Learning Difficulties Team</li> <li><input type="checkbox"/> Autism Outreach Service</li> <li><input type="checkbox"/> Educational Psychology Service</li> <li><input type="checkbox"/> Attendance Advisory Service</li> <li><input type="checkbox"/> Behaviour Support Team</li> <li><input type="checkbox"/> Sensory Team for children with Hearing or Visual Impairment</li> <li><input type="checkbox"/> School Nurse</li> <li><input type="checkbox"/> Speech and Language service for statemented/EHCP children</li> <li><input type="checkbox"/> OT service for statemented/EHCP children</li> </ul>
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<p>How are the teachers in school supported to work with pupils with SEND and what training do they have?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The SENCO supports the class teachers in planning for pupils with SEND through the writing of One Page Profiles which detail the pupil's needs, recommended strategies and set targets. The class teachers may request further guidance from the SENCO.</li> <li><input type="checkbox"/> The school has a training plan for all staff to improve the teaching and learning of all pupils including those with SEND. This includes whole school training on SEND issues such as ASD, ADHD, Behaviour and Dyslexia and is delivered by the SENCO and outside agencies.</li> <li><input type="checkbox"/> Individual teachers and Support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class e.g. from the ASD Outreach service.</li> </ul>
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.</li> <li><input type="checkbox"/> Specially trained support staff will use the teachers' planning to support the needs of your child where necessary.</li> <li><input type="checkbox"/> Specific resources and strategies will be used to support your child individually and in groups.</li> <li><input type="checkbox"/> Planning and teaching will be adapted regularly if needed to meet your child's learning needs.</li> </ul>
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your child's progress is continually monitored by his/her class teacher.</li> <li><input type="checkbox"/> His/her progress is reviewed formally 4 times a year and a level given for Maths, Reading,</li> </ul>

Writing, Speaking and Listening and Science. Children are assessed as being at, above or below expected levels in other subjects

- If your child is not yet at levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- Children on the SEN register will have a One Page Profile which will be reviewed every term and targets set for the next term.
- The progress of pupils with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education, the pupil and parent(s)/carer(s).
- The SENCO will also review progress of cohorts (specific groups) of pupils with SEND to inform training needs.

What support do we have for you as a parent of child with SEND and how are you and your child supported when they leave this school?

Prior to your child joining Osmani, the SENCO is available to meet with you to discuss your child's needs and any concerns you may have. This may also involve a Home Visit.

The SENCO meets with the secondary school SENCOs during the summer term to ensure that information is shared between schools. Year 6 pupils with SEND may be invited to attend a Transition Morning with their parent(s)/carer(s) to meet the SEND team at their secondary school. Year 6 pupils with SEND are supported by the SEND team on the secondary school Induction Day.

We would like you to communicate any concerns or information you have about your child to your child's SENCO. This is to ensure that we are doing similar things to support your child, both at home and school, and can share what is working well in both places.

- The SENCO is available to meet with you to discuss your child's progress or any concerns you may have throughout your child's time at Osmani.
- All information from outside professionals will be discussed with you and, where this is not possible, forwarded to you in a written report. The SENCO will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Pupil's One Page Profiles will be reviewed each term. You are welcome to request a copy. Targets will be written in your child's planner.
- Homework will be adjusted, as needed, to your child's individual needs.

How have we made this school accessible to pupils with SEND?

The school is built on three levels with stairs from ground floor to the 1st and 2nd floors. Entrance to the building is through the main lobby which is level so is suitable for wheelchair access. There is not, currently, access for wheel chairs above the ground floor.

There is a shower and changing room on both the ground floor and the first floor. There is also an accessible toilet located on the ground floor.

We have made sure that there is good provision for all our hearing impaired children by putting



appropriate noise reduction measures into place. All our classrooms and communal halls have been battened to reduce background noise. Good acoustic conditions are also maintained by ensuring that classrooms are carpeted and curtained. Class teachers use radio microphones to support children with Hearing Impairments.