

The Mission Grove Special Educational Needs Information Report: how Mission Grove implements the Special Educational Needs (SEND) Policy.

Date for review: September 2021

<p>How can parents access information about the services available to support children with Special Educational Needs?</p>	<p>The Children and Families Bill 2014 compels Local Authorities and schools to publish and keep under review information about the services they make available for children and young people with special educational needs. The Local Authority calls this the Local Offer. Parents living in Waltham Forest can find out more about the Local Offer by going to www.walthamforest.gov/localoffer</p> <p>Parents wishing to find out more about how Mission Grove School meets the needs of pupils with Special educational Needs should read the school's Special Educational Needs and Disabilities (SEND) Policy published in the policy section of this website.</p>
<p>What kinds of Special Educational needs are provided for at Mission Grove?</p>	<p>At Mission Grove we provide a broad and balanced curriculum alongside enriching extra-curricular activities catering for a broad spectrum of needs.</p> <p>The 2015 Special Educational Needs and Disabilities (SEND) Code of practice outlined four categories of Special Educational Need. They are:</p> <ul style="list-style-type: none"> • Communication and Interaction difficulties – this refers to difficulties with understanding or using language at an age appropriate level to the extent that it might impact on learning or integrating with peers. • Cognition and Learning needs – this refers to difficulties in the pace of learning where it is judged to be slower than would normally be expected. • Social, Emotional and Mental Health Difficulties – this refers to external and anxiety issues which might be impacting negatively on a child's ability to access learning. • Sensory and/or Physical needs – this includes sight and/or hearing impairments or medical issues that impact on mobility and dexterity. <p>Children from all four categories are represented at Mission Grove.</p>

<p>What can parents do if they are concerned about their child's progress?</p>	<p>Here at Mission Grove we operate an open door policy and therefore parents are encouraged to make an appointment to see their child's class teacher to discuss their concerns. Teachers might be able to make adjustments to a child's group or seating arrangements, make alterations to their teaching, to suggest techniques for parents to try at home or advise a meeting with the Inclusion Manager.</p> <p>Parents can also request an appointment directly with the Head Teacher, Ms. Katie Jennings, the Deputy Head Teacher, Ms. Gemma Kent, the Special Educational Needs and Disabilities Link Governor, Ms. Anely Cabezas or the Inclusion Manager, Mrs. Linda Foxcroft, by calling the school directly on 020 8520 3487.</p>
<p>How do we identify children as having a Special Educational Need?</p>	<p>All children are teacher-assessed daily using question and answer strategies (Assessment for Learning). In addition, work is marked in accordance with the school's marking policy to inform teachers about their pupils' learning. If verbal responses and marked work suggests that a child is not understanding or producing work that is considered age appropriate, the teacher will refer to the school's assessment data including INCERTS, Accelerated Reading and Accelerated Maths assessments with a view to identifying possible gaps in learning and determining next steps.</p> <p>In the Nursery and Reception classes, children's progress is measured against the Early Learning Goals as recorded on EExAT achievement tracker.</p> <p>Where there are concerns, a meeting be arranged with parents to discuss them and to gain consent if input from an outside agency would be considered useful. Strategies and interventions will be discussed, as will ways that home and school can work in partnership to improve outcomes. This might include guidance for parents around spelling strategies or assisting parents with how to improve reading skills.</p> <p>The Inclusion Manager will coordinate the involvement of external agencies by organising meetings between parents and professionals such as an Educational Psychologist and a Speech and Language Therapist, as well as scheduling times for the professional to carry out their assessments and observations of the child.</p>

<p>How will the curriculum be adapted or made accessible for children with Special Educational Needs?</p>	<p>Mission Grove delivers a curriculum that has both breadth and balance and every effort made to ensure that this is not compromised in the event of a child having Special Educational Needs.</p> <ul style="list-style-type: none"> • Appropriate targets are set and the children made aware so that they know what they should aim to achieve. These targets are shared with parents during Parents' Evenings. • Targets are differentiated. They are based on where the child is currently in terms of their knowledge and understanding and what they need to achieve in order to progress. • Daily tasks are also differentiated to ensure that the work matches a child's current level of knowledge and understanding. • Materials are adapted to scaffold and support learning needs and targets. Children might be given pictures, key words, examples, scaffolds or apparatus to assist the independent completion of tasks and to accelerate learning. • Every child from Year 1 onwards takes part in the Enrichment Hour once a week. During this hour, they get to experience a range of extra-curricular activities for six week blocks including martial arts, cheer leading, song-writing, street dance, first aid, farm duties, cookery and photography. This gives children a chance to do well at subjects that they might not usually get the chance to try, in a familiar and supportive environment. This acts as a huge boost to confidence and fosters a sense of inclusion and belonging.
<p>What approaches do we use in teaching children with Special Educational Needs?</p>	<ul style="list-style-type: none"> • Quality first teaching underpins every approach and intervention implemented at Mission Grove. In addition, we foster an inclusive ethos, believing that children learn best alongside their peers. However, the need to be flexible means that for children with high level needs such as those with Education, Health and Care Plans, time can be found during the teaching week for them to be withdrawn for short bursts to focus on achieving targets specific to them such as their own speech and language goals. • Many of our Teaching Assistants start work at 8 o' clock and work with children who are invited into school to work for up to thirty minutes before school starts. They might work

on reading and comprehension, spelling or maths depending on the identified area of need. Children will usually work one to one. Children that access this provision regularly, are gaining up to an additional one and a half hours of schooling a week so that the need to be withdrawn from class during the school day is minimised.

- Within the class, some children might sit on a table supported by a Teaching Assistant. This ensures that those who need additional explanations or further examples and reminders, get the support they need. However, mixed ability teaching is also encouraged when appropriate, to allow children to engage with an assortment of peers and to help foster independence.

In addition, Mission Grove provides a number of interventions, clubs and support materials to enable children with Special Educational needs to progress.

- The Read, Write Inc. phonics intervention programme provides children with a good grounding in letter sounds so as to accelerate their reading skills.
- In Year 1, Bug Club, an on-line reading scheme, promotes both the love of reading and helps to foster a home-school partnership when teaching children to read.
- The school subscribes to Accelerated Reading in order to inspire children to read and to assess how each child is progressing as compared nationally.
- Accelerated Maths is used to check the understanding and progress across key maths skills.
- Early Years staff and wear lanyards containing a series of simple pictures to help convey instructions to young children with language and communication needs.
- The Enrichment Hour fosters a sense of inclusion and broadens the number of experiences available to children.
- The school offers a Breakfast Club, After School Club and Holiday Schemes for children who benefit from additional time in a structured but informal setting to enrich language and to develop social and communication skills.

	<ul style="list-style-type: none"> • The school has purchased materials to support the needs of individuals and groups of children. This has included coloured overlays for children whose reading skills are compromised due to visual disturbance, small world toys to develop the use of spoken language, specialist made classroom chairs designed to support children with physical impairments whilst sitting in class, resources for the visually impaired and commercially produced photographs to promote discussion of matters relating to social and emotional awareness.
<p>How does the school promote social and emotional development?</p>	<ul style="list-style-type: none"> • The school employs a Learning Mentor for three days a week. She can provide emotional support as a short term intervention at times when a child might be feeling low in confidence and self-esteem. • She runs a lunch time games club whereby a group of invited children can go from the playground to a quieter indoor space to play board games in order to minimise tensions that can arise at these times. • With parental consent, children are able to talk with our school counsellor to explore any issues that may be causing them anxiety. Parents can also arrange to speak with the counsellor themselves to discuss concerns and anxieties such as those relating to having a child with Special Educational Needs. • We have recently introduced Zones of Regulation within the school. It is an approach to behaviour that helps children to recognise and moderate their own responses to stress, enabling them to self-regulate. • The school's Wild Life areas offer a quiet refuge for children who feel calmer by being outside. • Our small farms on both sites allow children to become nurturing and can act as a safe retreat during times of stress. • Whole school and year group assemblies are used to promote matters of social and emotional well-being. A community leader and successful sports men and women have visited the school to talk about their own personal lives and to inspire the children. • Personal, Social and Health Education is considered an important part of the curriculum

	<p>at Mission Grove. It aims to develop children's life skills, helping them to live productively and responsibly.</p> <ul style="list-style-type: none"> • Circle Time is used to talk over serious issues as they occur such as bullying. The aim is to develop children's awareness of their responsibilities towards others. • Lunch time activity clubs are run on a drop-in basis for the last 15 minutes of every lunch time. Activities are run by Teaching Assistants and include games, arts and crafts, iPad use and library time. • The school Enrichment Hour provides non-academic experiences in order to help pupils to become well-rounded • The school offers support to families by way of our Walking Bus service for those who are finding it hard to get their children into school, referrals to food banks and providing free access to sanitary products. • The school has recently installed a Sensory Room complete with visual, tactile and aural equipment to inspire, stimulate and calm children.
<p>How do we assess the effectiveness of these approaches?</p>	<p>Assessing the effectiveness of our approaches is daily and on-going. Formal procedures allow us to reflect on the effectiveness of our interventions and modify them as necessary.</p> <ul style="list-style-type: none"> • The school regularly monitors learning outcomes at pupil progress meetings. • The Senior Leadership Team carries out a regular book looks to examine differentiation and rates of progress. • Teaching staff regularly carries out learning walks in order to look at the different learning environments and consider their potential impact on progress. • The Senior Leadership Team carries out regular classroom observations to ensure a high quality of teaching and learning for all children. • Teachers compile computerised assessment data to assist with planning and intervention. • Teaching Assistants carry out case studies which involve directly targeting and focusing on one child per half term so as to close learning gaps.

	<ul style="list-style-type: none"> • External agencies regularly review the children and rewrite learning goals as appropriate. • Recording behavioural incidents on School Pod allows staff analyse behaviour patterns and to look for any increases or decreases in reports. Interventions can then be adjusted accordingly.
<p>How does the school ensure that staff is adequately trained to support children with Special Educational Needs?</p>	<p>Teachers have undertaken weekly INSET training to update their subject knowledge. It is expected that they will apply this knowledge in order to deliver quality first teaching to all children.</p> <p>Staff attended training in accordance with the needs of their classes. For example, where needs include Autism or Down Syndrome, courses have been sourced and attended accordingly.</p> <p>Members of the admin team have attended a course on diabetes and have updated their First Aid training when necessary.</p> <p>Staff received both formal and informal training from our Speech and Language Therapist and Educational Psychologist who are available to offer advice upon request.</p> <p>The school has a Listening Champion who attended 6 training sessions specifically to support children with hearing impairments.</p> <p>A significant number of teaching and support staff have recently been trained in safer handling and de-escalation strategies.</p> <p>The Teaching Assistants continued to receive regular training to improve their knowledge and practice. This has included training in well-being, maths, specifically the use of Numicon, the implementation of Accelerated Reading and supporting children with literacy difficulties.</p> <p>A significant proportion of recently recruited Teaching Assistants are educated to graduate level.</p> <p>The Inclusion Manager has a Masters degree in Special and Inclusive Education and has completed the National SENCO Award qualification. She has regularly attended SENCO training forums hosted by Whitefields Special School.</p>
<p>How do we involve children with SEN and their parents in the education process?</p>	<p>As part of our marking policy, we encourage all children in Key Stages 1 and 2, to reflect on their own learning using peer assessment and self-assessment wherever possible, in addition to teacher assessment.</p>

If any child in Key Stage 1 or 2, including those with Special Educational Needs, feels anxious about any aspect of their school life and feel unable to talk to a member of staff, they can approach the class School Council Representative who can raise issues at School Council meetings on their behalf.

Children with Education, Health and Care Plans are an integral part of the annual Person Centred Review process. Their views as to their progress, ambitions and personal targets are recorded, included in the documentation and taken full account of.

At Mission Grove, we value parental involvement that we view as integral to a child's progress, and there are a number of ways in which we facilitate this involvement.

- We operate an open door policy meaning that parents are always welcome to make an appointment to talk with staff. Discussions can be about specific concerns or simply a catch up to share information and keep up to date with progress.
- Parents in the Early Years are invited to Stay and Play sessions in order to experience the kind of activities that might accelerate their child's progress and to give their child the strong message that they value the school experience.
- Each year group holds regular coffee mornings so that parents can be updated about the subject areas their child will be covering.
- The Inclusion Manager regularly arranges meetings between parents, children and outside agencies for expert advice and support.
- The school invites parents to attend three Parents' Evening each year to discuss their child's progress.
- Parents are invited to join our active Home School Association and help plan, organize and run both fun and fund raising events throughout the school year.
- We have continued to invite parents on school trips and to participate in events such as events such as Gardening Days and Quiz Nights. Parents have also been invited into the

	<p>classrooms to see the activities that children are engaged in during STEM and Maths Week activities.</p> <ul style="list-style-type: none"> • Parents have also been welcome to join our weekly English conversation group designed for those not fully confident in their ability to speak English but who are keen to improve so as to support their children. • Parents can themselves request referrals to external professionals if they have any concerns about their children's development.
<p>What other agencies does the school access that might benefit children with Special Educational Needs?</p>	<p>A multi-agency approach is often vital in determining appropriate support and in accelerating the progress of pupils with Special Educational Needs. For teachers to develop their practice and be fully supportive, specialist advice and/or training from the following professionals has been accessed this year:</p> <ul style="list-style-type: none"> • The Speech and Language Therapy Service to support with Communication and Interaction • The Educational Psychology Service to support with Cognition and Learning needs • Child and Adolescent Mental health Service (CAMHS) to support with Social, Emotional and Mental Health Difficulties • School nurses to support with Sensory and/or Physical Needs • Early Help Advisors to support with Social, Emotional and Mental Health Difficulties • The Occupational Therapy Service to support with Sensory and/or Physical Needs • The Physiotherapy Service to support with Sensory and/or Physical Needs • Our own school counsellor and qualified Cognitive Behavioural Therapist to support with Social, Emotional and Mental Health Difficulties • The Whitefield School Outreach Service (SENDSUCCESS) to support with Cognition and Learning needs and Sensory and/or Physical Needs • The Audiology Service to support with Sensory and/or Physical Needs • Joseph Clarke School for those with visual impairments •
<p>How does the school ensure that children with Special Educational</p>	<p>Mission Grove is fully compliant with the Equality Act (2010), and consequently, all children irrespective of</p>

Needs have equal access to the same provision as all children?

their needs or disabilities, undertake termly trips as part of their education. Prior to each trip, the teaching staff carry out a rigorous risk assessment that takes account of the special needs of any pupils. The trip is then planned to ensure the safety and enjoyment of each individual. Planning for the trip takes account of the following:

- Wheelchair access on public transport routes as well as at venues. Additional staff will attend the trip to support in the event of stairs, lifts or escalators being identified as a difficulty. The school has a specific policy that advises on the use of wheelchairs on school trips.
- Care Plans will be written in partnership with parents, for residential or overnight trips for those children with specific medical issues.

Within school, our policy of inclusion means that all children are educated in class alongside their peers, but with adaptations and accommodations that take account of individual needs. More information about how this is put into practice can be found in other sections of this document but include access to a differentiated curriculum, access to support materials and support to experience the Enrichment Hour. Key to equal accessibility is the breadth and range of activities that are offered in order to help children demonstrate skills beyond the academic.

How do we support children in their move from one phase of their education to the next?

Transition is an important time for all learners particularly those with Special Educational needs. This can involve moving into a new class, having a new teacher or moving to another school. Working in partnership with children, families, new settings and external agencies is vital in ensuring that transition is a positive experience that continues the pace of learning.

Transition within the school

At Parents' Evening at the end of an academic year, parents and children will be informed who their child's new teacher will be. This will be a chance to discuss the arrangements but parents can request that a follow up meeting be arranged in order to discuss this with the Head Teacher, SEND Governor or Inclusion Manager if desired.

All children will spend an hour with their new class teacher before the end of the summer term. They will engage in fun activities and spend time getting to know each other.

In addition, class teachers will have a lengthy handover meeting with the teacher taking over the class in order to discuss any specific needs, interventions and outside agency reports that need to be shared.

Parents are welcome to arrange an appointment before the end of the academic year, in order to meet their child's new teacher privately, should they wish to do so.

Transition from the Mission Grove mid-year

If a child with Special Educational Needs is moving to another school mid-year, with parental consent, the files relating to their child's needs will be sent to the new school so that they are better prepared to support them upon their arrival. Teaching staff from the new school are welcome to visit us to discuss transition arrangements.

Transition to secondary school

For children with Education, Health and Care plans, transition to secondary schools will be discussed in the summer term of Y5, when parents are encouraged to contact potential schools with a view to visiting them early. This will enable them to make an informed judgement as to the best new setting for their child.

For all children with Special Educational Needs, once a secondary school place has been secured, many Heads of Year 7 visit the school to meet with teaching staff in order to become familiar with the needs of their new intake.

Children will be invited to visit their new schools late in the summer term so as to become familiar with their new settings.

Children with Special Educational Needs entering Mission Grove

When notified that a child with Special Educational Needs is joining one of our reception classes, the Inclusion Manager and new class teacher will visit the nursery or pre-school setting to ensure relevant

	<p>information is received and possible interventions considered prior to enrolment.</p> <p>When an older child with Special Educational Needs is joining us at Mission Grove, an appointment will be made for parents to meet with the Inclusion Manager in order to discuss any additional support that might be needed. With parental consent, discussion will also take place with the previous setting in order to share and transfer the relevant information.</p>
<p>What can parents with children with Special Educational Needs do if they wish to make a complaint?</p>	<p>We very much hope that parents and children find their experience at Mission Grove a very positive one. However, should you wish to make a complaint, the school has a complaints procedure. This can be found on the school website under the Policies tab.</p>
<p>How can parents find out more information about Special Educational Needs and Disabilities?</p>	<p>Parents are free to contact the SEND Team directly by email at: senteam@walthamforest.gov.uk By going on to the Waltham Forest website and following the links to SEND, parents can read more about the Local Offer. Alternatively, the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) can be contacted via Citizens Advice Waltham Forest TEL: 020 3233 0251.</p>
<p>Covid-19 Pandemic Information</p>	<p>All of the above information forms part of the normal day-to-day functioning in the life of the school. However, in line with the school's own Risk Assessment significant changes have occurred to ensure the safety and well-being of our pupils, staff and of the wider community. The following information explains the alterations and adjustments that have been made.</p>
<p>Lockdown during the Summer Term</p>	<p>The school remained open to the children of Key Workers, vulnerable children and those with EHC plans. We were also open for children from Edinburgh Primary School. During this time</p> <ul style="list-style-type: none"> • a rigorous Risk Assessment was carried out and sent to all staff. • Some staff and pupils underwent specific Risk Assessments in the light of individual health needs.

	<ul style="list-style-type: none"> • numbers in classes, on the playground, in the dining hall and in communal areas was restricted to minimise any risk of viral transmission. Children and staff undertook rigorous handwashing and sanitising. • An information file was compiled in a brief format so as to inform staff from both schools of the needs and motivations of high needs and vulnerable pupils. • Work was posted on the school website by class teachers for all year groups and was updated weekly. • Work packs were put together in hard copy to support children and parents without the appropriate technology. • Families considered vulnerable and/or with special educational needs who chose not to send their children to school were contacted weekly by a staff member to offer support. • Through the Hardship Fund, some families were given devices such as tablets and Kindles to help them support their children's learning. • Donations of food and toiletries was given to parents experiencing financial hardship. • The school counsellor remained in touch with families on her caseload, supporting them via 'phone call when necessary. • Meetings with professionals from social care continued to take place via TEAMS. • For the summer term Person Centred Reviews, parents were given options other than face-to-face meetings. Despite these changes, all PCRs were concluded within the correct time frame.
<p>Covid-19 restrictions Autumn Term 2020</p>	<p>The ongoing pandemic has meant that several enriching opportunities have had to be halted temporarily. They include the following:</p> <ul style="list-style-type: none"> • Early morning work where children come in before school to work with a TA. • Lunch Time activity clubs • Walking Bus • English conversation classes • Holiday Schemes • The Enrichment Hour where children mix across classes and year groups for extra-curricular experiences. • Opportunities for parents to attend events such as Coffee Mornings, Quiz Nights, Gardening Events and Fayres.

	<ul style="list-style-type: none">• All school trips including day trips and residential.
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This report will be reviewed in the Spring Term 2021.