

## Our SEND Policy and Information Report

All Southwark schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. See <http://localoffer.southwark.gov.uk/>

This document is a true reflection of our offer (**September 2023**) but please note it may be subject to change. This document has been written following a consultation with parents.

Please note that when considering whether your child should come to this school, there are various points to take into consideration:

1. We are a split site, with a ten minute walk in between buildings.
2. We are only an Infant School (Reception to Year 2) and Junior Schools (Years 3-6) have their own admissions procedures which are not linked to ours.

### Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

### Our SEN policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND); and
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Our aims

Our school's commitment to Special Educational Needs has its starting point in the Christian Gospel, which recognises the uniqueness and value of the individual and which touches every area of human need. Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

**Our vision** is that all children [parents and staff] are “Flourishing with God in life, learning and love”, through the values of Joy, Love, Faithfulness, Kindness and Self-Control.

**Our aims are** that every child:

- grows in strength and confidence in their abilities;
- is resilient and enabled to achieve full potential; and
- demonstrates highest standards of behaviour and love for others.

DVIS is a truly inclusive school and may offer provision to support children with communication and interaction issues, cognition and learning difficulties, social, mental and emotional health problems or physical and or sensory needs.

The range of support deployed will be based on individual need following thorough assessment by internal staff and/or external agencies and according to resourcing/funding available to the school. The support is designed to promote pupils working towards becoming independent and resilient learners.

The provision at DVIS is based on an '**Assess, Plan, Do, Review**' approach.

### A. Information and Guidance

***Who should I contact to discuss the concerns or needs of my child?***

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

Class teacher :	<p><b>Each class teacher</b> is responsible for:</p> <ul style="list-style-type: none"> <li>• the progress and development of every pupil in their class;</li> <li>• working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;</li> <li>• working with the SENDCO to review each pupil's progress and development and decide on any changes to provision; and</li> <li>• ensuring they follow this SEND policy/Information Report.</li> </ul>
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<p>Special Educational Needs and Disability Coordinator (SENDCO):</p> <p>Ms Sinead Power</p> <p>0207 525 9233</p>	<p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENDCO.</p> <p><b>The SENDCO:</b></p> <ul style="list-style-type: none"> <li>• works with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;</li> <li>• has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;</li> <li>• provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;</li> <li>• advises on the graduated approach to providing SEN support;</li> <li>• advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;</li> <li>• is the point of contact for external agencies, especially the local authority and its support services;</li> <li>• liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;</li> <li>• works with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and</li> <li>• ensures the school keeps the records of all pupils with SEND up to date.</li> </ul>
<p>Headteacher:</p> <p>Mrs Poyton</p> <p>0207 525 9233</p>	<p>The Headteacher:</p> <ul style="list-style-type: none"> <li>• works with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school; and</li> <li>• has overall responsibility for the provision and progress of learners with SEND and/or a disability.</li> </ul>
<p>SEND Governor:</p> <p>Ms Megan Pacey</p>	<p>The SEND governor:</p> <ul style="list-style-type: none"> <li>• helps to raise awareness of SEND issues at governing board meetings;</li> <li>• monitors the quality and effectiveness of SEND and disability provision within the school and update the governing board on this; and</li> <li>• works with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.</li> </ul>

## **B. 'Assess'**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to move towards closing the attainment gap between the child and their peers; or
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our provision, or whether something different or additional is needed.

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

Ongoing monitoring takes place by the class teacher to identify pupils who are not making progress or who have behavioural needs which are affecting their ability to engage in learning activities.

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

This additional support may be documented in a Pupil Profile or a Behaviour Plan. In consultation with the SENDCO, teaching staff and parents, termly 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 take into account each pupil's strengths as well as their difficulties.

In some cases, group support may be allocated with a teaching assistant. This support is used to ensure your child can engage in lessons and wider school activities and to help independent learning.

Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and when appropriate, pupils, are invited and their contribution is valued. The impact of support offered is considered, along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Details about this process will be explained in the Local Authority's Local Offer.

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

As we are an Infant school, we do not hold examinations, and formal tests are rare. For some pupils additional arrangements and adjustments can be made to enable them to fully access the tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCO can inform you about eligibility and applications for these arrangements.

## **C. 'Plan': Curriculum and Teaching Methods**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

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

Our staff are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and is therefore differentiated to ensure all children can access the curriculum and make good progress (this is termed as 'Quality First Teaching').

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. This will also include extension activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as needs are identified.

Effective support and provision for a child with special educational needs may take the form of the following examples:

- pre-prepared differentiated resources;
- visual or verbal prompts to support a child working through a task independently;
- direct support from the class teacher;

- teaching assistant on a one to one basis;
- small group of children to collaborate on a task; and
- specific behavioural management approaches.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child; and
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and are available on request.

We will notify parents when it is decided that a pupil will receive SEND support.

## **D: 'Do': Intervention**

### ***What happens if my child does have SEND?***

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction: for example: Autistic spectrum disorder, speech and language difficulties.
- Cognition and learning: for example, Dyslexia, Dyspraxia.
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, Epilepsy.
- Moderate/severe/profound and multiple learning difficulties: for example, Down's Syndrome.

Where pupils are meeting National Curriculum expectations and making good progress, they will receive support through Quality First Teaching and differentiation of whole class activity.

Additional support may be documented in a Pupil Profile or a Behaviour Plan. In consultation with the SENDCO, teaching staff and parents, termly 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 take into account each pupil's strengths as well as their difficulties. Priority is given to those pupils who are not on track in terms of their expected National Curriculum attainment or who are not making satisfactory progress.

Meetings (including the parents and child) include discussion as to whether the child needs 'SEND support' (having additional intervention with staff in school or support from specific specialists).

Teaching assistants are trained and timetabled to provide support in all year groups and in regular small group intervention programmes.

If a child needs **Speech and Language Therapy**, the school budget at that time is reviewed and where possible, the SENDCO arranges external support for that child. Advice from a Speech and Language Therapist is then provided to teachers and TAs.

Strategies to support and develop **literacy**:

- Guided reading programmes in class
- Regular teaching of streamed phonics in class
- Small group intervention programmes
- Access to a specialist dyslexia teacher offering advice both to staff and parents
- Parent readers

Strategies to support and develop **numeracy**:

- Small group intervention programmes
- Use of ICT programmes in class to reinforce strategies
- Use of iPads and laptops to support pupils with memory/retention difficulty

Strategies and support to develop **independent learning**:

- Differentiated activities
- Extension activities for literacy, numeracy and science
- Visual timetables/aids for individual and class

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

- Small group programmes including social skills groups
- Lunch time clubs (e.g. Quest club)
- Mediators & Mentors (Y2) & Buddies (Y1)
- Regular celebration of success opportunities
- Child coaching (currently available to purchase with Lorraine Thomas)
- Procedures to ensure that any bullying is prevented/ stopped as soon as possible, as stated in the school's Anti-Bullying Policy

**Other** strategies used to reduce anxiety, promote **emotional wellbeing** (including communication with parents):

- Transition support, visits and events (See Transition section below)
- Social stories, especially for transition
- Class 'worry bags' in which children can post their worries to be addressed at a later point
- Regular contact and liaison with parents (including class assemblies, open classrooms, school lunch days, Termly Learning Conferences/'TLCs')
- Procedures to ensure that any bullying is prevented/ stopped as soon as possible, as stated in the school's Anti-Bullying Policy
- Sessions with the ELSA (Emotional Literacy Support Assistant)
- Use of 'Zones of Regulation' to support emotional development

Strategies used to support **behaviour**:

- School sanctions and reward systems as set out in the Relationships Policy and Anti Bullying Policy
- Pupil Profiles
- Home Contact books



- Mediators & Mentors at lunchtime play(Y2)
- Play therapy (applications through CAMHS- Child and Adolescent Mental Health Service)

Support at unstructured times of the day :

- Zoned playground areas to provide staff led organised games
- Trained staff supervising during breaks and lunchtimes
- Mediators & Mentors (Y2) and Buddies (Y1)
- The After School (KIDS) and Breakfast Club is accessible to children across the school, and any additional needs are planned for and addressed
- There is a wide range of other after school clubs planned for each term, and the themes are based on the interests of the children. These are accessible to all children and additional needs are planned for and addressed
- There is a wide range of day trips organised for each class, three times per year. Examples include Botany Bay, the Natural History Museum and the Science Museum. These are accessible to all children and additional needs are planned for and addressed.

## **E: 'Review'**

The class or subject teacher will work with the Senior Leadership Team to carry out an analysis of the pupil's needs, at least on a termly basis. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

### ***How will we know if the provision is making a difference for each child?***

- Evaluation and Monitoring on a regular basis by class teacher, SENDCO and Assessment Leader
- Termly pupil progress meetings with staff
- Collection, sharing and use of data at a class, school, local and national levels
- A termly review of targets through Pupil Profiles for pupils who have specific targets from outside agencies as well as in class
- Scaffolded lessons and informal homework: staff plan in year groups
- Provision mapping across the school
- Half termly/Termly intervention reviews
- Termly learning conference meetings with parents(TLCs)
- Regular letters and e mails to parents



- Pupil questionnaires
- Annual reviews for pupils with EHC plans
- Further specialist advice is sought if necessary

## **F: Education Health and Care Assessments and Plans (EHC Plans- improved versions of documents previously called 'statements' )**

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

If your child is not making satisfactory progress and needs more support than our school can provide, the SENDCO may suggest that they/you apply for an EHC Plan. This is a legal document which is written using advice from specialists. An application takes 20 weeks to be considered by the Local Authority, and requires a great deal of evidence as to the interventions that have already been used. It needs to be agreed by the parents, school and the child.

Southwark Information Advice and Support team (SIAS) offer parents support, training and advice during the application process, and afterwards if the application is unsuccessful.

(<http://localoffer.southwark.gov.uk>)

When a child has a an EHC Plan, the document specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Headteacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The SENDCO, with the support of the Headteacher and Class Teacher and in consultation with other adults (including the parents) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan or Statement.

### **Annual Reviews for children with EHC Plans**

A formal Review Meeting will be held annually, involving the SENDCO, Class Teacher, Parents/Carer and any specialists involved with the child. When appropriate, pupils are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent by the SENDCO to the Local Authority, parents and other attending parties. The presence of a Local Authority representative will be requested at key times of transition (e.g. Reception and Year 2).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

Annual reviews in Year 2 will include a record of the decision of which school the parents would like their child to go to for Year 3.

## **Mediation Services/SEND Tribunal**

If parents are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement.

Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment/EHC Plan.

## **G: Information about funding and resources**

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

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

### **SEND Budget**

In addition, the Local Authority delegates specific 'notional funding' to the school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This delegated provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

### **Children with EHC Plans**

Southwark local authority provides additional funding for children with 'Band A/B/C/D' EHCs. Lambeth local authority provides additional funding for children with one of five different levels of funding.

DVIS finances the first £6000 of any EHC plan from the SEND budget.

Support is provided for children with EHC plans as specified in their EHC plan. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

### **Pupil Premium**

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After.

6 monthly meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

### **Use of funding/Allocation of resources**

The Headteacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the schools assessment cycle and the needs of individual children identified with SEND.

### **External Agency/Specialist Provision**

The school purchases support from a Speech and Language Therapist to assess and provide advice with regards to the needs of children with speech and language difficulties.

The school receives support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare Officer, Family Support Worker, Social Worker, and an Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.

The Early Help Assessment (EHA) is used by the Headteacher, Deputy Headteacher and SENDCO, when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We actively support the establishment and maintenance of close links with all agencies working with children.

### **Provision Mapping**

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise in school and the needs of children. The provision map is maintained by the SENDCO.

## **H: Accessibility**

### ***What is the likelihood of my child getting a place at DVIS?***

#### **Admissions**

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with EHCPs have a separate admissions procedure overseen by Southwark's SEND team. Applications for children with special needs or with a disability will be treated in accordance with the Code Of Practice.

Those pupils who have SEND but do not have an EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at DVIS both if your child has an EHC plan, or if she/he has special needs but does not have an EHC Plan, can be found in the school's Admissions Policy.

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities. The SENDCO communicates with previous nurseries in order to gather as much information as possible about the child's needs, in order to plan for provision before the child starts our school.

### ***My child has difficulty moving around and in using equipment- how will they be supported?***

- The school building is a single storey building, which allows easy access generally. However, we are on a split site, with a 10 minute walk between buildings, and this can be difficult for some children.
- Teachers adapt classroom layouts where possible to cater for children with special needs and/or a disability. Rails and ramps have been added where needed. There is a toilet for people with disabilities in the Lake Building foyer, but these are not generally available throughout the school.
- Coloured overlays (including overlays for computer screens) are available for dyslexic pupils where appropriate.
- Use of electronic equipment such as lap-tops, alternative keyboards, and dictaphones are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly.

### **Access to strategies to support occupational and physiotherapy needs:**

- Advice from professionals disseminated and followed
- Use of recommended equipment
- Motor skills groups are led where needed, by Teaching Assistants, incorporating Occupational Therapy and Physio programmes.

### **Access to modified equipment:**

- Specialist equipment as required on an individual basis
- Software to support learning
- Interactive whiteboards in every classroom and access to laptop and tablets as appropriate to age and need
- We have access to a sound field system which helps all children listen but can be of particular benefit to pupils with a hearing impairment.

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

- Our school is a three form entry school – this means we have three classes in each year group. We are a split site with a ten minute walk in between buildings.

- We are wheel-chair accessible, we have a toilet for people with disabilities and we ensure that equipment and adaptations are put in place to support each child's individual needs.
- Our classrooms are communication friendly and some staff are trained to use Makaton (a key word signing approach) to support children who do not use speech to communicate.
- Please see the school's Accessibility Plan on the school's website.

## I: Partnerships with External Agencies

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. The SENDCO communicates and plans with the following agencies:

**Paediatric services & Social Communication Team:** If the staff and parents feel that the developmental stage of the child should be assessed, a referral to a Paediatrician is made. This may follow with an appointment with the Social Communication Team.

**Educational Psychologist (EP) currently Kate Gribble:** If the staff and parents feel that further advice is needed with regards to your child's learning needs/social skills, a referral to the EP is completed.

**Speech and Language Therapist (SALT) and/or School nurse:** If the staff and parents feel that further advice is needed with regards to your child's speech and/or language skills, a referral to the SALT is completed.

**Occupational / Physiotherapists (OTs/Physios): a broad range of staff:** If the staff and parents feel that further advice is needed with regards to your child's fine/gross motor skills or attention/concentration, a referral to the OT/Physio is completed.

Southwark Information Advice and Support team -SIAS (previously '**Parent Partnership**'): This has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs and disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

Tel: 020 8525 2886/2866

**Hearing support service:** Referrals to this service are completed for children with moderate/severe hearing impairments.

**Autism Support:** This support can be accessed by children with a diagnosis of Autism.

**Cherry Garden,:** School and outreach for pupils with severe and/or complex learning needs.

**Local Authority SEND:** See: <http://localoffer.southwark.gov.uk/>

### Access to Medical Interventions

- Use of individualised care plans, written and communicated by school nurse
- First aiders

- Referrals to paediatrician
- Referrals to CAMHS
- Access to whole staff training where necessary via school nurse

#### **Communication with Professionals and Parents:**

- Regular meetings as required
- Appointments available with SENDCO
- Referrals to outside agencies as required, parents are informed at all times
- An Educational Psychologist and a school nurse visit the school to see specific pupils
- Voluntary agencies e.g. Burgess Trust, New Forest Parenting Programme
- Parenting courses offered in the area: <http://localoffer.southwark.gov.uk/training-and-drop-ins/parenting-programmes/>
- Informative parent talks at least once a term
- Parent coaching is available

### **J: Transition**

#### ***How will the school help my child move to a new class or to a different school?***

We seek to support successful transition by:

#### **When moving to another school:**

We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will agree with you and your child the most important information to be shared.

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

Additional transition visits will be organised.

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include extra visits to the new school.

#### **When moving classes in school:**

Following a discussion with parents, an information sharing meeting will take place with the new teacher. This will include the areas of difficulty, the progress of the year before, and suggestions for targets for the future.

Opportunities to visit the new class and social stories about change may be used. Photos will be used to increase familiarity with the new setting.

If a Year 2 child has an EHCP, the parents will be consulted by the Local Authority in September, asking for a preferred school for Year 3 onwards, to be requested via the EHCP. The response will be required and discussed with staff (during an Annual Review meeting) by the first week of October in Year 2.

### **K: Staffing Expertise**

#### ***How skilled are staff in meeting the needs of my child?***

The school SENDCO (Sinead Power) has a Postgraduate Certificate in Special Educational Needs Co-ordination.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Themes for training for provision have included:

- Makaton
- Autistic Spectrum disorders
- Use of 'Clicker 7' software on computers
- Precision Teaching programmes
- Sensory Integration
- Downs Syndrome
- Hearing Impairment
- Use of 'Persona Dolls' to improve social skills
- Leading in Speech and Language activities
- Epilepsy, Inhalers and Epipens

The school also seeks advice and guidance from local advisers to evaluate and develop provision for pupils who have the most complex needs.

The training priorities are set out in the School's Development Plan. This document is created and maintained by the Leadership Team.

## **L: Who do I talk to if I am unhappy with my child's support or progress?**

1. Class teacher
2. SENDCO –please ring the office (0207 525 9233) to make an appointment, or email [spower@dulwichvillage.southwark.sch.uk](mailto:spower@dulwichvillage.southwark.sch.uk)
3. Headteacher: Helen Poyton- please ring the office

The school has a Complaints Policy that can be accessed via the school's website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.

## **M: Further information about support and services for pupils and their families**

**Southwark Local Authority** provides full information and support around its **local offer** and attached services. See their website: <http://localoffer.southwark.gov.uk/>

The DfE Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The DfE Guide for parents [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

**The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership)** offers parents impartial 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)

**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)

**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 5 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; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email

Telephone 020 7358 7799 [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: 01512372661 [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)

**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

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

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

**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)

**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)** aims 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** 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. By working 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 Forums (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 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, also a regular newsletter.

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

**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, some useful resources 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

This policy and information report will be reviewed by the SENDCO every year.  
It will be approved by the governing board.

**Approved by the Governing Board.**

**Reviewed September 2023**