

# **Charles Dickens Primary School**

## **Special Educational Needs and Disability (SEND)**

### **Information Report**

#### **VISION/MISSION**

Charles Dickens Primary School is committed to meeting the needs of every pupil at the school. We have high expectations of all children regardless of their specific needs and abilities. We teach an inclusive, creative and enriched curriculum that helps every child reach his or her potential.

Children with Special Educational Needs or Disabilities (SEND) are highly valued and respected at Charles Dickens. We work hard to ensure that a child's individual challenges are addressed and monitored so that every child makes progress, both academically and emotionally and feels that they are a valued member of the wider school community. The range of support deployed will be personalised to individual need, following thorough assessment by internal or external agencies. Support is designed to enable pupils to become independent, ambitious learners.

To make the report as easy as possible to find the information you require, we have laid it out as a series of questions parents / carers often ask about a school and what happens for children with SEND.

#### **WHOLE SCHOOL/SETTING APPROACHES**

##### **Information on policies, people and statutory guidance**

A child with Special Educational Needs or Disabilities has greater difficulty in learning than most other children, or they have a disability which stops them from being able to carry out normal day-to-day activities. This might include long term health conditions such as asthma, diabetes or epilepsy. They may need extra or different help from that given to pupils of the same age.

##### ***What kinds of special needs are provided for in this school?***

We provide support for a range of needs. These can usually be grouped into four categories:

- ✦ Communication and Interaction (e.g. speech and language difficulties)
- ✦ Cognition (thinking) and Learning (e.g. learning at a slower pace than others their age, in one or more areas)
- ✦ Sensory and Physical Needs (e.g. visual or hearing impairment)
- ✦ Social, Emotional and Mental Health Difficulties (e.g. difficulties managing relationships with others or behaving in ways that hinder their and other children's learning)

##### ***Who is involved?***

Charles Dickens Primary school is committed to using its best endeavours to meet the SEND needs of all children who attend the school. Everyone is involved in making sure your child is supported and achieves his / her full potential.

##### **Class Teacher**

If you have concerns about your child you should speak to your child's class teacher first.

Your child's class teacher is responsible for:

- Ensuring that your child has full access to a broad and balanced curriculum that is adapted to meet your child's individual needs.
- Ensuring that your child is assessed to identify specific learning needs if required.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your

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child may need (this could include targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO ( Will Cannock) as necessary.

- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what they require to enable them to learn and make progress.
- Ensuring that all staff members working with your child in school are supported to deliver planned work or programmes for your child, so that they can achieve the best possible progress. This may involve input from external specialists.
- Maintaining a dialogue between school and parents, through informal discussion at the end of the day and working in close partnership with parents and carers.

If the school needs to involve other professionals, we will also ask for your permission to do so and involve you in the work that this person does.

### **SENCO**

The Special Educational Needs Coordinator (SENCO) is Will Cannock. He is responsible for:

- Developing the school's SEND Policy and provision to ensure that every child with identified needs receives consistent, high quality support.
- Coordinating support for children with additional needs and ensuring that the needs of the children with SEND are met on a daily basis (either in class or through individual or group interventions).
- Regularly reviewing the effectiveness of the support provided to ensure that it is having the maximum impact on the child's learning and progress.
- Observing in class to ensure children with SEND are effectively included.
- Making sure that the staff receives high quality training so that they are aware of, and confident in meeting, the needs of your child and others within our school.
- Coordinating the support of outside agencies working in the school who might contribute and support your child's learning e.g. Educational Psychologist / Speech and Language Therapist.
- Supervising the maintenance of records, assessments and evaluations of your child.
- Updating the school's SEND register.
- Reporting to Governors.
- Ensuring that the medical needs of children are met.
- Along with the Mr Eggleton (Deputy Headteacher Pastoral) and Aggie Mesmain (Early Help Manager-monitor and provide provision for children who are Looked After.
- Ensuring that you are:
  - Involved in supporting your child's learning.
  - Kept informed about the support that your child is receiving.
  - Involved in reviewing their progress.
  - Included in the process of planning ahead.

Mr Cannock can be contacted via the school office. Please speak with Maria or Diane to make an appointment. Alternatively, you can contact Mr Cannock by phone or email.

Tel: 0207 407 1769

Email: [office@charlesdickens.southwark.sch.uk](mailto:office@charlesdickens.southwark.sch.uk)

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### **Head Teacher**

Mrs Cassie Buchanan is the Head Teacher and has overall responsibility for ensuring that your child's needs are met. She is responsible for:

- The overall strategic development of the school.
- The day to day leadership and management of all aspects of the school.
- Ensuring that the Governing Body is kept up to date about any issues arising in the school relating to SEND.

### **Deputy Headteacher Pastoral**

Mr Michael Eggleton is the Deputy Headteacher responsible for SEND and the pastoral elements of the school. Mr Eggleton oversees the SEND team and works with them to ensure pupils receive the highest quality of support. Mr Eggleton regularly works with the SENCo and can be contacted if the SENCo is unavailable. He reports the governing body on a termly basis regarding SEND.

### **SEND Governor**

Laura Johnson is our SEND Governor. She is responsible for:

- Making sure that the school has an up-to-date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school's SEN funding is appropriately spent.
- Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his / her potential.

### **Educational Psychologist (EP) – Pascale Mather**

Pascale Mather is an independent Educational Psychologist. She is in school every Wednesday.

- Pascale identifies specific learning difficulties through observations and assessment. Parents are always consulted before Pascale works with a child and she will discuss progress with you. Pascale also meets with parents if there are any concerns at home and can advise on ways of supporting children with behaviour or emotional needs.
- Additionally, Pascale liaises closely with teaching staff and advises on the best approaches and provisions to support learning in the classroom.

### **Working Memory-Ursula carver**

Some pupils will be assessed by Pascale as having working memory difficulties. Ursula runs a team of adults which include Vera Dura and Rhianwen Guthrie who use a scheme, daily, called MEMO. These are short sessions which use mental exercises to improve working memory. Psychologists use the term 'working memory' to describe the ability we have to hold in mind and mentally manipulate information over short periods of time. Working memory is often thought of as a mental workspace that we can use to store important information in the course of our mental activities.

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### **Lego Therapy-Ursula Carver (HLTA)**

Ursula runs regular lego therapy sessions which are designed to provide a safe setting for pupils who need additional support with regulating their emotions, sharing, communication and voicing concerns. Pupils are taught relevant strategies whilst playing with lego. An example scenario is for pupils to build a model of something they love in a time frame that would not allow them to finish. Pupils then are taught strategies to support their frustration of not being able to finish their task.

### **Social skills group-John Harris**

John runs twice weekly groups which focus on social skills. These are to develop friendships, sharing, communicating and unpicking scenarios where pupils have experienced frustration. Children who have attended lego therapy in key Stage One often find the social skills groups supportive whilst in Key Stage Two. John regularly communicates with the SENCo and class teachers to share the success of the group.

### **Emotional Literacy Support-Mari Pasantes**

Mari works closely with children who need additional support with regulating their emotions. This is done through ELSA which is designed to support children's emotional needs through therapeutic stories. Mari works closely with Southwark Educational psychologists to ensure she is providing the highest level of support.

### **Family Liaison Officer – Oliver Hunt**

Mr Oliver Hunt is the Family Liaison Officer and he is available in the school office if you want support or advice on pupil behaviour or parenting. He is also able to signpost parents to relevant services.

Oliver works closely with all staff to ensure that children, who are experiencing external pressures in their life, are able to fully access their education and reach their learning potential.

### **Speech and Language Interventions – Mari Pasantes**

Pasantes works closely with our Speech and Language Therapist (Jenni Evans) and delivers speech and language groups every afternoon to children in Early Years, Key Stage One and key Stage Two. These sessions may target communication and language skills including:

- Interaction skills (turn-taking and listening)
- Understanding language (following instructions)
- Expressive language
- Speech sounds

These sessions are engaging, fun and informal and the children really enjoy taking part in them. Activities are often linked to the topic that the children are studying in class and so further support the children's understanding in lessons.

### **Speech and Language Therapist (SALT) – Jenni Evans**

Jenni Evans is an independent Speech and Language Therapist. She is in school every other half term.

Jenni is responsible for:

- Assessing children identified as being at risk of a speech and language delay or disorder.
- Setting targets to identify the child's additional needs.
- Providing recommendations regarding how to meet the needs.
- Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties.
- Communicating with parents.
- Liaising with the school's SEND team and classteachers.

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### **Wider World of School; Approaches to extra-curricular activities and pastoral care**

#### **Admissions**

Students with SEND are allocated places in two separate ways:

Those pupils with statements or Education, Health and Care Plans (EHC Plans) have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Charles Dickens both if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>

Any Special Needs that are identified on admission are discussed with parents allowing the school to put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

#### ***How accessible is this school for my child?***

At Charles Dickens Primary School we are committed to ensuring the equal treatment of all our pupils who may have any form of disability.

- Our school is a Victorian multi-storey school however as of December 2017 we will have a lift to access all floors.
- We have toilets for people with disabilities and we ensure that equipment and adaptations are put in place to support children's individual needs.
- The school has interactive whiteboards in every classroom and there is access to laptops and iPads for all children.

The school has an Accessibility Plan. This plan shows how Charles Dickens Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents / carers, staff and visitors. Please click [here to read the school's Accessibility Plan](#).

#### ***How will my child be welcomed into the school?***

To help children and families feel welcome at Charles Dickens we:

- hold a meeting for Nursery and for Reception parents and encourage visits to the school, where children and families can see where they will be learning, meet key staff and find out about everyday routines.
- In the summer term, our Reception class teachers host an open morning for the parents / carers to come along and meet the teachers and find out more about classroom routines.
- Each year, we hold an open classroom event where you can come and meet the class teacher. This is supported by termly parents meetings and a yearly report. If your child has SEND needs there will be a minimum of termly review meetings.

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### ***How will my child be supported to be part of the school?***

- Most children with SEND are supported through the opportunities provided to all children – high quality teaching, and supportive and empathetic staff who care about and listen to them.
- Some children find the social and emotional aspects of school life more difficult than others; for them, we have behavioural and social or emotional support led by our SEND team which includes Oliver Hunt (Family Liaison Officer) and Pascale Mather (Educational Psychologist), Aggie Mesmain (Early Help Manager), Will Cannock (SENco), Michael Eggleton (Deputy Head) and John Harris (Social Skills group)
- Working together, they ensure that children's social and emotional needs are met, providing individual and group-based support around social skills and making friends, anger management, learning to cope with difficult family circumstances and other areas of need.
- We often target wider opportunities, such as music, drama or sport at children with particular social and emotional needs to help develop their participation in the school community and with this their sense of belonging and self-esteem.

### ***How is behaviour managed?***

- We aim to provide a safe, calm and happy environment where everyone feels valued, and where every child makes good choices so that everyone can learn and achieve to the best of their ability.
- Positive behaviour in schools is essential, and we have a school behaviour policy. We always try to encourage good behaviour through setting high expectations, forming good relationships with parents / carers built on trust, sharing children's positive behaviour and attitudes to work in our achievements assemblies.
- We provide incentives and rewards for excellent behaviours (e.g. postcards home, Star of the Week, House Points).
- There are consistent sanctions that teachers and staff apply if a child is not making good choices, and we work closely with parents to make sure that children learn from and move past such episodes.
- A small number of children benefit from an individualised approach to managing their behaviour. We set individual targets for the child.
- Sometimes and always in consultation with parents, we make referrals to CAMHS (Child and Adolescent Mental Health Services), who provide external support and advice around supporting a child who may have particular difficulties in managing their behaviour at school (or indeed at home). We are always very keen to work with such agencies and value their advice and support.
- Another useful source of external support that the school draws on in response to particular special needs in this area is Summerhouse Pupil Referral Unit.
- We have a very clear anti-bullying policy. All children are taught about what bullying means, that it is completely unacceptable and about what they need to do if they see or experience bullying.
- Each week pupils will be taught a Pastoral lesson using a combination of RULER, mindfulness and therapeutic stories to help pupils manage their emotions and solve problems. To find out more about RULER visit the Yale University website. <http://ei.yale.edu/ruler/>
- Charles Dickens School is a RULER school.

### ***What support do we offer you as a parent / carer of a child with SEND?***

- At Charles Dickens, we regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child. Involving parents / carers in the life of the school is very important to us and we make use of a variety of strategies to do this which include telephone calls, emails, termly meetings and communication in the newsletter. If in doubt please come and speak to us.

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Class teachers greet every child in the morning and we have an open door policy for them to arrange an appointment to meet with parents / carers. We also have termly parents' evenings for parents / carers to meet and discuss their child's progress in learning. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Members of the Leadership Team are available at the beginning and end of the day to speak with parents.

Will Cannock (SENCo) is available to meet with parents / carers who have any questions or issues arising over the course of each term. All information from outside professionals will be talked through with you, or where this is not possible you will be given a report.

For children with severe and complex needs who have a Statement of SEND (which are now going to be called Education, Health and Care Plans), Mr Cannock arranges the Annual Review meeting. This is another opportunity for parents / carers and the child to come together to discuss and agree what has worked, what we need to focus on and what we are going to do next.

Mr Oliver Hunt (Family Liaison officer) or Aggie Mesmain (Early Help Manager) are available in the school office if you want support or advice on pupil behaviour or parenting, or you just need a listening ear. They are also able to signpost parents to relevant services. Oliver and Aggie work closely with all staff to ensure that children, who are experiencing external pressures in their life, are able to fully access their education and reach their learning potential.

In addition, we regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics, maths, homework, emotions, RULER, therapeutic stories, Dyslexia, Autism, reading for pleasure and more. In 2017 we held over 30 workshops for parents and plan to put my available resources on line. We will be happy to discuss any necessary adaptations for your child.

We also have a PTA.

- Every parent is part of the PTA and we inform you of events via the school and our website.

### ***What extra-curricular activities can my child participate in?***

- We include all children in our wide range of extra-curricular activities, including those with SEND. We have a range of extended services (both before and after-school) – breakfast club, sports clubs, chess club, astronaut club, music clubs, choir and lots more. Please see our website for the many other available clubs.
- It is important to us that children with SEND access school visits and trips, which offer exciting learning opportunities. We conduct a risk assessment of each visit/trip in advance so that we know we have everything in place to make it a success and we make adjustments to our plans to meet their individual needs.
- In Key Stage 2, the school residential visits to France and Wick Court Farm are a milestone in your child's school life. We expect all children to attend school journeys and will work with your child and you early on in the planning process to make sure they are able to attend and participate fully alongside the rest of their class. If you have any concerns that you want to discuss about a visit/trip, please speak in the first instance to your child's class teacher, SENCo or Deputy Headteacher Pastoral.

### ***What support is available at less structured times of the day (e.g. playtime, lunch)?***

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- All children at Charles Dickens are well supervised at all times. If needed, we provide close adult support for children who find playtimes more challenging. Support is given to these children to facilitate access to playground equipment, encouraging them to play with others and helping the children learn how to resolve conflicts independently. We have play leaders who are available to facilitate play.

### **Approaches to Teaching and Learning**

#### ***How will teaching be adapted to meet the needs of my child?***

##### **Quality First Teaching**

At Charles Dickens, all teachers focus on providing all children with Quality First Teaching (QFT). This means that we focus on the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching is based on:

- the teacher having the highest possible expectations for your child and all pupils in their class
- building on what your child already knows, can do and can understand
- different ways of teaching being in place so that your child is fully involved in learning in class. This will involve using differentiated tasks, adapted resources or specialist equipment (as appropriate to a child's individual needs)
- clear objectives that are shared with the children and returned to at the end of the lesson
- stimulating, interactive and creative teaching styles, across the curriculum
- good feedback to the children about what has worked and next steps for learning
- opportunities for the children to assess themselves and their peers as relevant.

As part of QFT, all teachers differentiate: this means they tailor their teaching to meet a child's individual needs. They might change the content slightly, or how they teach, or the product expected at the end of the learning – all based on what works best for your child.

Additional adults are used flexibly to support groups and individual pupils with a long term goal of developing independent learning skills. Support staff work in partnership with the teachers following the teacher's planning and feeding back information about how children learned and what they might need more practice in. The class teacher will work with every child in the class themselves, so that they have a very clear idea about what will best help them to make progress.

Monitoring takes place to avoid pupils becoming over reliant on adult support. Some interventions may change as progress and needs are monitored.

#### ***How will I know how my child is doing?***

You will be informed about your child's attainment and progress in learning, and you will have regular opportunities to discuss this with his or her class teachers.

- Class teachers meet and greet all parents every morning and afternoon in the playground.
- Every term there is a parent-teacher meeting where you get the opportunity to speak to your child's class teacher on an individual basis about your child's progress.
- At the end of each year, you receive a written report of your child's achievements and their suggested next steps for learning.
- You are very welcome to make an appointment at any time in the school year with your child's class teacher or the SENCO to discuss your child's progress and any concerns you may have.
- If there are significant concerns about your child – e.g. a sudden deterioration in their progress or

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emotional well-being – we do not wait until the end of term to discuss this with you. We meet with you to find out how she or he is at home, whether there have been any changes in family life and what we can do to help.

### ***What skills do the staff have to meet the needs of my child?***

At Charles Dickens, we are highly committed to providing the best possible education to your child. All teachers in the schools are qualified teachers who have access to a range of support and training opportunities across the year. We have specialist staff who work alongside teachers and additional adults to help children access a broad and balanced curriculum. This consists of:

- SENCO – Will Cannock.
- Speech and Language therapist (SALT) – Louise Perkins.
- Educational Psychologist (EP) – Pascale Mather.
- Specialist teaching assistants trained in Reading Recovery methods – Margaret Manning and Mari Pasantes.
- Specialist groups run by outside agencies e.g. Occupational Therapist or the Local Authority ASD (Autistic Spectrum Disorder) Outreach Team.
- Many staff have safer handling training.
- RULER training-all staff

There is regular training at Charles Dickens specific to the needs of the children. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of children in their class.

### **Information about early identification, assessment and intervention**

#### ***What happens if I am worried about my child?***

If you have concerns about your child's progress you should first speak to your child's class teacher. If you have further questions, or if you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO (Will Cannock).

#### **Procedures for considering if a child has SEN**

#### ***How do you identify children who may have special needs? How do I get to know if my child has SEN?***

We use a range of strategies to identify whether your child has SEND or is underachieving their potential. These include:

- Some children come to school with their needs already identified by their previous setting/school. We always contact these practitioners to find out what they have been working on and what needs to happen next.
- For other children, we first provide high quality teaching and observe their response to this. It is only when your child doesn't make expected levels of progress after having this teaching and we have ruled out other explanations, that we start making further assessment of SEND.
- We will often plan specific interventions to address their learning needs. These interventions take the form of small group or sometimes individual support, usually given by a teaching assistant, though

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overseen by the class teacher. We talk to your child and to you about their learning, what is working for them, where the gaps are and how we can best work together to make progress.

- If we feel that an outside professional assessment would be helpful (e.g. Speech Therapist, Educational Psychologist, Occupational Therapist), we will talk to you and obtain your consent to this, before arranging it. We will also keep you informed about the outcome of any assessment.

### ***How will my child manage tests and exams?***

Continuous monitoring of each child's progress gives a clear picture of how each child is progressing. Teachers at Charles Dickens use a range of assessment methods to determine what has been remembered, what skills have been acquired and what concepts have been understood.

Ongoing formative assessment is carried out by teachers both formally and informally during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in a teacher's own assessment folder and in children's books/folders. If your child has been identified as having SEND and is making small steps of progress it may be necessary to track their attainment using P Levels.

Summative assessments (tests) occur at defined periods during the academic year (for example, the end of term). Summative tests are used alongside teacher assessment to help teachers make end of year and end of key stage assessments. Class teachers ensure those with SEND access suitably differentiated tests and have additional time if required.

In Year 6 prior to SATs assessments a decision will be made with you about whether or not it is appropriate for your child to participate. It is also determined whether any pupils with SEND require a reader, scribe and/or additional time to access the tests.

## **SEN SUPPORT including students with EHC Plans**

### **Information on the schools graduated approach - Assess, Plan, Do, Review**

#### ***How will you find out more about what my child needs?***

##### **Assess**

The Class Teacher is responsible for every child, and on a daily basis observes and assesses what your child needs, how they are responding to the teaching and what changes might need to be made to this.

Assessments may include:

- In class observations
- Speech and Language Therapy screening assessments
- Specific learning difficulties assessments (e.g. dyslexia, dyspraxia)

Following these assessments a decision will then be made by the Class Teacher, parent / carer and SENCO to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes.

#### ***What will you do once you know what my child finds difficult?***

##### **Plan**

- Where it is decided to provide a pupil with SEND support the parent / carers will be notified usually by the Class Teacher directly.
- We will put a plan together, implement it and give it some time to work. A date for review will be set.

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- All relevant support staff will be made aware of any strategies/interventions to be used with the child.

### ***Who makes sure everything is happening?***

#### **Do**

- The Class Teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child.
- The Class Teacher will work **closely** with the Teaching Assistant or Specialist Support Staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

### ***How will I know if the provision is making a difference for my child?***

#### **Review**

- The impact of support offered, interventions used and targets set will be reviewed by the SENCO, Class Teacher, Specialist Support staff involved in supporting the child.
- Support arrangements will be updated. If not involved already, this might include referral to external agencies.
- Parent / carers will be provided with clear information about the impact of the support and interventions during Class Teacher and parent/carer meetings.

### ***What if it isn't working as much as I'd hoped?***

If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

### ***What extra support can be brought in to help the school meet the needs of my child?***

There are a range of services we draw upon – Speech and Language Therapy, Physiotherapy, Occupational Therapy, Paediatricians (including the Social Communication Clinic at Sunshine House Child Development Centre), Child and Adolescent Mental Health Services (CAMHS) and specialist teaching staff (e.g. specialist teachers who work with children Autism etc.).

If a referral to any outside agency is needed, we will always ask your permission before making the referral.

### ***What happens if I am still worried or disagree?***

Talking through your concerns with the SENCO (Will Cannock) will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the Deputy Headteacher (Mr Michael Eggleton or Head Teacher (Mrs Cassie Buchanan).

*Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.*

## **Education Health and Care Assessments and Plans**

### ***What if I think my child needs more help than the school?***

If the school cannot meet the needs of a child, we will seek an Education, Health and Care assessment and plan (EHC Plan) from the Local Authority. These are similar to former statements of Special Educational

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Needs, in that they provide a legal guarantee of provision for your child.

Having an EHC Plan means your child needs a significant amount of individualised support that cannot be provided from the budget available to the school.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including from you), they will decide whether they think your child's needs are complex enough to need an 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 assessment, they will ask the school to continue with school-based support. EHC Plans involve health and social care agencies working much more closely with you and your child, as well as the school to make a plan.

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 EHC Plan. If not, they will ask the school to continue with school-based 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.

You will have far more of a direct voice in describing your child and in shaping the plan. EHC plans are expected to take 20 weeks to complete from the start of the initial assessment. Once an EHC plan has been set up, it will be reviewed each year, so that it meets the needs of the child.

Children with statements will have these changed into EHC plans over the next 3 ½ years. We will be in touch with the families of our statemented children when we are about to make the transfer to an EHC plan.

### ***What if I disagree with some aspects of the plan?***

The best thing for you to do is to talk to the Local Authority about why they have made the decision they have. The Southwark Information, Advice and Support Team (formerly call Parent Partnership Service) are also available to help you, and there are routes you can go down if you remain dissatisfied – please see Southwark's procedures for this.

### ***What if the Local Authority says no?***

If the Local Authority decides that a EHC Plan is not required, they will ask the school to continue with school-based 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.

If the Local Authority decides an EHC plan is not necessary you have the right to appeal to the Tribunal which is overseen by Her Majesty's Courts and Tribunal Service. You have up to two months from the date the decision letter is sent by the Local Authority to register the appeal. Where it is fair and just to do so, the Tribunal has the power to accept appeals outside of the two month time limit.

## **Arrangements for supporting transitions for pupils with significant SEND**

### ***How will the school help my child to manage the transitions into the school, into a new class or onto a different school?***

We recognise that transition can be a challenge for children and we take steps to ensure that every

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transition is as smooth and positive an experience as possible.

### **Moving from Nursery into Reception:**

- If your child is moving from a different Nursery setting, we will contact the new school's SENCO and ensure the class teacher knows about any special arrangements or support that needs to be made for your child.
- At Charles Dickens, the Nursery and Reception teachers have a handover meeting in the summer term to ensure a smooth transition.
- Our Reception teachers host an open morning in the summer term for parents / carers to come along and meet the teachers and find out more about classroom routines.

### **Moving school:**

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure the class teacher knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

### **Moving classes:**

- Information will be passed onto the new class teacher in advance and a handover meeting will be held with the new teacher.
- All learning plans, files and information will be shared with the new teacher.

### **Transition to secondary school:**

- If your child is in Year 6 and has a statement of SEND or an EHC Plan we will invite a teacher from the receiving secondary school to attend their final Annual Review meeting. This will ensure that relevant information is shared and help to support a smooth transition.
- We will make sure that all records about your child are passed on in advance of their arrival.
- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

## **Information about funding and resources**

### ***How will the school fund the support needed for my child?***

#### **SEND Budget**

Southwark Council provides specific funding to school to meet the needs of children with SEND. We use this allocation to meet the additional needs of SEND children within the school, providing support in a number of different ways:

- Educational psychologist – one day a week
- Speech and Language Therapist – one day a week
- Interventions which may be one-to-one or small group, delivered by teachers or specially trained Support Assistants. These are planned and reviewed at Pupil Progress meetings as well as separate meetings to review specific children.

Some of our budget is kept by Southwark to provide access to central services, such as:

- Educational Psychology Service

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- Occupational Therapy
- Physiotherapy
- Outreach behaviour support (from Summerhouse Primary Pupil Referral Unit)
- School Medical Service
- Early Help Team
- Attendance Welfare Officer
- CAMHS (Child & Adolescent Mental Health Service)
- Autism support service
- Cherry Gardens Outreach Service

### **Children with Statements/EHC Plans**

- The school will now finance the first £6000 of any future EHC plan from the SEND budget.
- Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

### ***How are decisions made about funding and what can I do if I am unhappy with this?***

Governors set the budget at this school and Michael Eggleton (Deputy Head) reports regularly to the governing body on how resources are used.

### **Information on where to find further support**

#### ***Where can I find further support or information?***

- If you need further support, please speak with your child's teacher or SENCO (Will Cannock).
- The school website is also regularly updated, and is an important source of information for parents/carers.
- There are local drop-in services for parents / carers for children with SEND (e.g. the drop-in at Sunshine House Child Development Centre). Please speak to Will if you would like further information on drop-in services.

#### ***Where can I find out about what is available locally for me, my family or my child?***

**Southwark Local Authority** provides full information and support around its Local Offer and attached services. See their website: <http://localoffer.southwark.gov.uk/>  
Telephone 020 7 525 5000

**The Southwark Information Advice and Support team** (SIAS – formerly known as Parent Partnership) offers parents support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.  
Telephone: 0207 525 3104 [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

**Contact a Family** provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice five days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House;

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family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email  
Telephone 020 7358 779 [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk)

**ADDISS The National Attention Deficit Disorder Information and Support Service** provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Telephone: 02089522800 [www.addiss.co.uk](http://www.addiss.co.uk)

**The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Telephone: 0151237266 [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

**Southwark Autism Support** is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 020 7771 3491 [www.nas-southwark.com](http://www.nas-southwark.com)

Email: [southwark@nas.org.uk](mailto:southwark@nas.org.uk)

**Child and Adolescent Mental Health Service (CAMHS)** This is a specialist service of different professionals such as social workers, psychotherapists, psychologists, occupational therapists and nurses. They provide assessments and short-term treatment for a wide range of social, emotional, behavioural and developmental difficulties.

Tel: 0203 228 7777

**Scope** is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 08088003333 [www.scope.org.uk](http://www.scope.org.uk)

Information: [response@scope.org.uk](mailto:response@scope.org.uk)

**Small Steps** provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

Telephone: 0208704 5935 [www.smallsteps.org.uk](http://www.smallsteps.org.uk)

Information: [Info@smallsteps.org.uk](mailto:Info@smallsteps.org.uk)

**Down's South London (DSL)**, is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome.

Telephone: 020 7701 9521 Email: [gundy@dircon.co.uk](mailto:gundy@dircon.co.uk)

**Down's Syndrome Association (National)** offers information and support on all aspects of Down's Syndrome.

Telephone: 03331212300 [www.Down-syndrome.org.uk](http://www.Down-syndrome.org.uk)

**Dyslexia Association of London** offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

Telephone: 020 8870 1407

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**Dyspraxia Foundation** is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position. Telephone: 01462454986

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk) Information: [dyspraxia@dyspraxiafoundation.org.uk](mailto:dyspraxia@dyspraxiafoundation.org.uk)

**The National Deaf Children's Society (NDCS)** is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

Telephone: 08088008880 [www.ndcs.org.uk](http://www.ndcs.org.uk)

Information: [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk)

**Resources for Autism** provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Telephone: 020 8458 3259 [www.resourcesforautism.org.uk](http://www.resourcesforautism.org.uk)

Information: [liza@resourcesforautism.org.uk](mailto:liza@resourcesforautism.org.uk)

**Royal London Society for the Blind (RLSB)** supports blind young people & kids to live life without limits.

Telephone: 01732592500 [www.rlsb.org.uk](http://www.rlsb.org.uk)

Information: [enquiries@rlsb.org.uk](mailto:enquiries@rlsb.org.uk)

**Young Minds** provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Telephone: 08088025544 [www.youngminds.org.uk](http://www.youngminds.org.uk)

Information: [parents@youngminds.org.uk](mailto:parents@youngminds.org.uk)

**Council for Disabled Children (CDC)** aim to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 02078431900 [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Information: [cdc@ncb.org.uk](mailto:cdc@ncb.org.uk)

**Southwark Carers** is an independent charity with over 5,000 carers currently registered. They provide information, advice and support to carers across Southwark.

Telephone: 02077084497 [www.southwarkcarers.org.uk](http://www.southwarkcarers.org.uk)

Information: [info@southwarkcarers.org.uk](mailto:info@southwarkcarers.org.uk)

**Southwark Parent Carer Council (PCC)** A group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. They work with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forum (NNPCF).

Telephone: 02075251106 or 07944107019 [www.Southwarkpcc.org.uk](http://www.Southwarkpcc.org.uk)

Information: [info@southwarkpcc.org.uk](mailto:info@southwarkpcc.org.uk)

**Southwark Young Carers Project** A young carer is anyone aged 18 or under who helps to look after a

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## **Special Educational Needs and Disability (SEND)**

relative who has a disability, illness, mental health condition, or drug or alcohol problem.

Telephone: 02077036400 [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

**Southwark Siblings** for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home. They also produce a regular newsletter.

Telephone: 02077012826 Information: [www.kids.org.uk/Event/southwarksiblings](http://www.kids.org.uk/Event/southwarksiblings)

**Family Action ADHD Specialist Service** A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone 07923103243

**KIDS London SEN Mediation Service** is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Telephone: 0207 359 3635 [www.kids.org.uk](http://www.kids.org.uk)

### **Complaints procedures**

#### ***How do I complain if I am not happy with what is happening for my child?***

We hope that every parent / carer is happy with what is in place for their child. If you have anything you are not sure about, or you wish to complain about how we have provided for the special educational needs of your child, our suggested procedure would be:

1. Speak to your child's class teacher. In most instances, issues are resolved at this stage.
2. However, if you remain unhappy you can also speak to Michael Eggleton (Deputy Headteacher) or the Head Teacher (Mrs Cassie Buchanan).
3. If this still does not solve the problem, you will need to contact Claire Maugham, the Chair of the Governors who is responsible for Special Educational Needs and Disability at Charles Dickens. This is best done by writing to her, care of the school office.
4. Southwark Council are not responsible for investigating complaints about schools, but if you wish to seek outside information and advice on how to make a complaint please follow this link.

<http://www.lgo.org.uk/publications/fact-heets/complaints-about-specialeducational-needs/>

Please click [here](#) to read our school's complaints procedure.

If you wish to make a complaint to the Local Authority about some aspect of its practice with respect to meeting the Special Educational Needs of your child, this is best done by contacting them directly on:

Telephone: 020 7525 0042 or via e-mail at: [complaints@southwark.gov.uk](mailto:complaints@southwark.gov.uk)

# **Charles Dickens Primary School**

## **Special Educational Needs and Disability (SEND)**

<b>Glossary of Ter</b>	
<b>S</b>	Statement stage of the SEND Code of Practice
<b>SEND</b>	Special Educational Needs and Disabilities
<b>EHC Plan</b>	Education, Health and Care Plan
<b>SALT</b>	Speech and Language Therapist
<b>CAMHS</b>	Child & Adolescent Mental Health Service
<b>EP</b>	Educational Psychologist
<b>SENCO</b>	Special Educational Needs Coordinator
<b>ASD</b>	Autistic Spectrum Disorder