



*Inspiring minds through opportunity*

**Headteacher:** Gillian Kemp

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## **SEND REPORT**

All Tower Hamlets schools are committed to adopting a comprehensive approach to meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and to feel that they are a valued member of the wider school community.

Cyril Jackson Primary School is an exceptionally inclusive school and offers a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties, sensory and physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to help pupils to work towards becoming independent and resilient learners with a growth mindset and should not be seen in isolation.

## INFORMATION AND GUIDANCE

*Who should I contact to discuss the concerns or needs of my child?*

Class Teacher/Phase Leader

Responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivering any additional support.
- Directing teaching assistants or specialist staff when supporting children.
- Contributing to devising personalised learning plans to identify the next steps required for your child to improve in their learning.
- Applying the school's Inclusion policy

**Assistant head for Inclusion:**

Catherine Beckford

[c.beckford@cyriljackson.towerhamlets.sch.uk](mailto:c.beckford@cyriljackson.towerhamlets.sch.uk)

**Special Educational Needs**

**Co-ordinator (SENCO):**

Shan Randle Hardy

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**Inclusion Officer:**

Deborah Atoyebi

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**Pastoral Support Administrator:**

Mark Ripper

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**LRP Manager:**

Mark Wiltshire

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If you have concerns about your child you should speak to your child's Class Teacher and/or Phase Leader. You may then be directed to the SENDCO or other members of the inclusion team.

SENDCO is responsible for:

- Coordinating provision for children with SEND and developing the school's Inclusion policy.
- Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is doing
  - Consulted about planning successful movement (transition) to a new group or school
  - Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
  - Providing specialist advice and facilitating training to ensure that all

	staff are skilled and confident about meeting a range of needs.
<b>Headteacher:</b> Gillian Kemp G.kemp@cyriljackson.towerhamlets.gov.uk	Responsible for: <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school, including the provision made for pupils with SEND</li> </ul>
<b>SEND Governors:</b> Darren Millgate  <b>Chair of Governors:</b> Rajshree Laturia	Responsible for: <ul style="list-style-type: none"> <li>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>

<b>ASSESSMENT, PLANNING AND REVIEW</b> <i>How can I find out how well my child is doing?</i>
<p>Teachers will provide high quality teaching to all children. Planning for lessons is differentiated to ensure engagement, participation and progress for all children.</p> <p>Teachers monitor pupils work continuously to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities.</p> <p>After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.</p> <p>This additional support is documented in an Individual Provision Map, Individual Behaviour Plan and Pupil profiles. Individual Provision Maps and Individual Behaviour Plans are shared with parents. Pupil profiles are reviewed and updated with the children and then shared with parents. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each pupil's strengths as well as their difficulties.</p> <p>In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.</p> <p>Formal review meetings are held as required. Parents, relevant external agencies and (when appropriate) pupils are invited to this review and their contribution is valued. The impact of the support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. This might include referrals to external agencies, if they are not involved already.</p> <p>If your child is continuing to have significant difficulties, further external expertise may be</p>

requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, an Education, Health and Care (EHC) plan will be drawn up and implemented with support from external agencies and other professionals where appropriate. Further details about this process will be explained in the Local Authority's *Local Offer*.

All pupils progress is assessed and discussed termly in year group teams with a member of the Senior leadership team and a member of the Inclusion Team. Children are assessed using National Curriculum levels (for children in Key Stage 1 and 2) and using *Development Matters* and Early Learning Goals (for children in the Early Years Foundation Stage). Children with SEND in Key Stage 1 and 2 who have not reached Level 1 in the National Curriculum levels will be assessed using P scales (performance scales).

Where children are assessed as not making expected progress, interventions are put in place (please see Interventions section below). Previous interventions are also reviewed and adapted or continued as appropriate.

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, or the use of a scribe or word processor. The SENDCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Department for Education (DfE) can be accepted for access arrangements.

## **PARENTAL AND PUPIL INVOLVEMENT**

*What involvement will my child and I have in their provision?  
How will I my child and I be informed about their progress?*

Parents will have access/invitations to:

- Termly parent consultations
- Termly *Individual Provision map* (IPM) reviews will be shared with parents during consultation evenings.
- Termly Pupil profile (PP) reviews will take place during parent consultation evenings for children with a Statement of SEN/Education, Health and Care Plan (EHC plan)
- Child-centred Annual Reviews for children with a Statement of SEN/Education, Health and Care Plan (EHC plan)
- Annual written progress and attainment report
- Termly workshops with speech and language therapists for parents who have children in the *Language Resource Provision* (LRP)
- School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life

- Meetings as necessary to discuss referrals to external agencies
- Parent workshops. Recent workshops have included:
  - Welcome workshops (Autumn)
  - RWINc non blending workshop
  - Phonics Phase 1 workshop
  - Toilet training workshop
  - Speech and Language workshop
  - Read Write Inc (literacy programme)
  - Transition (Summer)
  - Healthy lives workshop

Children will be involved through:

- Termly reviews of pupil profiles to update strengths, needs and targets
- Termly IPM shared with children
- Participation (where appropriate) at Annual Review meetings if they have a Statement of SEND or an EHC plan
- Representation of pre-verbal children in Annual Reviews through progress videos.
- School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life
- School council meetings with representatives from each class
- Peer support/target setting

## **CURRICULUM AND TEACHING METHODS**

(including groupings and interventions)

*How will teaching be adapted to meet the needs of my child?*

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and to ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly and may involve ability-streamed and mixed-ability settings in order to maximise learning opportunities for all. Three teachers in each year group in KS1 & KS2 during the morning sessions in our two-form entry school ensures that groupings are kept relatively small for all pupils and high levels of adult support are available for children with additional needs.

The school currently offers two groups in addition to the main classes. We have one 'Additionally Resourced Provision' group (ARP group) and a 'Language and Communication Group'. The ARP groups cater for up to 12 children who require additional support. The Communication Group caters for up to 9 children with severe communication needs. The groups have a higher ratio of staff to those in mainstream classes due to the vast majority of the children having a SEN statement or EHC plan. The

children in these groups are taught by staff who have had access to training on SEND teaching and offer a highly differentiated curriculum.

Additional adults are used flexibly to help groups and individual pupils to develop increasingly effective independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

## INTERVENTION

As detailed above, teachers meet termly in year group teams with a member of the Senior leadership team and a member of the inclusion team to discuss progress and attainment of all pupils, including those with SEND.

Previous interventions and support and their impact are discussed and interventions may continue, be adapted or an alternative offered, depending on each individual child's needs.

Various tracking systems including SIMs are in place for interventions being carried out at school so the impact of interventions can be closely monitored and changes made where necessary.

### Access to learning and the curriculum

Access to learning support staff:

- Across all subjects where necessary
- Increased levels of support in core subjects
- For group work
- For group and individual Occupational Therapy and Physiotherapy programmes as advised by the NHS/private health professionals
- After school clubs
- Literacy and maths interventions
- Additional Educational Needs groups x2 – higher adult:child ratios for additional support

Strategies/programmes to support speech and language:

- Intensive speech and language support through specifically designated borough-wide 'Language Resource Provision' (LRP) for up to 20 identified children with a specific language impairment (DLD)
- Service Level Agreement (SLA) with the speech and language service – in-school speech and language therapist one day per week to provide support to staff, children and parents
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Access to trained Speech and Language teaching assistants
- Specific differentiation or modification of resources, use of symbols/signing
- Speech Therapy group work/individual work delivered by support staff following speech therapy advice

- *Assessment of Basic Language and Learning Skills (ABLLS)* curriculum implemented through 1:1 programmes for children at very early stages of their communication and language development
- Lego club to develop children's social communication
- Colourful semantics to develop oral grammar

Strategies to support/develop literacy inc. reading:

- Read Write Inc (RWI) programme including 1:1 support and catch up where necessary
- Differentiated ability settings for RWI
- Reading partners
- Differentiated guided reading sessions
- 1:1 tuition (year 6 only)
- Accelerated reader (reading programme for Key Stage 2)

Strategies to support/develop maths:

- Small group intervention programmes
- 3 teachers per year group in Key Stage 1 and 2(two form entry) to enable small group and highly differentiated maths teaching daily
- 1:1 maths catch-up programmes in Reception

Strategies/support to develop independent learning:

- Visual timetables used in all classrooms
- Visual cues used where appropriate
- PECS used where needed
- Peer talk partners
- 'Help' or 'break' cards used where needed
- Use of any recommended equipment
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum
- ABLLS curriculum followed for identified children
- Attention Autism (bucket time) – Attention and focus intervention

### **Pastoral Support**

Strategies to support the development of pupils social skills and self-esteem:

- Applied Behavioural Analysis/Verbal Behaviour (ABA/VB) strategies followed for identified children **who have this approach specified in a statement of special needs or EHCplan**, with specialist support and advice provided by ABA/VB consultants
- Social skills intervention
- Lego club intervention
- Transition sessions for identified Year 6 pupils – social skills focus
- Transition visits and events
- School council
- Strong links and outreach support from Cherry Trees, Ian Mikardo, Stephen Hawking and Phoenix special schools
- 1:1 tuition for identified pupils
- Learning partners

- Identified home-school worker
- Regular contact and liaison with parents as necessary
- *Open Door Policy* – we encourage parents to come and talk to members of staff if they have any concerns
- Strategies to support/modify behaviour
- School sanctions and reward system as set out in School Behaviour Policy
- Behaviour Support Services involvement
- Care plans in place for children with medical needs
- Individual Behaviour Plans
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum
- Weekly hydrotherapy and soft play trips for children with physical or sensory needs
- 'Fun with food club' for children with sensitivity to food
- TACPAC – Sensory intervention to calm and relax
- Hydrotherapy & soft play to develop gross motor skills and provide a sensory experience for identified children
- Support for personal care needs as appropriate. Please see personal care policy for more details.

### **Support for medical needs**

- Care plans in place for children with medical needs
- Designated school nurse
- In-school screening for vision and hearing offered to all Reception age children
- Step free access to lower floors in both main school buildings and nursery building. Lift access to upper floors in both school buildings (please see the school's *Accessibility Plan* for further details).
- Specialist equipment as required on an individual basis to access the curriculum
- Support with use of any recommended equipment
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Access to modified equipment and ICT
- Administering of medicines as appropriate (with consent from parents and in consultation with medical professionals as necessary)

### **PARTNERSHIPS WITH EXTERNAL AGENCIES**

*What support from outside does school use to support my child?*

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Liaison/Communication with Professionals/Parents, attendance at meetings and

preparation of reports:

- Regular meetings as required
- SENDCO available with booked appointment
- Referrals to outside agencies as required
- Speech and language Therapist for specific individual pupils/groups of pupils
- Sensory Support, Speech and Language Therapists, Educational Psychologist, Phoenix outreach and the School Nurse attend at regular intervals to see specific pupils

Agency	Information
Educational Psychology Service	Designated Educational Psychologist: Charli Franklin Referrals accepted as required
Speech and Language Service	Lead therapist in school for LRP: Kathryn Speers & Emma Duncan
Phoenix Outreach Service	Outreach Teacher: Gill Britto Direct work and support for children with ASD with a statement of special needs or EHC plan. Staff training and advice where necessary
Sensory Support Service	Hearing Impairment specialist: Alison Wagner Visual Impairment specialist: Susan Murray Provide support for identified children and teachers as required/as set out in an EHC plan
Behaviour Support Team	Cherry Trees outreach teacher: Kerry Tuck Support provided following referrals for specific children
Specific Learning Difficulties Service	Support for children with literacy and maths difficulties: Maria Martin Training and support for staff as required
CAMHS (Children and Adolescent Mental Health Service)	Referrals accepted as appropriate for children with emotional difficulties
Occupational Therapy Service	Support for children with functional skills difficulties (e.g. toileting, eating, handwriting etc).
Children's Physiotherapy Service	Support for children as appropriate. Training for staff as necessary.
Parents Advice Centre	Manager: Jenny Miller
Hopscotch (Sensory Occupational Therapy Service)	Service to provide support to children with sensory needs. (service accessed when sensory occupational therapy is identified on an EHCplan/statement of special needs)
Youth Inclusion Support Project (YISP)	Service to help prevent youths from entering the youth justice system. Referrals accepted as appropriate.

Social Care	Referrals made and support offered where appropriate
Parental Engagement Team	Advisory service to leadership teams in schools to support our work with parents and families
Social Inclusion Panel	A panel seeking to reduce social exclusion. Referrals made to other service via SIP as appropriate
Home Start	Family support charity to help parents/carers with day-to-day life
Around Poplar Children's Centre (APCC)	Provides a range of service and facilities for children 0-5 and their parents/carers
Health Visiting Team	Support to school/parents/carers and children from health visiting service where necessary
School Health Team	Supporting children and parents with children's health needs Designated school nurse: Shelda Anderson

## TRANSITION

*How will the school help my child move to a new year group or to a different school?*

Children and young people with SEND can become particularly anxious about 'moving on', so we seek to support successful transition by:

**When moving to another school:** We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible. If a move to a new school is known in advance, visits to the new school can be arranged.

**When moving groups/forms in school:** Information shared with new teacher. Visits to the new group/class are provided, if necessary, prior to the move. Children may be provided with additional transition support such as a transition book. This book would contain writing, pictures and symbols about their new setting.

**In year 6 - 7 transition:** Where possible the SENDCO will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school.

For children with EHC plans/Statements of SEN, Year 6 Child-Centred Annual Review meetings are held during the summer term so that staff from a child's allocated secondary school can attend.

Transition workshops for children with ASD at Phoenix school.

Year 6 travel training workshop at Mulberry Place.

Weekly in school group transition sessions for identified children during the Summer term.

### STAFFING EXPERTISE

*How skilled are staff in meeting the needs of my child?*

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered:

- Speech and Language development
- Introduction to Autism
- Emotional Regulation (with reference to ASD)
- ABLLS training
- ELKLAN training
- Hearing and radio aid training (specific staff)
- Team Teach
- Differentiation

Our SENDCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENDCO (National Award)
- First Aid trained Teaching Assistants
- Speech and Language Teaching Assistants
- Staff trained in *TACPAC*
- Staff trained in delivering ABLLS curriculum
- Staff trained in delivering ABA/VB programmes (**when this approach is identified on the statement of special needs/EHC plan**)

**FURTHER INFORMATION**

about support and services for pupils and their families can be found in:

Web link to: The Local Authority Local Offer (available online shortly)  
Parents Advice Centre  
The DfE Code of Practice