

Van Gogh Primary values the individuality of all our children. We are committed to giving each of them every opportunity to achieve the highest standards. We do this by taking account of pupil's varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations of all our children regardless of diagnosis or additional need. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children irrespective of ethnicity, attainment, age, disability, gender or background. Van Gogh Primary aims to be an inclusive school and we ensure we remove barriers to learning and participation through planning and teaching approaches. This means that achievement is a reality for all our children that you will encounter in our school.

Children with SEN will have needs and requirements which will fall into at least one of the four broad areas of need as outlined in the SEND Code of Practice 2015:

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

- Communication and interaction
- Cognition and learning
- Social, emotional or mental health
- Sensory and/or physical.

The Local Offer

As part of the Children and Families Act 2014, local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is referred to as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Lambeth Local Offer can be accessed through the website:

<https://lambeth.gov.uk/send-local-offer>

The School SEN Information Report This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.



Overview of Identification, Assessment and Review Procedures

- At Van Gogh, all teachers are aware that high quality first teaching will have the biggest impact on pupil progress and there is an expectation that all children will achieve.
- Teachers and SENDCOs have a clear understanding of age-related expectations and have on-going training in the identification of pupils with SEND; if a student is identified as having a special education need (SEN) Van Gogh will monitor and support the students through differentiated teaching and specific intervention.
- Children's understanding is monitored constantly and they receive regular feedback (verbal & written). We aim for all children to 'keep up' so any misunderstandings are picked up on the same day, where possible.
- Children who regularly find it difficult to keep up are monitored more closely and will receive more targeted intervention.
- If a child does not respond to this intervention they may have an SEN.
- Class teachers will share concerns with SENDCO who will review the support a child has received before deciding whether to refer to an outside agency for further assessment.
- At the end of each year, detailed information is transferred between year groups and key stages.
- A record is kept of the support a child has received, and its impact is reviewed regularly.

- Information and close communication with parents is a priority.
- Tracking of all students takes place through termly assessments.
- There is continuous close monitoring of behaviour, attendance and punctuality.
- Once an outside agency is involved, detailed reports and information from professionals are used to identify and support the needs of students
- There is strong collaboration and communication with parents through regular formal and informal meetings

What should I do if I think my child/young person may have SEN?

If you are concerned about your child's academic progress or well-being you should contact your child's class teacher in the first instance; they will be in the best position initially to discuss the concerns and outline any planned support.

- A follow up meeting may then be arranged with the Special Educational Needs and disability coordinator (SENDCO).
- If your child has an Education, Health and Care Plan (EHP) or statement, you will be invited to regular review meetings. A plan will be written and shared with you, outlining how your child's needs will be met.
- If we have a concern about a child, we will contact you to invite you to a meeting with a member of staff to discuss next steps.



How will the curriculum be matched to my child/young person's needs?

Class Teachers plan lessons according to the specific needs of all groups of children in their class. They will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.

Whole class teaching is adapted to meet individual needs through a number of different methods:

- **Delivery** – Teachers use a range of inclusive strategies in the classroom and will adopt strategies which have been identified as useful for individual pupils.
- **Support** – Teachers will plan pupil support and teaching assistants and other adults will work alongside the teacher to support students to access different aspects of the curriculum.
- **Marking** – The class teacher will mark your child's work and feedback accordingly. This will support your child to evaluate and develop their learning. Children are given the opportunity to respond to this feedback in order to move forward.
- **Tools / Equipment** – General tools will be provided in the environment and for particular lessons to support the pupil's participation and learning.
- **Organisation in response to need** – Whole school and class organisation supports individual pupils through:
- **Ability grouping** – in maths in years 5 and 6, children are taught in ability groups
- **Social and emotional provision** - ELSA, lunchtime club, behaviour support plans

Roles and Responsibilities at Van Gogh Primary

Head of School
Ms. Nadine Bernard



- Day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Delegates responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.
- Ensures that the Governing Body is kept up to date about all issues in the school relating to SEND.

Contact:

Visit or call the school office to make an appointment
bernard.n@vangoghprimary.org.uk

SENDCOs
Ms. Ségolène Mathurin
Ms Sarah Mannion



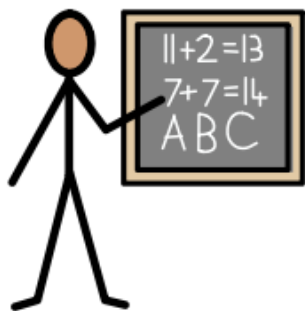
- Coordinates provision for children with Special Educational Needs and or Disabilities (SEND)
- Develops and implements the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaises with and makes referrals to external agencies who may be coming into school to help support children's learning e.g. Speech and Language Therapist, Educational Psychologist etc.
- Updates and maintains the school's SEND register.
- Provides specialist support for teachers and support staff in the school so they can help children with SEND to achieve their potential.
- Organises training for staff so they have an understanding of a range of special educational needs and how best to support them.
- Liaises with parents.
- Applies for Education Health Care Plans where appropriate.
- Organises and contributes to annual reviews.

Contact:

Visit or call the school office to make an appointment
mathurin.s@vangoghprimary.org.uk
mannon.s@vangoghprimary.org.uk

Class/Subject Teachers

- Ensures that all children have access to excellent teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Monitors the progress of your child and identifying, planning and delivering any additional help your child may need.



- Makes sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaises with parents and keeping them updated.
- Ensures that the classroom environment is inclusive.
- Utilises information provided by the Inclusion Department when planning for individual children.

Contact:
Visit or call the school office to make an appointment
Speak to class teachers at the end of the day

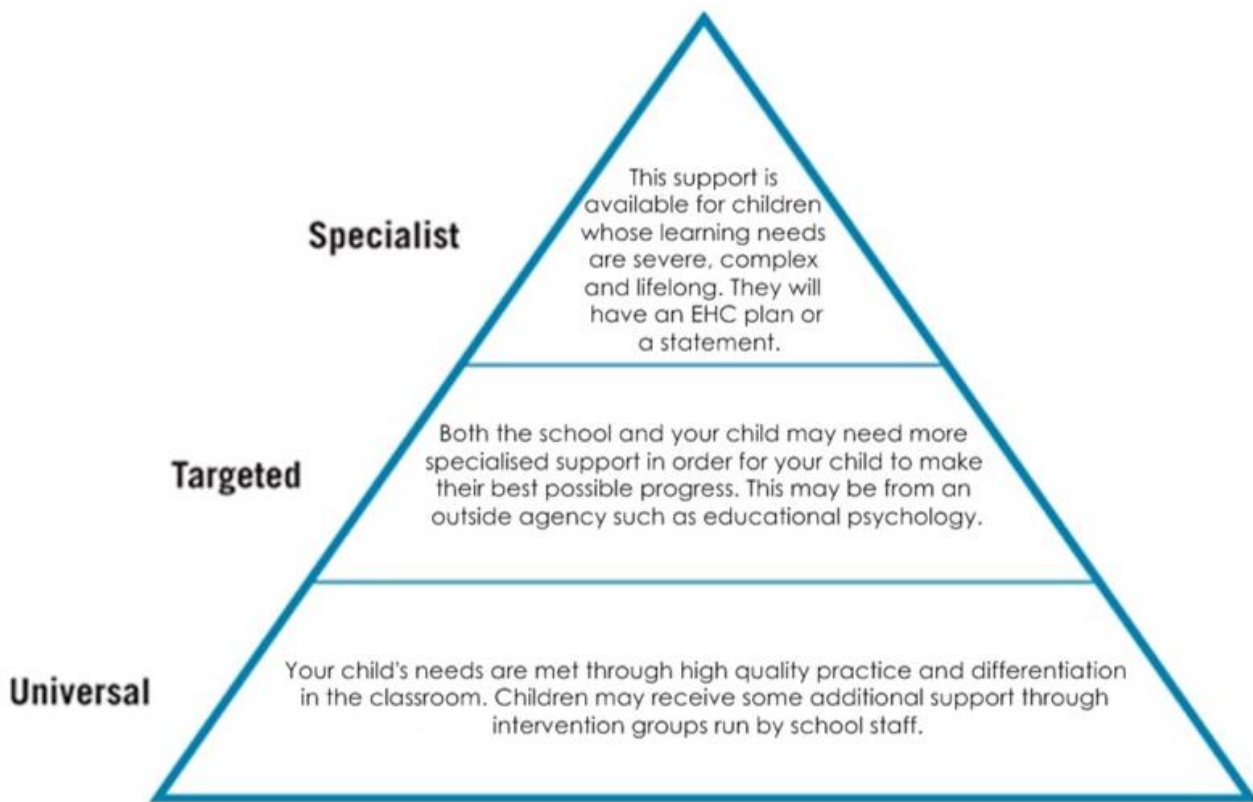
Teaching Assistants



- Delivers specific support, 1:1 and group work as instructed by the Class Teacher, SENCO and outside professionals.
- Feeds back to the Class Teacher about your child's progress in intervention groups.

Contact:
Speak to teaching assistants at the end of the day

What support is available to my child with SEND at Van Gogh?



Quality first teaching by class teacher (Universal support)

- The teacher has the highest possible expectations
- All teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in in class
- Specific strategies (which may be suggested by the SENCOs or outside agencies) are in place to support children to learn
- Formally assessing your child's progress three times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed



Targeted Interventions (Targeted support)

- These may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher, Teaching Assistant (TA), Specialist Teaching Assistant (STA) or Early Years Educator (EYE) who has had specific training to run these groups
- We have Emotional Literacy Support Assistants (ELSA) who work across the school to support children with behavioural or emotional needs

- Children will engage in group or individual sessions with specific targets to help them to make progress
- All interventions are planned under the guidance of the SENDCOs and class teachers
- All interventions are monitored and reviewed termly by the SENDCOs and class teachers
- Specialist groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology



These groups may be from Local Authority central services such as:

- Speech and Language Therapy service (NHS service)
- Lambeth Educational Psychology service
- Occupational therapy
- School nurse
- Lambeth Autism Advisory Service (LAAS)

In addition to this, Van Gogh Primary:

- Provides weekly Speech and Language Therapy sessions that are delivered by two private, qualified therapists.
- Supplement the amount of sessions offered by Lambeth Educational Psychology Service, to increase the amount of support for children, staff and parents.
- Provides daily Read Write Inc. phonics sessions delivered by trained staff
- Provides phonics catch up Fresh Start for targeted children in KS2
- Commission two counsellors who visit the school each week.

What will targeted support look like at Van Gogh Primary?

Parents may be asked to give permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better
- Set clear targets which will include their specific expertise
- Setting an intervention group run by school staff under the guidance of the outside professional e.g. a social skills group
- Setting an intervention group or individual work directly with the outside professional

If a child does not respond to the above support and interventions over time, they can receive an **SEN support plan**. This document will outline the child's needs and targets will be set alongside parents and external agencies, using the graduated approach of 'Plan, Do, Assess, Review'. This is done in preparation for an application for an EHC plan

Specified Individual support (specialist support):

This is provided for children with an Education Health and Care Plan (EHCP).

EHCP plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong

Children receiving specialist support will continue to receive

- Quality First Teaching
- Targeted Interventions
- Support from outside agencies such as SALT, EP, OT

In addition to this, the EHCP will outline a programme of specialist support which has been put together by the child's family, SENDCO and a number of other professionals.



Working with outside agencies

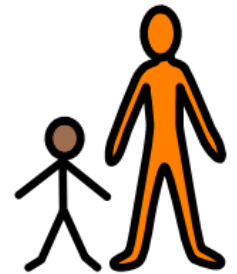
The school works in partnership with the external agencies listed below in supporting pupils, with Special Educational Needs and Disabilities.

These services can be used not only to provide information and advice about a range of SEND but may also be used to provide direct support to pupils at a targeted and specialist support level.

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Social Services
- School Nurse
- CAMHS
- Community Paediatrician (Mary Sheridan Centre)
- Lambeth Autism Advisory Service (LAAS)
- Counselling Service
- CENMAC

How are the schools resources allocated and matched to children's special educational needs? How is the decision made about what type and how much support my child will receive?

We ensure that all children who have SEND are met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.



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

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

The school curriculum is differentiated to meet the needs of all children and this differentiation can take the form of targeted questions, a change to the curriculum, and support within the classroom from the class teacher or support staff and on occasions the format in which tasks are given may be different. If after additional support it is felt that a child needs more specialised help or more targeted support, the SENCO will determine if specialist advice is needed and where to access it from.

Partnership with Parents

All staff at Van Gogh Primary seek to work in partnership with parents in supporting all pupils, especially those with SEND. The involvement of parents is vital throughout the identification and assessment process. The wishes, feelings and knowledge of parents is taken into account and parents are encouraged to make an active contribution to their child's education.

Parents can contact the school to request a meeting with their child's class teacher or the SENDCO to discuss any aspects of education or provision.

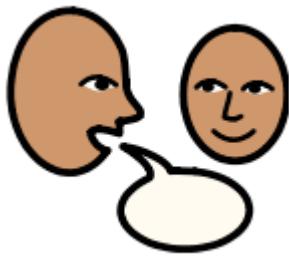
Regular meetings are held to share the progress of SEND pupils with their parents. Parents are informed of any outside agency intervention required and will be informed about their child's SEND and progress at all stages of the Special educational needs and disability code of practice: 0 to 25 years. (Assess, Plan, Do, Review)

When a statutory assessment is requested the LEA will seek parental views, prior to considering the need to issue an EHC Plan.

Parents of pupils who are in receipt of an EHC Plan will be invited to contribute their views at Annual Review meetings.



Pupil Participation



Pupils with SEND will be fully involved in the target setting and reviewing of progress with their teachers and support staff. Their views will be sought and respected.

All pupils with EHC Plans/Statements will take an active role in the annual review process and meetings.

The school regularly hold pupil voice sessions where they obtain the views of children from across the school.

How are the adults in school supported and trained to work with children with an SEND?

- Both SENDCOs have achieved the National Award for SEND Coordination.
- The SENDCOs will support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training that is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO.



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



We are an inclusive school; we welcome and celebrate diversity. All staff believe that building the self-esteem and confidence of our children is very important.

As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Behaviour Support plan is established to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

The school also have three trained ELSAs (Emotional Literacy Support Assistants) who run targeted groups for identified key children. As well as this we have two school counsellors who see individual children on a weekly basis.

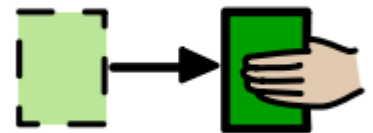
Attendance of every child is monitored on a daily basis by the school administration staff. Lateness and absence are recorded and reported upon to the Headteacher. Where attendance or punctuality is becoming a problem for a child, a meeting will be set up with the Attendance Officer and the parent or carer to aim to resolve the problem quickly.

We are a rights respecting school where we value and celebrate each child being able to express their views on all aspects of school life. We also promote school values through everyday interactions and teaching. These values are also reinforced by senior leaders during whole school assemblies.

How will Van Gogh support my child when they are leaving this school, or when moving on to another class?

When moving classes in school:

- At the end of the academic year, children have the opportunity to meet their new teacher on a number of occasions.
- Teachers also meet to handover key information about children in their class.
- If your child would benefit from having a transition book, which outlines what to expect in their new class, this will be arranged for them.



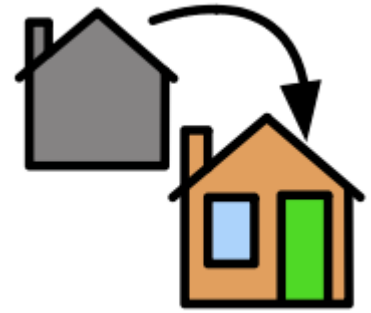
If your child is moving to another school:

- We will contact the new school's SENDCO and ensure s/he 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

Secondary Transfer – Year 6 to Year 7:

- If your child has a statement/EHC plan, the SENDCO from the secondary school will be invited to attend the annual review or a transition meeting.
- Our SENDCO will attend the Primary Transition Day organised by the Local Authority to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.

- Your child will be supported in understanding the changes ahead. This may include group work, circle time or creating a 'Personal Passport' which includes information about themselves for their new school.
- 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.



Admissions

- If your child has been allocated a place in our school by the Local Authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Your child's key person will make a home visit and may also visit your child if they are attending another provision or school.
- We may suggest adaptations to the usual 'settling in' period to help your child to settle more easily, but these will be agreed with you at the Team Around the Child (TAC) meeting.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the 'settling in' period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.



Review of provision

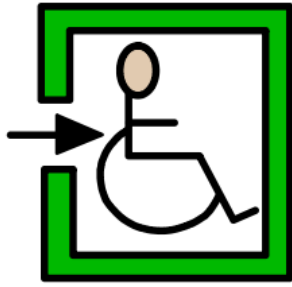
During termly pupil progress meetings, the effectiveness of interventions and support is reviewed. Data is analysed to assess how well all pupils with SEN achieve. This is shared with the governors.

The quality of teaching and learning all year groups is constantly monitored. In particular through learning walks, observations, as well as close monitoring of planning and pupils' work books.

The progress of groups, including pupils with SEND, is analysed through termly progress meetings and at the end of each year.

Individual teachers and teaching assistants are also monitored through performance management

Accessibility



- The Mostyn site of the school is accessible to students with physical disability via ramps and lifts
- Class allocations can be adapted to ensure rooms are accessible for students with disabilities
- The Mostyn site has a sensory room.
- We ensure that equipment used is accessible to all students regardless of their needs.
- The school has staff trained to suit students with a range of needs.

If you have a specific concern please make contact with the

SENCO.

Complaints Procedure

Any complaint regarding SEND provision should be directed to the pupil's teacher / form teacher initially. If the concern cannot be resolved at this level, the matter should be referred to the SENDCO. If this proves unsatisfactory, a meeting should be sought with the Head of School.

Links / Resources

Speech and Language advice for parents: <https://www.evelinalondon.nhs.uk/our-services/community/community-speech-and-language-therapy/advice.aspx>

National Autistic Society - Lambeth Branch: <http://naslambethbranch.webeden.co.uk/#>

EHC Information for parents: https://www.lambeth.gov.uk/sites/default/files/sce-parents-guide-to-ehc-assessment_0.pdf

School Nursing Service: <https://www.evelinalondon.nhs.uk/our-services/community/school-nursing-service/overview.aspx>