

Charles Dickens Primary School and Nursery Information Report

Here you can find all of the information you need about Special Educational Needs and Disabilities at Charles Dickens Primary School and Nursery including identification and assessment, support available and monitoring and reporting of progress.

Special Educational Need Provision

Charles Dickens Primary School is a mainstream school and part of The Charter Schools Educational Trust (TCSET). We have classes of 30 children led by a class teacher. Through a 3-tiered approach to SEN support (See SEN Provision section), we make all reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:

Cognition and Learning (C&L):

This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

Communication and interaction (C&I):

Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

Social, Emotional and Mental Health (SEMH):

This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.

Sensory and/or physical (S/P):

This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment)

It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

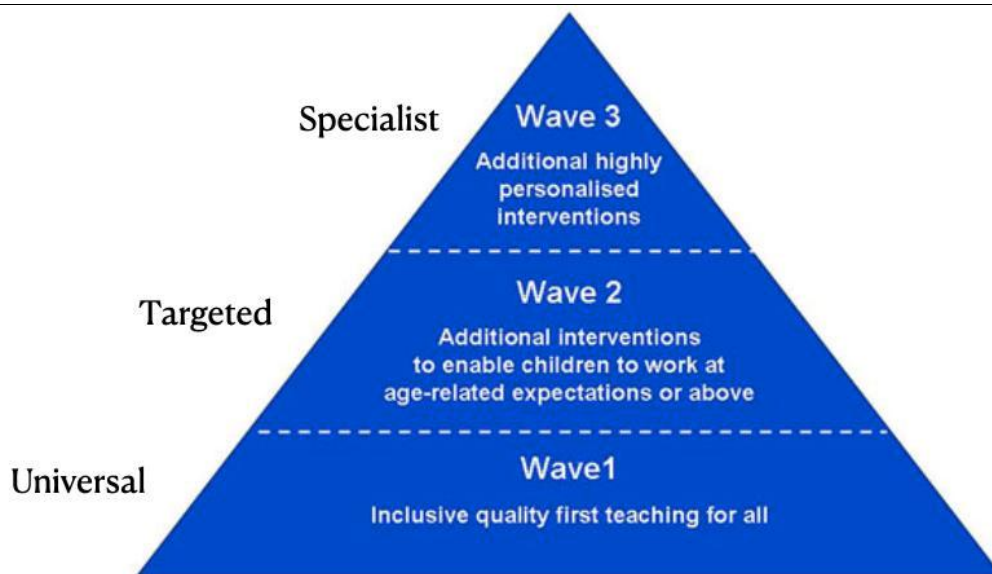
Assessment and Identification

For your child to access the best possible support, it is important that SEN difficulties are identified early through appropriate methods of assessment. Understandably, it isn't uncommon for parents to feel cautious about children being 'assessed' at a young age and are sometimes wary of children being given 'labels'. At Charles Dickens, the principal objective is to understand exactly what support individual children require using age & stage appropriate strategies.

Dependent on a child's specific areas of need, assessment can take place in many ways, by different members of staff or external professionals. Assessments and screening activities are always developmentally appropriate. We work closely with families to agree assessment methods.

Support in School

At Charles Dickens and TCSET, we have a 3-tiered approach to SEND support across the school. Depending on children's strengths and difficulties, support will look different for individuals.



Wave 1 – Universal Support

Our first priority at Charles Dickens is to ensure the highest standard of inclusive teaching possible for all children, using of range of best-practice strategies. This forms Wave 1, the of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed strategies including: flexible grouping of children, supporting children to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology and visual ‘scaffolding’ of work to allow children greater access to learning.

Wave 2 – Targeted Support

For children who require a slightly more personalised approach to specific areas of learning, in addition to the Wave 1 strategies, children will have access to group-based interventions. These sessions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Wave 2 support aims to enable children make accelerated progress against their targets and to be working at the age-expected level.

Wave 3 – Specialist Support

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. This type of support will vary hugely between individuals dependent on strengths and difficulties. Children who might benefit from Wave 3 support will most often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support.

All support across the school is monitored and evaluated every half term. This is to ensure that the support in place is meeting the needs of individual children.

Is Charles Dickens the School For My Child?

At Charles Dickens, we pride ourselves on providing high quality SEND support for our children through our tiered approach. Through working with the Local Authority and as a network of schools across the trust, we aim to provide the best possible support for children with a wide range of difficulties across the 4 broad areas of need.

With high pupil numbers and above national average of pupils with SEND, we have to use our more specialised resources carefully and sparingly - such as teaching assistant support and access to external professionals such as Educational Psychologists and Speech and Language Therapists. For children who might require higher amounts of time with specialist teachers and professionals, it can be difficult to meet children's needs whilst still meeting the needs of all children in the school. Children who require high levels of specialist support may benefit from attending a resource base (specialist unit attached to a mainstream school) or specialist school. These types of schools often have specialist teachers,

speech and language therapists and psychologists who work at the school on a full-time basis. If you have any questions about the type of support your child may need and what might be available, please email: office@charlesdickens.southwark.sch.uk

Class Sizes:

Charles Dickens Primary School and Nursery is two-form-entry a mainstream school with 60 children in each year group, 30 children in each class. This year, In Years 2 and 6, there are 3 classes of 20 children. This model is under yearly review.

Teaching Assistants:

With the exception of reception where ratios of adults to children are higher, throughout the school, classrooms are run by the class teacher and we do not have class-based teaching assistants.

Children with more complex needs might be supported at our wave 2 and 3 levels of support by a Learning Support Assistant (LSA) or Higher Level Teaching Assistant (HLTA) in a targeted or specialist level of support. Typically, children who require this level of support will have an Education, Health and Care Plan (EHCP) which provides additional funding from the child's home local authority.

Accessibility:

Charles Dickens is a mainstream school in a Victorian building set across 3 floors each with lift access. There are however two rooms, one classroom and one group room that do not have lift access as they are on mezzanine floors. Accessible toilets are available on each floor. For more information about accessibility, please check our Accessibility Policy.

Working with Parents

As parents, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. At Charles Dickens, we believe that you should be fully involved in every step

of the SEN process, from initial identification right through to making decisions about support in place in school. We call this SEN process the Assess, Plan, Do, Review (APDR) or Graduated Approach model. Communication between school and parents should be two-directional and the information below outlines what you can expect.

Assess

Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (GP/social worker).

School initiated– If your child’s teacher has concerns, they will first of all, speak to you to ask for your thoughts and input. They may well speak also to the School’s Inclusion Team and Special Educational Needs Co-ordinator (SENCo) for tips and advice.

Parent initiated – If you have concerns about your child’s learning and/or development, in the first instance, speak to your child’s class teacher. They will be able to give you feedback on how your child is doing in class and you can develop a support plan for your child. Your concerns will be shared with the Inclusion Team and SENCo to monitor progress.

Health and Care Professional Initiated – If a concern is raised by a GP or health or care professional, they will usually communicate only with you the parents and not the school. It is really important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child’s class teacher if this is the case.

Further Assessment

For some children, the type of assessment may be more specific including screening in school for specific needs or require referral

to a qualified professional such as: an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards the referral being made.

Plan, Do & Review

If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's individual learning plan (ILP). This is an opportunity to meet your child's teacher, discuss what is going well, and, sometimes, what's not going so well and what support could be provided in the coming term.

How is my child doing?

In addition to the information shared in the 'Working with Parents section', progress reports on how your child is doing might take place in different ways:

Parents' evening Meetings:

These meetings take place termly (3 times a year). These are a perfect opportunity to meet your child's teacher, discuss progress against learning plan targets and to shape the planned support for your child. The SENCo can be invited to this meeting too, if you have any specific questions – just be sure to make a note when booking your appointment! Copies of learning plans will be shared after the meeting, once finalised.

School Report:

At the end of the school year, you will be sent a school report. This will include your child's assessment information over the year.

School Social Media:

At Charles Dickens, we love to share what our children are up to! Many parents have shared how much they enjoy seeing their children's lessons and activities online – giving them lots to talk

about and discuss at home. Follow the school twitter and Instagram accounts to get in insider's view! @cdps_southwark

Education, Health and Care Plan (EHCPs)

For some children, our universal and targeted level of support (Waves 1 and 2), are not enough to enable them to learn most effectively. For children with more complex or significant needs, a more personalised and specialist approach might be required. In many cases, a child might require an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational needs, the support they require and outcomes they would like to achieve. The support in these plans must be provided by the local authority, meaning that an EHCP can give a child extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a child has gone through the EHC needs assessment. This can be applied for by school or by parents.

For more information about EHCPs generally, visit:

<https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

For information specific to Southwark, visit:

<https://localoffer.southwark.gov.uk/education-health-and-care-plan/>

Local Offer

A local offer refers to activities, services, events or support that is available to parents of children with special educational needs. As a school, we are proud of our own 'Charles Dickens Local Offer', open to families in our communities both who attend Charles Dickens and those who don't. We also signpost families to the 'Southwark Local Offer'.

Charles Dickens Local offer

At Charles Dickens, our local offer is made up of:

- Parent SEN workshops - These run throughout the year and are interactive sessions where families in the communities are encouraged to attend to learn about and share ideas on the broad array of special educational needs. The schedule for these sessions will be published on the school website and emails.
- Parent support – We have a team of SEN leaders who are always on hand to offer support and guidance. Contact office@charlesdickens.southwark.sch.uk to organise a call or meeting.
- Clubs and Activities – we have an array of after school clubs that children with SEND are encouraged to participate in. Please be in contact if you are interested for your child to take part and we will discuss the support that might be necessary.
- Specialist Advice – we work with a network of experts and professionals across the broad areas of need. We can help you find the advice you need from experts in the field.

Southwark Local Offer

To learn about the Southwark Local Offer follow this link:

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

Southwark Information, Advice and Support Team

The Southwark Information Advice and Support team (SIAS) is an arms-length service which offers impartial advice to parents and young people. SIAS provide parents, children and young people with the information and support necessary.

SIAS was established to ensure that parents, carers of children and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about

their education and 16 plus choices. For more information, visit:

<https://www.southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias>