



Jessop Primary School

SEND Information Report:

October 2021-2022

Jessop Primary School is an inclusive school situated on Lowden Road, Herne Hill, London.

As from October 2021, there are approximately 350 pupils on roll. 10% of the pupil population are identified as having Special Education Needs/ Disabilities (SEND)

In 2018 after a two- day inspection, Jessop Primary school were awarded the IQM (Inclusion Quality Mark).



“Jessop Primary School is an excellent example of inclusive practice, energy and aspiration for all members of the school community.”

“SEND procedures are well established and the robust systems in place ensure prompt action in the early identification of needs and in making the appropriate provision available in order to meet the needs of all children in Jessop.”

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Introduction

Welcome to our SEND Information Report which forms part of the Lambeth Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

When we talk about “provision”, we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age. All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The information in this report details the offer within the school and ways in which parents, children and young people may access the support required.

Glossary of terms

GLOSSARY OF TERMS	
SEND	Special Educational Needs and or disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND
SENDco	Special Educational Needs Coordinator
EHC plan	Education, Health, Care Plan
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
CAHMS	Child and adolescent Mental Health Service
OT	Occupational therapist
Kennington PRU	Kennington Park Bridge to School Unit Pupil Referral Unit Alternative school provision to support children with behaviour
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder

What is SEND?

At different times in their school career, a child may have a special educational need. The 2015 Code of Practice defines Special Educational Need or Disability (SEND) as:

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

A child or young person of compulsory school age has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified as having SEND, we will make provision which is “additional to” or “different from” that provided for non-SEND learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.



What is Disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer.


Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child may therefore be covered by both SEN and disability legislation.



How do we celebrate and promote inclusion & Special Education Needs in Jessop...

JESSOP PRIMARY
Achieving excellence together with our community

The **ZONES** of Regulation®



OPEN INVITATION
TO ALL PARENTS AND
CARERS

THURSDAY
14th October 2021

**Introduction to
Zones of Regulation**

9:30- 10am
Thursday 14th October
2021

Virtual on Google meet:
<https://meet.google.com/ajwz-qvz-dmshjg>

This is an opportunity for parents to learn about our school wide strategy for supporting emotional regulation, The Zones of Regulation.

Jessop's Inclusion lead, Amanda Burrows alongside Speech and Language Therapist, Amy Lever will take you on a whistle stop tour of the Zones common language and framework and give you tips on how you can use it at home to support your child's social-emotional skills.

CONTACT US
Jessop Primary School
Londen Road
Horne Hill
London SE24 0BJ
admin@jessop.lambeth.sch.uk

Circle time



Fundraising



PSHE



Awareness days

Coffee mornings & parent workshops



Who do I speak to about my child?

Class teacher

S/he is recommended as the first point of contact if you have any concerns. Speak to them at the end of the school day or contact the school office to arrange an appointment:

0207 274 2333 admin@jessop.lambeth.sch.uk

Your child's class teacher is responsible for:

- the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- quality first teaching- adapting the curriculum content or delivery to meet your child's needs.
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDco as necessary.
- supporting in the writing and development of Passports for Learning for pupils with SEND Support.
- setting up targets, in liaison with the SENDco, and sharing and reviewing these with parents during parent consultations
- making sure that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Who do I speak to about my child?

**Special Educational Needs Coordinator (SENDco)
& Inclusion Lead
Amanda Burrows**

Contact the school office to arrange an appointment:
0207 274 2333 aburrows@jessop.lambeth.sch.uk



The SENDco is responsible for:

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that parents are fully informed and involved in their child's learning and the support that they are receiving.
- Support with the identification of barriers to learning using a range of assessment tools.
- Refer and liaise with external agencies to get additional support or further assessment to meet their needs. e.g. Speech and Language Therapy, Educational Psychology, SpLD teacher, Occupational Therapy, Lambeth Autism Outreach, Kennington Park Academy.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children (and other pupils with SEND in the school) to achieve their potential.
- Supporting children's class teacher in setting up targets for children to achieve and sharing and reviewing these targets with parents at least once each term.
- Developing and monitoring Passports for Learning for pupils with SEND.
- Monitoring and reviewing individual and class provision maps
- Organising and holding annual review meetings for pupils with an Education, Health and Care Plans (EHC Plans).
- Preparing an application for an Education, Health and Care Plan (EHCP) where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Liaising with primary, secondary and specialist provisions when pupils with SEND transfer to new schools.
- Monitoring intervention groups for pupils with SEND and assessing the impact of these interventions in liaising with the class teacher.

Who do I speak to about my child?

The Inclusion lead is responsible for:

- Ensuring effective systems are in place for monitoring the progress of all pupils with SEND.
- Identifying pupils with consistently poor academic progress and attainment; working with the SENDco to identify barriers and to put sufficient provisions in place.
- Organising whole school training for staff to support pupils with SEND.
- Liaising with the SENDco to ensure that sufficient support is in place for pupils with SEND.
- Ensuring that provisions in place are used effectively through Quality First Teaching.
- Developing, reviewing and adapting class and individual provision maps.
- Allocating and reviewing the use of the SEND budget.
- Inducting new staff with policy and procedure
- Maintaining and updating SEND report
- Liaising with the Children's centre and EYFS to ensure early identification of pupils with SEND.
- Organising and monitoring transition between key stages for SEND pupils.
- Liaising with SEND governor regarding progress of SEND pupils, current policies and practice.

Who do I speak to about my child?

**Head of School
Kenneth Baffoe**



**Lead Head teacher
Andrea Parker**



Contact the school office to arrange an appointment:
0207 274 2333 admin@jessop.lambeth.sch.uk

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- delegating responsibility to the AHT for Inclusion, the SENDco and class teachers but is overall responsible for ensuring that your child's needs are met and that they make the best possible progress.
- Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

Who do I speak to about my child?

SEND Governor
Tina Wakefield

You can contact Ms Wakefield by writing to the SEND Governor via the school office.



Responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school's SEND funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How do we identify SEND within school?

Teacher notes a concern with regards to a child and speaks with the parents.



Teacher may meet with parent/carer to gather feedback from the parent/carer.



Teacher may make a referral to the SENDco outlining concerns, support that has been put into place and the impact that has had.



SENDco observes child in class and makes recommendations.



Recommendations may include:

- Resources including writing slopes, pencil grips, cushioned seating
- Pre teaching of vocabulary
- Additional reading/ maths work
- Referral to an outside agency including EP, Paediatrics, OT, SALT, CAMHS
- Now and next boards
- Speech and language or listening intervention groups

SENDco coordinates any appropriate interventions:



SENDco contacts parent/ carer to feedback. If it is observed that a child has higher level of needs then a SEND support plan may be initiated.



Assess, Plan, Review, Do: a graduated response to Special Education Needs:

At Jessop we meet children's needs through implementing the graduated approach using the Assess, Plan, Review, Do cycle.

The Special Educational Needs and Disability Code of Practice stipulates that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.

Quality first teaching is always our first response to children with SEN however even with this in place, some children still struggle to make progress. The SEND code of practice states that, for these students, schools are required to remove barriers to learning and support these learners with effective Special Education Needs provision. At Jessop Primary School, this is implemented through a four- step cycle (assess, plan, do and review) which is called the Graduated response.

The child and the family will always be at the centre of this cycle.

The school will assess and meet the needs of children with the following areas of SEND (From SEND Code of Practice 2015):

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.


Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour

Sensory /physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

How do we support children with SEND at Jessop Primary School?

Provision / Resource Quality first teaching	
<p><u>Cognition and Learning</u></p> <p>Differentiated curriculum Breaking instructions down into small chunks Differentiated delivery/teaching styles Visual support and aids Visual timetables Illustrated key vocabulary Use of writing frames ICT – tablet devices/voice recorders Pre-teaching of vocabulary- word webs Minimise copying from the board- copy of work on table Use of a different background colour on the IWB Lexia, Mathletics</p> 	<p><u>Social Emotional and Mental Health</u></p> <p>Zones of Regulation- whole school Whole school and class reward system Whole school/class rules Whole school policy for behaviour Circle time Buddy system Restorative practice used consistently with all adults Praise specific and named Child responsibility in class Thinking time</p>
<p><u>Communication and Interaction</u></p> <p>Flexible teaching arrangements Range of multi- sensory approaches used to support spoken languages (symbols, pictures, concrete apparatus artifacts, role- play) Structured school and class routines Differentiated curriculum delivery Increased visual aids Visual timetables Use of symbols/sign support Reduced language Mixed ability talk partners</p>	<p><u>Sensory and/or Physical</u></p> <p>Flexible teaching arrangements Specific hearing and sight Impairment needs met (seating position) Fiddle toys Chew buddy Wobble cushion Exercises from Occupational Therapy booklet Workstation spaces Brain breaks Visuals for exercise Writing slopes/ pencil grips</p>

How do we support children with SEND at Jessop Primary School?

Provision / Resource SEND Support	
<p><u>Cognition and Learning</u></p> <p>Phonics programme High frequency word games In-class support from TA Small group catch up with TA outside of classroom Individual task planner- chunking of activities Small group Write from the Start Individual reading support (twice weekly 20 minutes) Individual reading programme (SpLD teacher advice) 1:1 teaching time with SpLD teacher (1 hour weekly)</p>	<p><u>Social Emotional and Mental Health</u></p> <p>Small group circle time Social skills group training Learning mentor time</p>
<p><u>Communication and Interaction</u></p> <p>Speech and Language group Speech and Language caseload (1:1 time) Individualised timetable/ Now and Next board Use of ICT- recordable device</p>	<p><u>Sensory and/or Physical</u></p> <p>Brain break exercises (throughout the day, x5/10 minutes minutes) Fine motor skills practice Gross motor skills programme (OT booklet) Sensory room time Access to laptop/ Ipad with keyboard Alternative seating arrangements (EG Standing desks) Sensory room time</p>

Teaching assistant (TA)

A Teaching Assistant may be allocated to work with a pupil (in some cases 1:1) with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example English or Maths. The class teacher, TA and SENDco are fully involved in any support offered and make the decisions in conjunction with the parents on the type of support and interventions that will be implemented.

The teaching assistants are responsible for:

- Working with the teacher in giving in class support to all children
- Delivering support children in Jessop Primary school to make excellent progress. E.G. Speech and Language therapy, Speech and Language groups (EG Lego Therapy, Vocabulary groups etc), targeted interventions (phonics, reading, maths, writing).
- Support all children during play and lunchtimes, ensuring that they are included and supported.

At Jessop Primary School every child on the SEND caseload has a Passport for Learning.

This gets updated termly when targets are reviewed and new targets are set.

These Passports are held electronically and shared with adults who work with the child and parents.



Passport for learning 2020-21

Name:

Class:

Teacher:

Things you need to know about me:

- I

Things that I find difficult:

-

Things that help me:

-

Things I am good at:

-

Term/ Date	Concern	Provision	Targets	Review
Autumn	Communication and Interaction			
Autumn	Cognition and Learning			
Autumn	Social, Emotional, Mental Health			
Autumn	Physical and Sensory			

Support Plans

If your child has been identified by the class teacher/SENDco as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school then a Support Plan is initiated.

What is a Support Plan Meeting?

The SENDco will arrange to meet with the parent/carer and teacher to initiate the support plan and to create targets for the child.

Who will be invited?

People who are involved in your child's learning will be invited, including;

- SENDco
- Assistant head
- Class Teacher
- Family Link Worker
- Learning mentor
- Teaching assistant
- Educational Psychologist
- Social worker

What will be discussed?

Targets will be set for your child. A discussion will take place about how to support a child in achieving their targets and what provision will be put in place.

Can I bring someone with me?

You can bring a friend or family member to support you. You can bring an advocate to take part in the discussion on your behalf.

Preparing for a meeting

Many parents feel both anxious and emotional about attending meetings to discuss their child's education. It is possible to reduce stress and anxiety by being well prepared for the meeting. Consider the following questions before the meeting:

What do you want the meeting to achieve?

What are your main concerns?

What is your child's strengths?

Next steps

The targets in the support plan will be reviewed 3 times in further Support plan meetings. The provision in place will be reviewed and new targets will be set where a child has achieved them.



The timescale can vary depending on the child's age or need.



After 3 cycles of review, it is decided if a child needs to apply for an Education, Health and Care Plan (EHCP).

Education, Health and Care Plans (EHCP's)

What is this?

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more help than is normally available through special educational needs support in a school.

Who can get an EHC plan?

Children and young people with the highest level of assessed need may be eligible to get an EHC plan

Who can request an EHCP?

Requests for an assessment of education, health and care needs can be made by:

- the child's parents (or somebody on their behalf)
- the young person if over the age of 16 (or somebody on their behalf)
- an early years setting, school or post 16 institution (this should be with the knowledge and agreement of the parent or young person).

Application process?

The SENDco will initialise a support plan involving parents, the teacher, the TA, any specialists involved with the child and if appropriate, the child. We review 3 cycles of the support plan. We apply for an EHC plan through Lambeth.

What does it mean if a child has one?

An EHCP is an official document that documents a child's special needs and notes what reasonable adjustments schools need to make, what extra support or therapy a child is entitled to, what kind of school can meet their needs.

Wider collaboration: external agencies



Speech &
Language
Therapist

Education
Psychologist

Olive Knight
Teacher of the
deaf



Noel Gardner
Lambeth Autism
Advisory Service



Anita Janjua
SpLD teacher



Art therapist

Transitional support; the next steps

Transition is a part of life for all learners. This can include:

- Beginning school at Jessop Primary school in our nursery or reception classes;
- Moving to Jessop Primary School from nursery or another primary school;
- Moving from Jessop Primary School to another primary school;
- Moving classes or groups within school;
- Having a new teacher
- Moving to secondary school

Jessop Primary School is committed to working with learners, their parents and families and other settings/providers to ensure that positive transitions occur. Planning and support for transition is a particular and important element of our provision for all learners at Jessop Primary School.

All children attending our nursery or reception will attend a session in the summer term and where possible, meet their new teacher and teaching assistants. Those children who have already been identified as having SEND will meet with the SENDco and a booklet will be sent home with photos of the school and adults that will be working with them to familiarise themselves over the Summer.

All children in our school will spend a session in their new classroom at the end of the year and, where possible with their new teacher, in the summer term. For those children with SEND, a passport will be created with the children giving all important information. Teachers meet to discuss the needs of their class and to hand over an relevant information.

Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6. Calendars are created for the children so that they are aware of the timings. Children with communication difficulties attend a speech and language transition group, beginning in January which prepares them for the transition. Where possible, children will attend a session at their new secondary school often taking the teaching assistant that works with them to support them.

Useful links: external support

Lambeth Offer for children and young people with Special Educational Needs and Disabilities (SEND)

<http://www.younglambeth.org/local-offer/landing-pages/local-offer.html>

For children and young people with SEND

<http://www.younglambeth.org/local-offer/useful-links/what-are-education-health-and-care-ehc-plans.html>

Childcare, Pre-School and Early years provision

<http://www.younglambeth.org/local-offer/landing-pages/childcare-pre-school-and-early-years-provision.html>

Information about schools and education provision for school age children with SEND

<http://www.younglambeth.org/local-offer/landing-pages/schools-and-education-5-16.html>

Parent forum

<https://www.lambeth.gov.uk/send-local-offer/information-advice-and-support/join-the-lambeth-parent-forum>

The communication Trust; supporting children with speech, language and communication needs

<http://www.thecommunicationtrust.org.uk/redirect/localoffer/>

National Autistic Society (NAS); supporting families of children with autism spectrum disorders (ASDs) <http://naslambethbranch.webeden.co.uk/>

Family Lives; supporting families.

<http://www.familylives.org.uk/how-we-can-help/in-your-area/london-and-the-southern-home-counties/>

Useful links: Resources to support your child's learning

There are a multitude of websites that have resources that can support your child's learning. Please see below for a few:

Lexia; reading programme. All children have a login account:
<http://www.lexialearning.com/>

Mathletics; maths games. All children have a login account:
<http://uk.mathletics.com/signin/>

Phonics Play; phonics games and resources
<http://www.phonicsplay.co.uk/>

Maths and English games
<http://www.ictgames.com/resources.html>

Maths games
<http://www.topmarks.co.uk/maths-games/>

Twinkl; resources that can be printed
<http://www.twinkl.co.uk/>