

## Davies Lane School Information Report

### 1. How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?

- The school **liaises** closely with previous class teachers/ schools and Special Educational Needs Co-Ordinator (SENCO) to identify children's needs.
- The Inclusion Team **observe children** alongside class teachers and external professionals.
- Parents have the opportunity to **discuss concerns prior to admittance**, during the admissions process and through discussions with Class teacher and the Inclusion Team.
- Children are **monitored** throughout the school year to track their academic progress and emotional well-being.
- Class teachers can approach the Inclusion team at any point during the academic year to **discuss concerns and seek advice** and strategies.

### 2. How will school staff support my child?

- Our school has an **Inclusive environment** which ensures that support is given to every child without excluding them from mainstream life.
- We have a series of **Intervention programmes** that target areas of need as identified by parents, pupils, class teachers and the Inclusion Team.
- All children have **personalised targets** aimed at supporting them in achieving their overall school targets.
- **One page profiles** are used to share essential information about children's needs, aspirations and how best to support them. These are further supported by a provision map which outlines strategies or support to help children achieve their full potential.
- **Teacher's assessment** and **Data** are used to track children's progress and attainment.

### 3. How will the curriculum be matched to meet my child's need?

- All teachers ensure that daily teaching plans identify learners with additional needs and how teachers will **differentiate the task**.
- Where applicable **Personalised targets** are set to meet children's individual learning needs within the curriculum.
- We have **Mini curriculums** for children with Education Health Care plans (EHC)

#### 4. How will I know how my child is doing?

- We **review** the child's individual provision map termly and one page profile with the parent/carer, teacher, SENCO and child.
- **Parent teacher consultations** are held termly in which parents can discuss progress with the teacher.
- **Report cards** are given to parents at the end of Autumn and Summer term with an **Annual school report sent** home in Spring Term.
- **Person centred review meetings** are held annually for children with EHC plans.
- **Home/school diaries** (where applicable) are completed by adults working with the child and sent home on a daily basis where parents can respond.
- **Reports from multi agencies** are shared with parents, class teachers and any relevant adults working with the child.
- We **celebrate success** through weekly newsletters and significant achievement awards.

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

- **Home visits** are made by school staff during induction periods.
- **Weekly homework** is sent home to reinforce the learning which is taking place in school.
- **Homework Club** is available for children and parents to attend together.
- **Parent workshops** are held throughout the year to support parents with Literacy and Numeracy skills. These can be done through **Family Learning Programmes** or **Coffee Mornings**.

#### 6. What is available to support my child's overall well-being?

- Family Support Workers
- Learning Mentoring (if applicable)
- Music Therapist (if applicable)
- Referral to Social Inclusion Team
- Deputy SENCo (Dyslexia teacher)
- Emotional Literacy support Assistant (ELSA)
- Student Social Workers (where applicable)
- Outreach workers – home visits
- Multi agency links – specialist support (school nurse, Educational Psychologist, Speech and Language therapist)

**7. What specialist services or expertise are available at or accessed by school?**

- Music Therapist
- Speech and Language Therapist (SALT)
- Deputy SENCo ( Dyslexia teacher)
- Whitefield's Outreach
- ELSA
- Educational Psychologist
- Karate Instructor
- Specialist Music Teachers
- Drama Teacher

**8. What training have staff supporting pupils with SEND had or receiving.**

- Positive Handling
- Early Writing
- Sensory Difficulties
- Autism awareness
- Key word signing
- PECs
- Dyslexia Awareness
- Speech and Language and Communication Development
- UEL Lecturers Supporting Assessment for Learning
- Attention Autism
- Intensive Interaction
- Speech and Language based interventions, i.e. colourful semantics, lego therapy etc...

**9. How will my child be included in activities outside of the classroom?**

- Our basic ethos is **INCLUSIVE** practice, however, all planning of community or learning events takes in to account individual needs of all children.
- Some interventions may require children to be withdrawn from mainstream class for short periods e.g. Speech and Language and Music therapy.
- We offer some **Lunchtime Clubs** that are supported by Learning Assistants and Volunteers all aimed at addressing various needs.

**10. How accessible is the school environment?**

- The physical environment caters for disabled access and where necessary reasonable adjustments can be made.

- Classrooms are inclusive and have visual aids to support other forms of communication such as PECS and Makaton. There are two dedicated rooms for the ASD resource provision one on each site.
- **Visual aids** and signs around school.

#### **11. How will the school support my child in starting school and moving on?**

- **Transition Meetings** and **Plans** are conducted when there is significant change in the Child's provision e.g. at the end of each academic year.
- In some cases **Induction meetings** are necessary to ascertain children's needs and previous education provisions.

#### **12. How are the schools resources allocated and matched to pupil's SEND?**

- Areas of needs are assessed such as **Speech and Language, Social Interaction, Learning Difficulties, Cognitive Development and Emotional Difficulties and Mental Health.**
- Assessment Data is used to assess needs.

#### **13. How are decisions made about how much support my child will receive?**

- Consultation with specialist support (outside agencies).
- Consultation with Local Authority DES department regarding funding.
- Based on the provisions listed in the child's EHC plan.
- Use of assessment data and discussions with Class Teacher.

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

- One page profiles meetings and reviews involve parent/carers, child, SENCO and Class teacher.
- Person centred reviews (Annual review)
- Parent/teacher consultation meetings (Termly)
- Pupil Progress meetings
- Meetings with SENCo and deputy SENCo

#### **15. Who can parents contact for further information?**

- SENCO/Inclusion Manager / Deputy SENCo
- Contact school office on [office@davieslane.walham.sch.uk](mailto:office@davieslane.walham.sch.uk)

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

- [www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page](http://www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page)

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