



Special Educational Needs and Disability (SEND) School Information Report 2019-20

At Morningside Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps have been taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Deputy Head & SENDCO is **Sheena Khangura**

The Pastoral Support Manager is **Siddique Miah**

The Governor with responsibility for SEND is **Sally Glen**

Our Ethos

At Morningside Primary School, every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

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

We provide for all kinds of needs at Morningside Primary School, usually grouped into 4 categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

What will it do?

- The Hackney Learning Trust will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer Website here: <http://www.hackneylocaloffer.co.uk>

- There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

Below are Morningside School's responses (in line with the Primary Advantage Federation) to these questions.

How does Morningside Primary School know if children need extra help?

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- outside agencies inform us of identified needs

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns please contact the school SENCO via the school office.

How does Morningside Primary School assess a child's needs?

- The class teacher will work with the SENCO to discuss individual needs
- The SENCO will talk to the child and parents/carers to find out their views and needs
- The SENCO will come to lessons and work with the child
- There may be referrals to outside agencies (parent/carers consent is always obtained first)

How will I know how Morningside Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and English skills etc then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Provision Map (this is a record of the intervention, timings, strategies and impact).
- Fundamental Checks and Provision Map review meetings are held each term. In these meetings the class teacher meets with the SENCO and a member of the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Parents are sent a copy of a child's individual provision map each term.
- Occasionally a pupil may need more expert support from outside of school such as Educational Psychology. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.
- The Governors at Morningside Primary School are responsible for entrusting a named person, Sally Glen, who is responsible for monitoring the Safeguarding and Child protection procedures.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.
- Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a child has been identified as having a special educational need they will have an Individual Provision Map (IPM). Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENCO at least three times a year. Provision Maps will be discussed with parents/carers at Teacher consultations (three per year) and sent home each term.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Teacher Consultations.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made with the class teacher and/or the SENCO if further discussion is required.
- Both the child and your views will be discussed at Teacher Consultation meetings and these are always taken into account when planning how to support your child.

How will my child be involved?

At Morningside Primary School, we always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

How will you help me to support my child's learning?

- The class teacher may suggest strategies of how to support your child and these will be included on your child's provision map.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Clubs and positions of responsibility are available/ created for those who find break-times challenging.
- The playgrounds are divided into zones to create quiet areas during break-times.
- Each class holds weekly PSHE activities that address specific concerns and worries relevant to the class. The class will also hold circle times if and when a particular worry or concern arises.

How is behaviour managed?

Positive behaviour in schools is essential, and we have a behaviour policy, which can be found on the school's website. 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 and inviting parents of these children to the assembly to share in the praise.

As a school we follow a PIVOTAL approach to behaviour, children and adults being active learners, celebrating achievements on all levels and investigating challenging behaviour choices. As a school this approach forms itself in our behaviour blueprint which is displayed in every classroom and communal area.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is complied with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.
- Members of staff are trained to use epipens.
- Where necessary and in agreement with parents/carers and the school nurse medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

What specialist services and expertise are available at or accessed by the school?

These services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- School Doctor
- Inclusion Team

What training have the staff supporting children with SEND completed or are currently completing?

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties
- How to support children on the autistic spectrum

- How to support children with behavioural, social and emotional needs
- How to support children in literacy and numeracy.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Lift access to all floors
- Low level access to all school buildings
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email transport@learningtrust.co.uk.

How will the school prepare my child when joining Morningside Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session in which they spend time with their new class teacher.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- Secondary school staff visit pupils prior to them joining the new school.
- The SENCO will liaise with SENCO's from the relevant other schools to share information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, other relevant SENCO's, parents/carers and pupil if appropriate.

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a provision map review or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher, SENCO and Senior Leadership Team. Decisions are based upon the termly tracking of pupil progress and as a result of assessments by outside agencies.

How will I be involved in discussions about and planning my child's education?

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher
- Discussions with SENCO, Senior Leadership Team or other professionals
- Annual Review meetings
- Parents evenings
- Transition meetings between key phases e.g. Early Years Foundation Stage to Key Stage 1, Secondary transfer
- Open Morning sessions
- SEN Coffee mornings
- Meetings with the Speech and Language Therapist

What happens if I am worried about my child?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you have further questions, or not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Deputy Headteacher – Sheena Khangura.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENCO – Sheena Khangura.

If you have any other questions, please do not hesitate to contact the school.

School contact Number: 0208 985 5382

Reviewed: January 2020

Next review date: January 2023

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>



<http://www.cafamily.org.uk/>



[http:// www.hiphackney.org.uk](http://www.hiphackney.org.uk)



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#ActivitiesWeOffer>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>



<http://www.dyslexiaaction.org.uk/>



Since **125** years 1888
Helping vulnerable children
for over 125 years

<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>