

The Willow Primary School & Broadwaters' Children's Centre
Broadwaters Inclusive Learning Community

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Special Educational Needs (SEN) Provision at The Willow Primary School & Broadwaters' Children's Centre.



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES **Our school motto is 'Love to learn'.**

Our Values

- We ensure our children love coming to school because it is safe, fun, challenging and exciting.
- We have high expectations and are committed to supporting each individual to achieve their dreams.
- Everyone is valued as a unique member of our diverse community.
- We uphold the highest standards in all that we do, and look continually to improve ourselves so that what we do today, we do even better tomorrow.



We encourage all our pupils to aim high and achieve to the best of their ability.

Our staff are committed to work hard to support all children in the school to be the best they can, including children with special educational needs or disabilities.

What type of school are we?

The Willow is a community primary school for the 4-11 age-range. The school Nursery is based in our Broadwaters' Children Centre, and provides for children in our community from 1-4 years of age. Children start school in the year that they will turn 5 (or the term after their 4th birthday), and join our Reception class. There are two classes in each year group. There are 420 children in the school and 200 children in the Children's Centre.

What is our Ofsted rating?

In the last Ofsted inspection (2017), The Willow Primary was found to be outstanding.

How do we identify a child who may have a special educational need (SEN)?

If your child has 'Additional needs, this is not the same as having a special need.

A SEN requires:

- Intensive additional skill intervention
- Learning approach adjustment/ scaffolding
- Additional and external assessment/diagnosis.

It is very important that children with SEN get the help they need as soon as possible. At the Willow this is identified in four ways.

A) Code of Practice guidance, B) Progress Data, C) Professional judgement, D) Identification Process within the school

From the 'Special Educational Needs & Disability' (SEND) Code of Practice: 0-25 years (June 2014)

Secondary Transfer

We help older children with SEN to prepare for secondary school in Year 6. For children with specific disabilities, such as Autism, we may seek additional support and advice from the Haringey Autism Team. We work with the secondary school that your child will attend (from April in Year 6 when you know if you have been successful in your application). Dependent on the specific needs of the child, this kind of intervention would aim to help children understand how a typical day works in a secondary school, or how to find out where to go for help, should they need it. If your child has an EHCP, you apply for secondary school via the SEN department of your local authority. In year 5, we will start to support you in the process of making secondary school choices for your child.

How parents/carers are involved in school life

At the Willow School we are committed to working with parents/carers as partners (and the first teachers of our children). As part of the 'Home School Agreement' we ask that parents/carers share and support the school in this approach. We are always ready to speak to parents/carers about any concerns they have. You can arrange to speak to your class teacher, the SENCO or the headteacher. All parents/carers are represented on the school's Governing Body.

The **Chair of Governors is Marilyn Francis.**

When we write to parents/carers, we always try to write in plain English.

We have a number of bi- and multi-lingual staff who can support translation and interpretation in some languages such as French, Twi, Somali, Turkish and Urdu ad-hoc times. However, we try to book translators for scheduled meetings if needed.

Who can I contact for more information or to discuss a concern?

- Your child's class teacher
- SENCO (Special Needs Co-ordinator): Fran Golstein (maternity leave until May 2020—Petra Ahwe covering this role Mon– Weds)
- Children Centre SEN Leader: Cherri Fox
- Headteacher: Miss Dawn Ferdinand

Please email: admin@thewillow.haringey.sch.uk in the first instance.

If you have any general queries, please ask to speak to the school office.

Email: admin@thewillow.haringey.sch.uk or telephone us on: 020 8885 8800

Our offer to children with special educational needs and disabilities was originally prepared in July 2014 after the SEND Code of practice 0-25 years was published.

It was updated in November 2020 and will be reviewed in November 2022.

How do we prepare for children who are joining/leaving our school?

Reception Transfer

Children joining our school from the school nursery (based at Broadwaters' Children's Centre) frequently visit their new classrooms, before the start of the new school year. We also host a welcome morning where all reception children and their parent/carers are invited to meet the new staff team (where we can) and their new class peers too. If your child is new to our community, we may also visit you at home, and/or at their current nursery setting.



Primary Transfer to the Brook or other Primary Setting from The Willow:

We help children with SEND who are being transferred to different settings by:

- Inviting staff from the new school to a Transfer Team Around the Child (TAC) and/or Professionals' Meeting
- Electronic and hardcopy sharing of relevant SEN records

Primary Transfer from the Brook or other Primary Setting to The Willow:

We help children with SEN who are transferring to The Willow from different settings by:

- Inviting the child and the parent/carers to visit our school and meet key staff
- Inviting staff from the previous school to a Transfer Team Around the Child (TAC) and/or Professionals' Meeting.
- Electronic and hardcopy sharing of relevant SEN records

A) Code Of Practice Guidance - Definition

This can be characterised by progress which:

- 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 close the attainment gap between the child and their peers.
- widens the attainment gap.

B) Prior Attainment & Progress Data

Where progress continues to be less than expected, the class or subject teacher (working with the SENCO), should assess whether the child has SEN.

C) Professional Judgement

In deciding whether to make special educational provision, the teacher and the SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

D) Identification process within the school

1. If staff feel that there is a developmental or learning issue, they can seek informal advice on how to support the child from the SENCO.
2. If a teacher, (having implemented appropriate and advised class based interventions), suspects that a child has potential Special Educational Needs (SEN), they will formally submit their concerns to the SENCO. This is done using a SEN concern form. The SENCO will then arrange a 'formal consultation' meeting, inviting both the class teacher and parent/carers to discuss the concerns and agree on a course of action.
3. If a parent/carers has a concern regarding their child's needs, they will need to arrange to meet with the class teacher first to discuss the concerns. Following this, if the parent/carers' concerns remain, the class teacher can request to meet the SENCO (as in point 2) with the parent/carers to help clarify the difficulties and any next steps.
4. Our regular assessment and monitoring procedures include pupil progress meetings which ensure that children who appear to progress more slowly than their classmates are picked up and monitored by Phase Leaders. We track these children to ensure that their progress improves within a term. If a phase leader identifies that no progress is observed by the beginning of the next half term, then the Phase Leader can request that the Class Teacher meet with the SENCO and the parent/ carer for a 'formal consultation'.

Who makes the decision on whether a child has a SEN?

The school will actively seek to support the needs of all children, but will make a decision on SEN in collaboration with parents/carers and professionals. We will meet with parents/carers to decide how to proceed, and follow the school procedure with reference to the SEN Code of Practice definition (see previous page). The school will also seek the advice of other professionals to guide our actions.

We work hard to maintain good home-school links, and parents/carers are always welcome to speak to the class teacher or make an appointment to speak to the SENCO if they have any concerns.



What do we do to help children with Special Educational Needs?

The Willow Primary uses a range of approaches to secure the best outcomes for children with additional and special educational needs or disabilities (SEN/D)

1. Staff will observe and monitor the nature of a child's difficulty, and will plan to meet those needs in day to day teaching, through differentiation or by allocating targeted support.
2. Every class teacher attends half termly Pupil Progress meetings where the progress of each child is discussed with a senior leader. At these meetings, teachers consider whether the planned support is having the desired effect on progress and outcomes.
3. If a child is making poor progress across core subjects (Maths, English) then the class teacher will be directed to submit a SEN Concern Form.
4. Parents/carers are invited to discuss their child's needs during the termly Parent Consultation meetings.
5. A child presenting with higher level special educational needs will be tracked using the Individual Intervention Tracker (IIT). This is reviewed termly with parents/carers and the child (if they are able to understand it).

'Additional needs,' this is not the same as having a 'Special Educational Need'.

'Additional Need' might describe support for a skill development that a child finds difficult or requires extra practice to master, when compared to their peers.

A Special Educational Need would suggest:

- Intensive additional skill intervention.
- Learning approach adjustment/ long term scaffolding or support
- Additional and External assessment/ diagnosis.

If your child is identified as experiencing 'Higher level SEN' they will be formally listed on The Willow SEN Register.

Our school environment

Our two storey school building was completed in Summer 2014 and offers a 'state of the art' learning environment that is ready for 21st century teaching and learning. Our school site is fully accessible to individuals with mobility issues, either by accessing one of the two elevators, or by relocating activities to the ground floor. There are disabled toilets available throughout the site, with several toilets offering a changing couch. The classrooms offer excellent auditory support to hearing impaired learners, whilst all the key areas are labelled with printed English, visual and braille labelling. We have a range of equipment designed to support the development of children's coordination and motor skill development in class, but if any child needs additional equipment we can refer and request this through specialist community services, for example Occupational Therapy.

We can offer occasional, extra-curricular access to some of the sensory processing Facilities (such as soft play), due to the co-located nature of The Willow and Brook schools on the Broadwaters' Inclusive Learning Community (BILC) site. This may happen during lunchtimes as an occasional reward.

If your child's needs are such that they require routine and daily access to these facilities we cannot guarantee access, as these resources are designed primarily to support children with high level needs who are placed in the Brook Special School.

We are also currently unable to offer therapeutic support or intervention from the Multi-Disciplinary Team, as this team is allocated to support children who are registered to the Brook special primary school.



We always communicate with parents/carers (if we think additional support is required), before we contact other specialists (unless we believe that a child will come to harm by doing so). As part of our safeguarding duty towards all children, we are legally bound to refer to agencies to ensure our children's wellbeing and effective protection from harm.

What training do our staff receive?

Every year we have 5 staff training days.

At least one of these focuses on an Inclusion related matter to make sure that every teacher can:

- develop their increasing understanding of the issues affecting Inclusion and different types of Special Educational Need.
- know how to plan and teach their lessons, in a way that is appropriate for children with special educational needs.
- know how to support the emotional needs of children including those with special educational needs.
- understand how important it is to work closely with parents/carers.

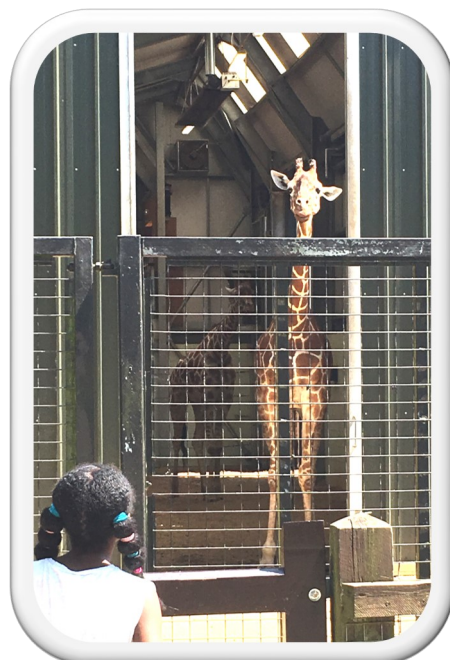


All staff (not only teachers) are welcome to attend training (although training is tailored to ensure relevance to the staff member's role).

Teaching staff at the Willow School are employed as mainstream qualified teachers and expected to provide *Qualify First Teaching* of a consistently 'good' or 'outstanding' standard. Mainstream teachers are not employed (nor are they required), to practice or train, as Specialist SEN practitioners.

How do we include children in activities and school trips?

All trips or outings are planned to include children with special educational needs and/or disabilities. We do our best to offer trips that all children can access. We will make every effort and possible adjustment to ensure that children are included. We encourage parent/carer participation to support this process.



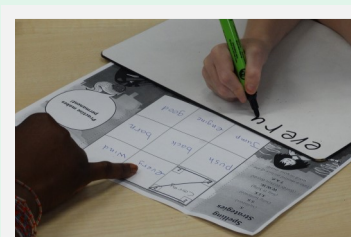
How do we adapt our teaching for children with special educational needs?

All children with special educational needs at The Willow School are taught alongside non –SEN children and also have the opportunity to work with children from the Brook School.

All Willow teachers are required to ensure that lessons are designed for all children in the class to learn and make progress. We do this by planning what's called '**differentiated**' lessons in which, for example, both a child with special educational needs, and a very able child, are invited to work to achieve different learning goals, within the same lesson. Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with special educational needs. However, for some children, it may not be possible for them to access a particular aspect of the mainstream curriculum, even with differentiated adjustments. This might be due to a specific learning need or because the child is at risk of becoming significantly discouraged by the continued attempts to grasp a concept. In this situation, an '**Alternative learning**' session may need to be identified to ensure that the child continues to engage in a positive learning experience that develops the core underlying skills.

For a small minority of children with severe or complex learning difficulties, access to a mainstream curriculum may be entirely inappropriate. These children will be supported to engage with a '**personalised curriculum**' that takes into account the child's learning approaches and developmental needs. For children in KS2, this would include core subject teaching be delivered through our Alternative Curriculum Class (Otter Class) which is lead by an experienced teacher and team.

To fall in line with best practice and the SEND 2014 legislation, children with ECHPs (Educational Health Care Plan) will no longer be allocated a dedicated 1:1 support. Instead they will be supported in 1:2/ 1:3 to promote peer relationships. This approach is intended to minimise '**child-adult dependency**' and seeks to ensure development of core life skills.



Where a child requires a higher level of support, we would seek to support the child through Otter Class curriculum and an agreed **Broadwaters Inclusive Placement**. We may be able to re-start these in 2022 (post Covid19).

How do we decide what resources we can give to a child with special educational needs (SEN)?

Part of the school's budget is for supporting pupils with special educational needs and disabilities. This is a fixed amount, and so we have to use the money as cost effectively as possible, to ensure we help all children who need it.

We have costed the ways we support children. Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator (SENCO) in consultation with the child, the child's parents /carers and the child's class teacher. Parents/Carers are invited to contribute to planning through a meeting, or if they are not able to come into the school, in whatever way is best for them; by telephone/online meeting or email.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds, we will apply to the local authority for additional support for a child. Parents/ carers can do this too. We are happy to explain this option in more detail with parents/carers.

All children, including those with SEN will have to access 'group adult' support – to ensure that they develop functional learner independence. The vast majority of children with SEN at The Willow Primary (even those with an Education, Health & Care Plan EHCP previously known as 'Statement'), will progress through the school *without* individually allocated adult support.



How do we check that a child is making progress, and keep parents/carers informed?

We work hard to maintain good home/school links with parents/carers. We have newsletters with general news about the school. We have termly Parent/Carer Afternoons, and send all parents/carers a report about their child's progress once a year. For children with special educational needs we also have an Individual Intervention Tracker (IIT) progress review each term too. We welcome parents/carers at this review which is held during the school day.

The progress of children with SEN who **do not** have a Education, Health and Care Plan (EHCP) will be assessed by the class teacher and reported on at the end of the school year. The progress of children who **do** have a Education, Health and Care Plan (EHCP) is also assessed by the class teacher, but monitored on a child by child basis.

This evidence is supported by the Key Child File where all the relevant Information regarding a child's needs will be kept to support daily learning.

What support we offer for children's health and general wellbeing?

Children need to have their basic needs met in order for them to 'give of their best' and enjoy both their social, emotional and academic learning.

Children at the Willow are taught to engage with learning in a proactive way that promotes risk-taking, perseverance and helps children maintain curiosity that ensures that they 'love to learn'. All staff work to promote wellbeing by understanding the children's needs; listening to their concerns; helping them identify their strengths, and setting appropriate learning challenges. If a child has a particular difficulty, their class teacher will have help available from:

- A Phase Leader
- Teaching and Learning Support staff
- Learning Mentors
- School Counsellors
- School Nurse
- Special Educational Needs Coordinator (SENCO) to help support the child.



What specialist external services do we use when we think extra help is needed?

Sometimes a child may have needs that would benefit from additional support via external specialists and professionals. Depending on a child's needs, we may draw on support from:

•Brook (Special) Primary - advice and guidance	•Speech and language therapy	•Child Psychology – Educational Psychology and CAMHS
•Physiotherapy	•Occupational therapy	•Educational welfare
•Behaviour Support Service	•Social Services	•Family Support
•Virtual School	•Visually and Hearing Impaired Service	•Police Community support