



## School Information Report

In line with statutory guidelines every school in the UK has to provide parents and carers with information about how they support their children's needs.

All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs. This is what we offer at Betty Layward Primary School. Please contact us directly if you would like further information on

**020 7249 7111**

Betty Layward Primary School must ensure that;

- Our provision is made in accordance with the SEN and Disability Codes of Practice
  - We have a lead person for SEND
  - We invest in whole school and targeted training for staff.
  - We ensure inclusive teaching and support where needed
- We provide information on school arrangements for SEND to Parents and Governors
- We publish on our school website our school SEND policy and a description of the arrangements and specialist provisions we make for our children with SEND – including the accessibility plan.

### **Who are the best people to talk to about my child's SEND at Betty Layward?**

The Special Needs & Disability Coordinator & Lead on Inclusion is Peter O'Garr

The Pastoral Support Manager is Sharon Purdy

The School Counselling team are Kate Middleton & Ania Brataniec

The Governor with responsibility for SEND is Phil Haywood

## Betty Layward School Ethos

At Betty Layward we will ensure that our children have access to the provision that is set out in their EHC plan. We have a school ethos with inclusion at its heart and believe that all pupils on their personalised pathway will make outstanding progress. We will work with parents to make sure they feel valued and listened to, with up to date information readily available. We will track pupils to ensure there is continuity and progression throughout their time at Betty Layward and into their future.

This is reflected in the full time counselling and support service provided for our children here at Betty Layward. Over the years the evidence collected by Kate and Ania clearly demonstrates the support SEND children have benefitted from. This has not only helped our children during their time at Betty Layward but has been essential in providing them with the means to continue to progress in secondary school.

## Current SEND Updates

### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

### **Children and Families Act 2014**

The Children and Families Act 2014 provides the statutory framework by which it is sought to improve services for vulnerable children and support strong families (be they single parent families or dual parenting families). It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and special educational needs.

The Act extends the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

### **Main features of the CFA 2014**

- Replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### **What is the Local Offer?**

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

## **What will it do?**

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

### **Below are Betty Layward School's responses to these questions.**

#### **How does Betty Layward Primary School know if children need extra help?**

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child
- conversations with the children
- limited progress is being made
- reviewing work in books and assessments
- analysing data
- there is a change in the pupil's behaviour or progress

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

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

#### **How will I know how Betty Layward Primary School supports my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.

- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Group Provision Map (this is a record of the intervention, timings, strategies and impact).
- Pupil progress and Provision Map review meetings are held each term. In these meetings the class teacher meets with the SENDCO and a member of the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned and provided.
- Occasionally a pupil may need more expert support from outside of school such as Educational Psychology. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers throughout this process.
- Paul Brooks, Acting Chair of Governors, who is responsible for monitoring the Safeguarding and Child protection procedures.
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#### **How will the curriculum be matched to meet my child's needs?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.
- Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a child has been identified as having a special educational need they will be included on a Group or Individual Provision Map (GPM or IPM). Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDCO at least three times a year. Provision Maps will be discussed with parents/carers at Teacher consultations (three per year).

- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

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

- You will be able to discuss your child's progress at parent meetings and their end of term report.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made with the class teacher and/or the SENDCO if further discussion is required.

The school regards itself as working in partnership with families in order to bring about the desired progress so parent's should always share their concerns or thoughts about how best a child should be supported with the class teacher or SENDCO

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

- The class teacher may suggest strategies of how to support your child.
- The SENDCO may meet with you to discuss how to support your child with strategies at home.

If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

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

- All members of staff are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Pupils can anonymously request 'I would like to talk' drop in sessions to discuss worries/concerns with our Learning Mentor or/and School Counsellors.
- Activities and positions of responsibility are available or can be created for those who find break-times challenging.
- The playgrounds are divided into zones to create quiet areas during break-times.

□ Each class holds weekly 'Circle Time' activities that address specific concerns and worries relevant to the class. Our Learning Mentor holds extra circle times to address concerns and build friendship, peer tolerance and acceptance.

### **Pupils with medical needs**

□ If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.

□ Members of staff are trained to use the Epi Pen.

□ Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

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

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

□ Educational Psychologist

□ Speech and Language Therapy

□ First Steps (CAMHS)

□ CAMHS (Child and Adolescent Mental Health Service)

□ Social Services

□ Occupational Therapy

□ Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)

□ Re-Engagement Unit

□ PRU (Pupil Referral Unit)

□ School Nurse

□ School Doctor

□ Inclusion Team

□ Young Hackney – pastoral, behaviour support



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

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

- How to support children with speech and language difficulties
- How to support children on the autistic spectrum
- How to support children with behavioural, social and emotional needs
- How to support children in literacy and numeracy.
- How to support children with dyslexia

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

Activities and school trips are available to all.

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

### **How accessible is the school environment?**

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

- Lift access to all floors
- Low level access to all school buildings
- Soundfield – to aid hearing impaired pupils
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email [transport@learningtrust.co.uk](mailto:transport@learningtrust.co.uk)

## **How will the school prepare my child when joining Betty Layward Primary School or transferring to a new school?**

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

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

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

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

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

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

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

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

- Discussions with class teacher
- Discussions with SENDCO, Senior Leadership Team or other professionals
- Annual Review meetings
- Parents evenings
- Open Morning sessions
- SEND Coffee mornings

### **Who can I contact for further information?**

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

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

School contact Number: **020 7249 7111**

**SEND Abbreviations:** There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms.

APP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
FSM	Free School Meals
GPM	Group Provision Map
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist

PSP	Pastoral Support Programme
PP	Pupil Premium
SaLT	Speech & Language Therapy
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs & Disability Co-ordinator
SLD	Specific Learning Difficulty
VI	Visual Impairment

## Useful Websites



[www.netmums.com/](http://www.netmums.com/)

**contact** a family  
for families with disabled children

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



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



Bringing Families Together  
OFFERING FRIENDSHIP & SUPPORT

<http://specialkidsintheuk.org/>

**Scope**  
About disability

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



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



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



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



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



[www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#HackneyArkContact](http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#HackneyArkContact)



[www.parentsforinclusion.org/](http://www.parentsforinclusion.org/)



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



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



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