



Phoenix Federation SEND Information Report for Parents

The Phoenix Federation is committed to meeting the needs of every pupil at the school. As a school we are fully committed to providing our children with a broad curriculum in which they can excel academically within a safe, inclusive and nurturing environment. In meeting the needs of all pupils, particularly our children with Special Educational Needs and Disabilities (SEND), we ensure that we work with families and external agencies to ensure that each child's needs are identified, addressed and monitored so that they can make progress both academically and emotionally.

Who do I talk to about SEND at Phoenix Federation?

Dean Gordon (GG) and Ruth Gomado-Cobblah (LV) (Headteachers)
Lydia Evans (GG) and Michele Hilton (LV) (SENDCOs)

SENCO & Inclusion Department

The Class Teacher who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support)
- Liaise closely with the SENCO with regards to your child's progress and support
- Deliver personalised learning opportunities for your child
- Ensure that the school's SEND Policy is followed

The SENCOs: Lydia Evans and Michele Hilton who will:

- Develop and review the school's SEND policy
- Ensure all children get a consistent, high quality response to meeting their needs in school
- Co-ordinate all the external support for children with special educational needs or disabilities (SEND)
- Ensure that you as the parent are: involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing how they are doing
- Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to achieve the best possible progress
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with Education Health and Care Plans
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support your child's learning
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date



Phoenix Federation SEND Information Report for Parents

	<ul style="list-style-type: none"> • Monitor the impact of policies and the effectiveness of provision in the school <p>The Headteachers: Dean Gordon & Ruth Gomado-Cobblah who will:</p> <ul style="list-style-type: none"> • Lead in the day to day management of all aspects of the school; this includes the support for children with SEND • Give responsibility to the class teachers and SENDCOs, but still be responsible for ensuring that your child’s needs are met • Make sure that the Governing Body is kept up to date about any issues relating to SEND <p>The SEN Governor: Sue McTague who will:</p> <ul style="list-style-type: none"> • Meet regularly with the school’s SENCO • Make sure that the necessary support is given to any child with SEND who attends the school • Monitoring the effectiveness of SEND provision in the school • Keep the Governing Body informed about any SEND related issues or changes <p>Where a child has an EHCP, the school may use the funding to provide a higher staff-to-child ratio in that class. In some circumstances, the child may be supported by individual and personalised timetables and educational plans. Whilst support staff play a very valuable role in your child’s education, we would ask that questions regarding your child’s learning and progress are directed to the staff members named above. As a school we welcome daily dialogue between parents/carers and TA’s on how a child’s day has been and we actively encourage this feedback.</p>
<p>What kinds of special educational needs that are provided for at this school?</p>	<p>Phoenix Federation are inner city, multi-cultural and mainstream schools, with children who have a diverse range of needs. At Phoenix Federation we operate a policy of inclusion, recognising that all children are entitled to equal access to a broad and balanced curriculum.</p> <p>Phoenix Federation have dedicated SENDCOs plus a team of teachers and teaching assistants, who work closely with professional outside agencies to support children with SEND.</p> <p>Using the definition in the Code of Practice (DfE, 2015), a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child or young person has a learning difficulty or disability if he or she:</p>



Phoenix Federation SEND Information Report for Parents

- 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.

We support children with a wide variety of needs.

The SEND code of practice divides needs into four main categories:

- Cognition and Learning including dyslexia and Specific Learning Difficulties
- Communicating and Interacting including Autism and speech and language difficulties
- Sensory and Physical needs including coordination difficulties, ADHD, a medical need or a sensory processing difficulties, epilepsy and hearing impairment.
- Social, emotional and mental health including attachment difficulties.

We acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to identify the needs of children individually and make appropriate provision for those needs accordingly.

External Agencies

We work closely with the Drumbeat Autism Outreach team to support children with ASD.

We work with a Speech and Language Therapist to support children with speech, language and communication needs.

We have a Lewisham Outreach worker who works with a caseload of children and also supports and directs staff with strategies and advice.

In addition, we work closely with the local authority to bring in additional agencies (as listed below) to support children with SEND



Phoenix Federation SEND Information Report for Parents

	<ul style="list-style-type: none"> • Educational Psychologist • Children and Adult Mental Health (CAMHS) • Kaleidoscope – Community Paediatricians • Occupational Therapist • School Nurse • Specific Learning Difficulties Team • Sensory Teachers Team
<p>What school policies are in place for identifying children and young people with SEN and assessing their needs?</p>	<p>Phoenix Federation Primary School have comprehensive Assessment Policies, which outlines a range of assessments used throughout the school. There are a number of ways that staff at Phoenix Federation identify and assess children with SEND. SEN Code of Practice, our Equal Opportunities policy and our SEND Policies are in place to underpin and support the needs of the children.</p> <p>We consider children’s learning in school as part of a continuous cycle of planning, teaching and assessing. We monitor all of the children’s progress through observations, class teacher assessment, behaviour tracking, Team Around the Child/Family meetings (TAC/F) and pupil progress meetings. Through data analysis and pupil progress meetings, children who are underachieving and not meeting their full potential are identified; discussions are had around ways forward and extra provision is put in place.</p> <p>Teachers or support staff that have concerns about a child will initially discuss this with the Head teacher/SENCO. Concerns will be raised with parents and ways forward will be discussed. The SENCO will carry out an observation of the child, talk with the child about their views of learning and put in place provision to match the needs of the child. It is at this point that the SENCO may also request outside agency support with the consent of parents. The outside agencies will then advice and support the school with interventions and strategies.</p> <p>If despite this support the child is still not making progress and the school and outside agencies feel an Education Health and Care Plan is necessary, then the school will apply for this.</p> <p>If a child attends our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.</p> <p>We consider the needs of each child on an individual basis. If your child is identified as needing extra help during the school year their class teacher will inform you the SENCO to discuss the nature of their needs. You may</p>



Phoenix Federation SEND Information Report for Parents

	<p>be invited into school to talk in more detail with the teacher and the SENCO about this. These meetings are also valuable opportunities for you to find out how you can support your child at home. Further information on our approach to teaching pupils with SEND can be found in our SEND Policy which is on the school's website. http://www.gglvfederation.org/</p>
<p>What arrangements for consulting parents of children with SEN and involving them in their child's education do we have?</p>	<p>At Phoenix Federation we acknowledge the importance of both parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child and we value this input.</p> <p>At Phoenix Federation we ensure that:</p> <ul style="list-style-type: none"> • Regular parent meetings take place with the class teacher and, when appropriate, the SENDCo. • Regular meetings with outside agencies take place to review targets set and the progress of your child • Parent evenings occur twice a year • Parent workshops and talks happen at various points across the year targeting various areas of the curriculum • The SENCO is available to meet with parents to discuss their child – she is also available via phone and email <p>If you have any concerns about your child's progress, please contact your child's teacher first.</p> <p>If your child has an Education, Health and Care Plan (EHCP) your views will have been sought by us, a SEND Caseworker and other professionals during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child. This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.</p> <p>If your child has been supported in school by an agency, such as the educational psychology or speech and language therapy services, you will be invited to attend, and contribute your views to, review meetings with these services.</p> <p>If the school is the only service working with your child, then your child's class teacher and SENCO may meet with you at Open Evening or at another mutually convenient time to discuss your child's needs and how they are progressing.</p>
<p>What arrangements are there for assessing and reviewing children and young people's</p>	<p>We encourage all children at Phoenix Federation to be aware of themselves as learners and identify where their strengths and needs lie. A younger pupil may indicate how they feel by using a traffic light system and</p>



Phoenix Federation SEND Information Report for Parents

<p>progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?</p>	<p>visual aids. As pupils get older, we might ask them to complete a peer review assessment, gather child's views via the annual review assessment. We also seek pupil's views via the adults who know them best e.g. their parent or carer or the learning support assistant who works with them 1:1. It is important to us that your child is benefitting from the support we are offering them, In view of this, we welcome feedback as it allows us to make improvements to provision.</p>
<p>What arrangements for supporting children and young people in moving between phases of education do we have?</p>	<p>Transitions can be difficult for all children but particularly those with SEND. At Phoenix Federation we take steps to ensure that any transition phase is as smooth as possible. This includes transition from nursery to reception, Key Stage 1 to Key Stage 2, Year 6 to Year 7 and in-year transfers (Casual Admissions).</p> <p style="text-align: center;"><u>Early Years Foundation Stage (EYFS)</u></p> <p>Home visits will be arranged for all children starting in our Nursery or Reception class. These visits will commence before or within the first 6 weeks of the child starting with us. If your child attends a different nursery, the SENDCo will contact that setting to share information and to discuss your child's needs so that transition can be as smooth as possible. Our SENDCo will recommend that your child comes to visit our school with a familiar adult to familiarise themselves with their new setting. We will also request reports from the school and external agencies and will ask for targets and support plans to be shared so that staff at Phoenix Federation can continue working on outstanding targets.</p> <p style="text-align: center;"><u>Moving Classes</u></p> <p>In July, your child's class teacher will meet the new teacher to hand over all relevant paperwork and information. All children will visit their new classroom and spend a morning with their new teacher. Some pupils with SEND may benefit from additional visits to their new room. If your child requires a transition book with photographs and information about their class, one will be made for them.</p> <p style="text-align: center;"><u>In Year Transfer - If your child is moving to another school</u></p> <p>We will contact the new school SENDCo and ensure that they know about any special arrangements or support which will have to be put in place for your child. We will ensure that all records about your child are passed on as soon as possible. If your child is joining us from another school - If your child requires a transition book with photographs and information about our school one will be made for them.</p> <p style="text-align: center;"><u>Casual Induction – If your child is joining our school</u></p>



Phoenix Federation SEND Information Report for Parents

	<p>The SENDCo will contact your child's previous SENDCo to discuss your child's needs. Your child will be able to come for an Induction meeting and be invited to tour the school</p> <p>Home Visits will be arranged for all casual admissions prior to starting the school – this will enable a seamless a transition as possible.</p> <p style="text-align: center;"><u>Year 6 Secondary Transfer</u></p> <p>We have good relationships with all of our local secondary schools. In the Summer term, the school SENDCos will meet with all secondary SENDCos to ensure that all children make a successful transition.</p> <p>If your child has an EHCP (Education, Health and Care Plan) a Transition Review Meeting will be arranged in Year 5, which you will be invited to attend, at which appropriate choices of secondary school will be discussed. Once a secondary school has been allocated relevant staff members from that school will be invited to your child's Year 6 Annual Review so that their transition can be planned and prepared for well in advance of the September start date.</p> <p>As with transition into Phoenix Federation, we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff before they start. Secondary school staff may also visit your child here in Year 6 so that they have a chance to get to know them in a familiar and comfortable environment.</p> <p>If your child is transferring to a specialist provision key staff from that school will visit them at Phoenix Federation and meet with the class teacher and SENCO to help plan the transition.</p> <p>We also arrange for external companies and provision to come into school for the children to take part in transition workshops on a 1:1 basis or small groups.</p>
<p>How do we help our children and young people prepare for adulthood?</p>	<p>As a federation, we recognise and strongly believe that the great majority of children and young people with SEND, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start. Children with SEND in our schools are strongly encouraged to actively participate in all aspects of school life. We aim to ensure that they have full access to a broad and balanced curriculum whilst also being given opportunities to hold responsibilities within school.</p>
<p>What is our approach to teaching children and young</p>	<p>As a federation we recognise that children benefit most from high-quality teaching, delivered by the class teacher.</p>



Phoenix Federation SEND Information Report for Parents

<p>people with SEN?</p>	<p>We expect:</p> <ul style="list-style-type: none"> • the teacher to have high expectations of all the children in their class • teaching to be based on your child's prior knowledge and what they can do and understand • lessons being differentiated to meet the needs of each child, including the appropriate use of resources and visual aids • specific strategies for individual children (usually suggested by the SENCO or external agencies) to enable your child to access the learning task • Specific Group Work: Intervention groups may be run in the classroom or in designated areas of the school. This may be run by a teacher, specialist teacher or a teaching assistant and will have a particular focus. • Specialist Groups – These will be run by outside agencies. This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. • This may be from: <ul style="list-style-type: none"> ○ Local Authority Central Services, such as the ASD outreach team, New Woodlands outreach team, Sensory Support, Occupational Health etc. ○ Outside agencies such as Speech & Language Therapy and Educational Psychology Service (EPS).
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>At Phoenix Federation we make an effort to make all of our classrooms SEND friendly.</p> <ul style="list-style-type: none"> • Every classroom is inclusive and supports a wide range of needs • A wide range of visuals and working walls are displayed to support children's learning • Visual timetables are used • Children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they will be placed at or near to the front of the class • The learning environment is also adapted to the needs of particular children e.g. a child with autism may need their own personalised work station and visuals to support them in class • Teachers plan lessons according to the needs of the children in their class and will ensure that your child's needs are met • Support staff under the direction of the SENCO and class teachers can adapt planning and support to meet the needs of your child • Coloured paper is available for pupils and staff with dyslexia • Learning with support from technology e.g. iPads, laptops etc • Alternative recording methods can be used e.g. scribes, computers,



Phoenix Federation SEND Information Report for Parents

	<p>voice recording, video recording, photographs etc</p> <ul style="list-style-type: none">• The curriculum is scaffolded and differentiated to meet the needs of ALL the children in the class. This could also include additional support such as 1:1 support, peer or group work• Writing grips, alternative scissors etc can all be accessed should the child need it <p style="text-align: center;"><u>Accessibility</u></p> <p>Please see our Accessibility Plan for further information.</p> <p>Grinling Gibbons is a 2-storey building set in the middle of a housing estate, behind the main roads of Deptford. The building comprises of a main building and 2 detached annexes that house the year 4 and key stage 1 class rooms. The building is accessed on the ground floor, however there are stairways that take you up to the classrooms on the second level. There are 3 exit points out to the main entrance and 4 exit points to the main recess area in the middle of the school. This makes it very difficult for us to make the school physically accessible for members of the community with mobility issues. We do have a disabled toilet at reception floor level and we do aim to make our physical environment as accessible as possible. We work closely with agencies including the Lewisham Physiotherapy, Occupational Therapy Services and Health and Safety who advise us on how to make reasonable adjustments to the environment in order to do this. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exit the school in an emergency. Our aim is to make the Grinling Gibbons School building as safe and welcoming as possible. We ensure we have high expectations of our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils then all our staff need to understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is simple non-negotiable and is about making reasonable adjustments to a child's day e.g. allowing a fidgety child sensory breaks, breaking instructions down into manageable chunks for a pupil with receptive language difficulties, reducing the need to copy words from the white board for a child with dyslexic tendencies or providing a calming workstation and visual time table for a pupil with sensory overload. We welcome visits to our school. Please call the office on 02086924907 to arrange to join a parent tour.</p> <p>Lucas Vale site: Lucas Vale is a Victorian building that is three stories high, hosts a number</p>
--	---



Phoenix Federation SEND Information Report for Parents

	<p>of classrooms and has a range of, corridors, walk ways and staircases in and around the building. Our Reception class is situated on the ground floor, the two Reception classrooms are a free flowing, vast open plan classroom structure which house a range of high window frames/sills. There are 5 entry and exit points from the playground to access the classrooms 3 of which have or lead to stairs. This makes it very difficult for us to make the school physically accessible for members of the community with mobility issues. We do have a disabled toilet at Reception floor level and we do aim to make our physical environment as accessible as possible. We work closely with agencies including the Lewisham Health and Safety who advise us on how to make reasonable adjustments to the environment in order to do this. We write personal emergency evacuation plans for all members of the community that may need additional assistance to exist the school in an emergency. Our aim is to make the Lucas Vale School building as safe and welcoming as possible. We ensure we have high expectations of our pupils and aim to include them in all learning opportunities. We believe that to effectively provide for our pupils then all our staff need to understand the needs of all our pupils. We ensure relevant information is available to all teaching staff and are clear that some provision is simple non-negotiable and is about making reasonable adjustments to a child's day e.g. allowing a child sensory breaks, a personalised timetable, breaking instructions down into manageable chunks for a pupil with receptive language difficulties, or providing a calming workstation and visual time table for a pupil with emotional or sensory overload. We actively encourage and welcome visits to our school. Please call the office on 02086924660 to arrange to join a parent tour.</p>
<p>How do we ensure the expertise and training of staff to support children and young people with SEN, including specialist expertise, will be secured?</p>	<p>We share good practice with each other and across the federation. Part of the SENCO's job is to support class teachers in planning for children with SEND.</p> <p>Each school has a school improvement plan which outlines training needs for all staff. This may include whole school training on SEND issues or to support identified groups of learners in school.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND. Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and Social and Emotional Issues.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes e.g. Speech and language/ASD outreach.</p>



Phoenix Federation SEND Information Report for Parents

	<p>Phoenix Federation Local Offer can be accessed here: http://www.gglvfederation.org/</p> <p>Lewisham's local offer can be accessed here: http://www.lewishamlocaloffer.org.uk/</p>
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEN</p>	<p>Your child's progress is continually monitored by their class teacher. The SENCO oversees the provision and interventions and monitors their success through observations and data analysis.</p> <p>We hold pupil progress meetings once a term to review the attainment and progress of all our pupils and to evaluate the effectiveness of provision. If an intervention isn't working then we explore why and adjust our plans. Our aim is for all pupils no matter what their needs to make reasonable and good progress with their learning each year.</p> <p>His/her progress will be formally monitored by the head teacher/SENCO every term in all 3 main areas of the curriculum reading, writing and maths.</p> <p>In the Early Years the children will be monitored against the 17 Early Learning Goals.</p> <p>At the end of each key stage children in years 2 and 6 are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do is the results that are published nationally.</p> <p>Where necessary children will have targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap so that children are working towards meeting their age related expectation where possible. Progress against these targets will be reviewed regularly, evidence for judgements will be looked at and future targets will be set.</p> <p>The progress for children with an EHCP is formally reviewed (in addition to the above) at an Annual Review with all the adults who are involved with the child's education, invited.</p>
<p>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have</p>	<p>At Phoenix Federation provision is made for pupils with SEND so that they can be included in all the activities (where possible) offered to those children without SEND. Risk assessments are made when adaptations are required and strategies are put in place so that engagement can be had by ALL children. We run a breakfast club which children with SEND are</p>



Phoenix Federation SEND Information Report for Parents

<p>SEN?</p>	<p>encouraged to attend to support parents who are working or studying, thus ensuring that the child has a good start to their day. A range of afterschool clubs are held. Parents and carers are invited to accompany their child on a school trip if this ensures access.</p> <p>In the event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation</p>
<p>What support for improving emotional and social development do we offer? This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?</p>	<p>We recognise that some children have additional social and emotional needs that need to be understood, refined, developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, emotional, anxiety, withdrawn etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.</p> <p>Staff at Phoenix Federation are caring and have the wellbeing of all the children as their top priority. Meaning - Every child is 'Everybody's business'. We foster an ethos within the Phoenix Federation that each member of staff has responsibility for the pastoral care of every child. The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant.</p> <ul style="list-style-type: none"> • Please see our SRE curriculum on our website for details on how we use teaching and learning time to foster positive relationships. • We work with targeted family support and families first to support emotional well being of the children • We run social skills groups and Circle of Friends • Staff are in the playground during playtimes to support relationships and the senior leadership at the school applies an open door policy for all children, especially in cases of suspected bullying • Lunchtime and playtime staff support through engaging with children and fostering good relationships groups • We will seek external professional help when needed from, Lewisham Outreach, CAMHS and our link Educational Psychologist
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their</p>	<p>We hold or attend the following meetings:</p> <ul style="list-style-type: none"> • Team Around the Child meeting (TAC) • Team Around the Family meeting • Child Protection Conferences/Reviews • Core Group Meetings • Child In Need Meetings • LAC Reviews



Phoenix Federation SEND Information Report for Parents

families?	
-----------	--

We would welcome feedback on our SEND information report. If you have any questions you feel we have not answered or suggestions of how we could improve this information then please contact us.

Date of Completion: September 2020

Review Date: September 2021