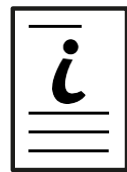




The Gem Federation



SEND Information



Report

Introduction

All Southwark Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The Gem Federation (Bessemer, Goodrich and Keyworth Primary) are mainstream schools with an inclusive ethos. We have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress



Definition of Special Educational Needs and Disability

The Code of Practice (January 2015) states that:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly

greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

   
What is the Local Authority Local Offer?

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

Southwark's Local Offer can be accessed via the following link:

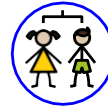
<https://localoffer.southwark.gov.uk/>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.



What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.



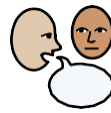
What kinds of special educational needs might the children at



The Gem Federation have?

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction (Autistic Spectrum Disorder, Selective Mutism and Speech and Language Difficulties)
2. Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, DCD)
3. Social, Emotional and Mental Health (ADD, ADHD, Anxiety)
4. Sensory, Medical and Physical (Hearing Impairment, Visual Impairment, Sensory Processing Difficulties, Epilepsy)



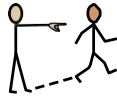
Who are the best people to talk to in this school about my



child's difficulties with learning/ special educational needs or



disability (SEND)?



The Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Co-ordinator (SENDSCO) know.
- Setting targets, sharing, and reviewing these with children regularly and parents during parents' meeting with the support of the SENDSCO as necessary.
- If appropriate, providing personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

- Overseeing any support that LSAs and HLTAs provide for your child.
- Working with the SENDCO to identify their own training needs around SEND.
- Ensuring that you are involved in supporting your child's learning.



The Deputy Headteacher for Inclusion and SENDCos are responsible

for:

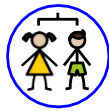
- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with all the other professionals who may come into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure those records of your child's progress and needs are kept up to date.

The Executive Head and Head Teachers are responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teachers delegate responsibility to the SENCO, Mrs Knight-Barker and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teachers must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality policy. The SEND Governor is a member of our Governing Body. She takes a special interest in SEND, and she meets with our SENDCO on a regular basis. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, who has SEND.



How are children with Special Educational Needs identified and

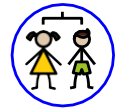


assessed?

We accept the principle that pupils' needs should be identified and met as early as possible. The SENDCO works closely with members of the SLT and teaching staff using whole school assessment data as a potential early identification indicator.

In addition to tracking individual pupil progress over time, we use a range of data and means to identify possible indicators of special educational needs such as screening materials and tools; information from other services; liaison with the previous educational setting; liaison with external agencies and concerns raised by pupils, parents/carers and

school staff.



What are the different types of support available for children

with SEND in our school?

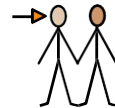
Please see our 'Whole School Provision map' document.

How can I let the school know I am concerned about my child's



progress in school?

If you have concerns about your child's progress, please speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCO). The Head Teacher or the school SEND Governor can also be contacted for support and advice.



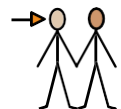
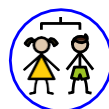
How will the school let me know if they have any concerns



about my child's learning in school?

If your child is identified as not making progress, or if staff have a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.



How is extra support allocated to children and how do they



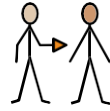
progress in their learning?

The school budget, received from Southwark LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, based on needs in the school.



How will we measure the progress of your child in school?

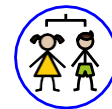
Your child's progress is continually monitored by his/her class teacher. His/her attainment and progress is assessed at least once per term in reading, writing, math and science. His/her progress is reviewed formally with members of the senior leadership team every term in pupil progress meetings. All year one pupils complete a Phonic Skills Check. Some children will complete this check for a second time in year 2 if they did not pass previously. At the end of year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). In Year 4 child participate in a timetable check. This is something the government requires all schools to do. Regular 'book looks' and lesson observations are carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high and consistent across year groups. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Teachers hold parent meetings twice per year to discuss children's progress but parents of children with a SEND attend an additional three meetings to ensure that targets set are regularly reviewed and progress against these targets are monitored.



What support do we have for you as a parent of a child

with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. In addition, the SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. We hold SEND forums; coffee mornings and workshops - please look at our school newsletter regularly for upcoming dates. We also share tips, local SEND events and further links to SEND support in our newsletter.



How is The Gem Federation accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements. For further information, please refer to the Disability Equality Scheme and Accessibility Plan. Our school is wheelchair accessible and does have a lift.

Both schools consists of two buildings.

Keyworth: One building is a three storey Victorian building; however the ground floor is easily accessible with wheelchair ramps. The newer building is a two storey modern facility with a lift and disabled toilet facilities.

Goodrich: Consists of three buildings. One building is a three storey Victorian building; however the ground floor is easily accessible with wheelchair ramps. Two buildings have 2 levels and a wheelchair ramp. All buildings have disabled toilet facilities.

Bessemer: Both buildings have 2 levels with wheel chair ramps, a lift, and disabled toilet facilities.

- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Alternative coloured paper and workbooks are available as required for pupils and staff with dyslexia.
- Lap-tops and iPads are used regularly in classroom learning and to support children who would benefit from the use of electronic equipment to support their learning.
- We have equipment and a specially resourced room where children can experience different types of sensory stimulation:
lights, sounds, texture



Admissions

If your child has a SEND but does not have an EHC plan or a statement you will need to apply for a school place in the usual way.

Admissions to Reception are handled by Southwark through the Common Application Form, which is available online at

www.southwark.gov.uk . Admissions at other times are handled through our school office, if you are moving from another Southwark school, or by Southwark, if you are moving from outside the borough. It is useful to make contact with the school's SENDCO if your child has a SEND and you are considering a place at one of our schools.

If your child DOES have an EHC plan or a statement the Southwark SEND Team will co-ordinate your application. You will be contacted for your preferences and sent a paper form to write these on. The Team will approach the schools of your preference on your behalf. You will be invited to a special information event on transfer to primary and secondary school which will explain this process in detail.



How are SEND children supported at transition points?

When children join us at The Gem Federation; whether via Nursery, Reception or in transferring from another primary school, an admission form is completed with the parents/carers to alert the school to any already known needs or concerns.

As soon as we know that a student with SEND will be attending our school, we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily. During initial home visits, the SENDCo may accompany staff to the home of a child who has/may have SEND as this allows the school to see the child in a familiar setting and better understand their needs and how we might effectively support them in their time with us to make progress. A transition planning meeting is always held; where a transition plan is drafted in conjunction with the student's parents/carers, the child's current educational setting team, and where possible the student themselves, to ensure a collaborative approach and thorough understanding of the provision that will be effective to ensure the child has the best possible start at school.



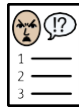
When moving classes in the school

Information will be passed on to the new class teacher in advance during a specific hand over meeting between the current and new class teachers. During our in-house transition process, a named class/ teacher will usually be shared with a SEND student and their family one month prior to the general transition date for the rest of the school. Over the course of a month, the student will visit their named class/ teacher once a week at the same time. Transition storybooks are used to support this process.



Into secondary

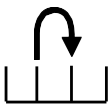
Where necessary, we arrange for children to take part in a transition programme, which enables them to spend time in their new secondary setting; therefore, allowing a more positive transition from primary school. We strongly advise students with EHC plans and their parents/carers along with the SENDCo to visit the school and secondary SENDCo prior to naming the school.



What is the school's complaints procedure?

Staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on the website or on request from the school.



Next full review due September 2026