

How will my child be consulted?

Your child will be involved in all meetings as much as possible and where appropriate. There is a school council and surveys are carried out when policies and procedures are reviewed. Children's views are also sought through a range of other activities. Where necessary and appropriate these activities are adapted so that children can access them regardless of their needs.



SOUTH GROVE PRIMARY SCHOOL

AND SPECIALIST RESOURCED PROVISION FOR AUTISM AND GLOBAL DEVELOPMENTAL DELAY SCHOOL SPECIAL EDUCATIONAL Equality and Accessibility Policy (Information and Guidance for Parents and carers of Pupils with Special Educational Needs)

What kinds of Special Educational Needs are provided for?

South Grove Primary is a mainstream maintained school with a specialist resourced provision for pupils with Autistic Spectrum Disorder or Global Developmental Delay.

How will my child be assessed and reviewed towards their outcomes? How will I be involved and how will my child be involved?

Children are continually involved in assessing their work through self-assessment, peer assessment and teacher feedback. Where necessary and appropriate these activities are adapted so that children can access them regardless of their needs.

Who can I contact about Special Education Needs?

You should always go to your child's class teacher in the first instance but at times you may need to speak to the SENCO, or Brigid Montgomery Extended Schools Leader or Lisa Mullins Autism and Global Delay Teacher. Any queries please email SENCO@southgrove.waltham.sch.uk

How will I be consulted?

In addition to parent's evenings children on the Special Educational Needs Register have a review meeting with the SENCO in the Spring Term. Children with Educational Health Care Plans have an annual review meeting once a year and you are always consulted before any other agencies work with your child. Surveys are carried out when policies and procedures are reviewed and you are encouraged to contact school if you have any concerns.

How will my child be supported with transition as they move through the school and on to secondary school?

Transition takes place over the course of the final half term for children moving year group. They will visit their new classroom, meet new staff and may make a transition book to take home over the summer holidays. Transition into Nursery and Reception will involve the SENCO who may visit children at home or in their current setting. Transition for pupils with Educational Health Care Plans can be a complex process and the SENCO supports families individually with this process.

Where can I find the Special Educational Needs policy?

On the school's website in Parent's zone and under the heading 'School's SEN information report'.

How will my child be taught?

You child will be taught in the way that best suits their learning needs. Teaching will be adapted for individual needs i.e. using coloured overlays for dyslexia pupils and specialist approaches for complex needs such as Makaton for autistic pupils. Additional support will be given to children within their classroom environment wherever possible. However, sometimes interventions need to take place out of class. All the interventions that we use can be seen on the provision structure below.

How will adaptations be made for my child?

Adaptations are always made in line with the Equality Policy which can be found on the school website. Where reasonable adjustments can be made they will be put in place.

What expertise and training do the staff have?

The school's staff have a wide range of expertise including the national special educational needs qualification, special school experience, speech and language qualifications and training, positive handling and first aid certification and training in specific interventions like reading recovery, PECS, Intensive Interaction and number counts. All staff receive continuing professional development which includes training on Special Educational Needs.

How is the effectiveness of provision evaluated?

All provision is mapped using commercial software. Your child's progress will be tracked by the phase team and also by the inclusion team through pupil progress meetings. At times the school may also use standardised testing and other forms of data to gauge the effectiveness of provisions. This is an ongoing process supported by the School Improvement Plan and the Inclusion and Phase Action Plans. However, the school's provision management structure (see below) is reviewed in the Spring Term, arrangements for any changes are made and the new provision management structure is published in the Summer Term.



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How will my child's emotional and social development be supported and what measures are in place to prevent bullying?

How the school supports the development of Social, Emotional and Mental Health is outlined in the provision structure below. The school's Anti-Bullying Policy can be found on the website.

How does the school work with the NHS, social care, the local authority, the voluntary sector and other bodies?

How the school works with the NHS, social care, the local authority, the voluntary sector and other bodies is outlined in the provision structure below. You will always be informed if outside agencies are working with your child. Parental consent is always gained before an outside agency works with your child.

How are complaints handled?

Complaints are always made in line with the Complaints Policy which can be found on the school website.

How will my child engage in the activities in school?

We aim for your child to be fully included in all school activities. Your child's interests will be taken into consideration and where reasonable adjustments can be made they will be put in place.

Provision Structure South Grove Primary School

Area of Need	Communication and Interaction	Cognitive and Learning			Social, Emotional and Mental Health	Sensory and/or Physical
Overall Lead	Inclusion Leader					
Area of Need Lead	Inclusion Leader	Phase Leaders			Extended School Leader	Inclusion Leader
Team	<ul style="list-style-type: none"> TAs trained in carrying out the Education Project 	<ul style="list-style-type: none"> Class Teachers Year Teams Intervention Team Pupil Premium Team Subject Leaders 			<ul style="list-style-type: none"> TAs running Emotional Wellbeing Groups Mentors P.H.S.C.E Leader 	<ul style="list-style-type: none"> Welfare Support Staff First Aiders TAs trained in carrying out specific procedures P.E. Leader
	Communication and Language Speaking and Listening	Reading	Writing	Numeracy	PSED and PSHCE	Physical Development Physical Education
Universal Offer Provision	<ul style="list-style-type: none"> Quality First Teaching of Speaking and Listening Makaton as a strategy Colourful semantics as a strategy PECS (Picture Exchange Communication) Intensive Interaction Team Teacch The use of Visuals 	<ul style="list-style-type: none"> Quality First Teaching of Reading Phonics Program Colourful semantics PECS Visuals 	<ul style="list-style-type: none"> Quality First Teaching of Writing Fine and gross motor development programs 	<ul style="list-style-type: none"> Quality First Teaching of Maths 	<ul style="list-style-type: none"> Quality First Teaching of Personal, Social and Emotional Development and Personal, Social, Health and Citizenship Education Positive Behaviour Code Yoga Club Gardening Club Zones of regulation 	<ul style="list-style-type: none"> Quality First Teaching of Physical Development and Physical Education First Aid Welfare Support NHS Screening School Nursing Sports Clubs Change for Life Club Sensory Room Soft room
	Communication and Language Speaking and Listening	Reading	Writing	Numeracy	PSED and PSHCE	Physical Development Physical Education
Targeted Offer Provision	<ul style="list-style-type: none"> Speech and Language Groups inc. The Education Project New to English Intervention Cream book strategy 	Pupil Premium Intervention Booster Groups			<ul style="list-style-type: none"> Pastoral Support Plans Family Support Signposting to Parenting and Bereavement services Emotional Wellbeing 	<ul style="list-style-type: none"> Magic Fingers Write from the Start
		<ul style="list-style-type: none"> Phonics Intervention Reading 	<ul style="list-style-type: none"> Writing Intervention Apples and Pears 	<ul style="list-style-type: none"> Numeracy Intervention Number counts 		

		<ul style="list-style-type: none"> Intervention Reading Recovery Peer Reading Reading Volunteers 		<ul style="list-style-type: none"> 1st Class @ Number 	<ul style="list-style-type: none"> Groups inc. meditation Mentoring 	
	Communication and Language Speaking and Listening	Reading	Writing	Numeracy	PSED and PSHCE	Physical Development Physical Education
Specialised Offer Provision	<ul style="list-style-type: none"> NHS Speech and Language Therapy 	<ul style="list-style-type: none"> Educational Psychology SENDSuccess 1:1 Reading 	<ul style="list-style-type: none"> Educational Psychology SENDSuccess 1:1 Writing Support 	<ul style="list-style-type: none"> Educational Psychology SENDSuccess 1:1 Numeracy Support 	<ul style="list-style-type: none"> Educational Psychology Counselling 	<ul style="list-style-type: none"> Occupational Therapy Access to NHS services Access to Local Authority services Health Care Plans

Provision Structure South Grove Specialist Resourced Provision for Autism and Global Delay

The Specialist Resourced Provision caters for children with either Autism Spectrum Disorder and/or Global Delay. There are 16 resourced provision places and all the children in receipt of a resourced provision place will have an Education, Health Care Plan that names South Grove Resourced Provision. The provision that children receive in the Specialist Resourced Provision is specialised and, therefore, is listed as part of the specialised offer. The Additional Resourced Provision is funded separately from South Grove Primary School. The provision listed in the structure below is funded from the Specialist Resourced Provision budget and all the Additional Resourced Provision budget is spent within the resourced provision. However, the Specialist resourced provision is an integral part of South Grove Primary School and many activities are shared.

Area of Need	Communication and Interaction	Cognitive and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Overall Lead	Inclusion Leader			
Area of Need Lead	Inclusion Leader	Provision Teacher	Extended School Leader	Inclusion Leader
Team	<ul style="list-style-type: none"> Provision Teacher 	<ul style="list-style-type: none"> Provision Teacher Class Teachers TAs trained in Autism and Global Delay 	<ul style="list-style-type: none"> Provision Teacher PLM TAs Educational Psychologists Occupational Therapist 	<ul style="list-style-type: none"> Provision Teacher Welfare Support Staff First Aiders TAs trained in carrying out

						specific procedures
	Communication and Language Speaking and Listening	Reading	Writing	Numeracy	PSED and PSHCE	Physical Development Physical Education
Specialised Offer Provision	<ul style="list-style-type: none"> Quality First Teaching of Speaking and Listening Full-time 1:1 Support NHS Speech and Language Therapy Educational Psychology Makaton Widget Symbols PECS Occupational Therapy Physio Therapy Cream book strategy 	<ul style="list-style-type: none"> Quality First Specialised Teaching of Reading Full-time 1:1 Support Phonics Program Educational Psychology SENDSuccess 1:1 Reading 	<ul style="list-style-type: none"> Quality First Specialised Teaching of Writing Full-time 1:1 Support Educational Psychology SENDSuccess 1:1 Writing Support 	<ul style="list-style-type: none"> Quality First Specialised Teaching of Maths Full-time 1:1 Support Educational Psychology SENDSuccess 1:1 Numeracy Support 	<ul style="list-style-type: none"> Quality First Specialised Teaching of Personal, Social and Emotional Development and Personal, Social, Health and Citizenship Education Full-time high adult ratio Adapted Behaviour Code Pastoral Support Plans Family Support Signposting to Parenting and Bereavement services Educational Psychology Intensive Interaction Occupational Therapy Zones of regulation 	<ul style="list-style-type: none"> Quality First Specialised Teaching of Physical Development and Physical Education Full-time high adult ratio First Aid Welfare Support NHS Screening School Nurse Write from the Start Occupational Therapy Access to NHS services Access to Local Authority services Health Care Plans Horse Riding , Ice-skating , Swimming, Trampolining, Sensory Room and Soft Play

This School SEN Information Report is part of the local offer for Waltham Forest Local Authority, for details of Waltham Forest's full local offer see the local authority's website.

www.walthamforest.gov.uk

For details of the SEN Code of Practice see the Department of Education's website.

www.education.gov.uk

For details of help, advice and support for families with children with SEN – [contact SENDIASS through the CAB 0300 330 1175](mailto:SEN@walthamforest.gov.uk)