

Fulham Primary School

SEN Information Report

Questions and answers for parents and carers

1. Who are the best people to talk to at Fulham Primary School about my child's difficulties with learning, special educational needs or disability?

- In the first instance, talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the SENCO, or a member of SLT. You may wish to arrange a meeting with one of these.
- If you continue to have concerns, you may wish to arrange to discuss these with the Head of School, John Lynch

2. How will the school let me know if they have concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/carer consultation meeting, which are held three times throughout the year.
- The SENCO or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Fulham Primary School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.
- If your child has an identified special educational need you will be invited to termly meetings with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCO may be involved in some of these meetings.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will both be encouraged to share your views at the Annual Review.

4. How does Fulham Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Fulham Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations. These include:
 - Bi-Borough Training
 - The H&F InSpire Team
 - The Educational Psychology Service
 - The Speech and Language Therapy Training
- In response to particular needs, individual training can be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Fulham Primary School, we believe that your child's learning needs will be met through the high quality teaching delivered by her/his class teacher.
- We plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching, if necessary, to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Fulham Primary regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This will depend on the specific nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

At Fulham Primary we have a 3 tiered approach to supporting a child's learning.

- **Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
- **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs

b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning

outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.
- The current interventions provided at Fulham Primary include: Speech and Language programmes, Occupational Therapy programmes, 1:1 reading, Phonics Catch-up.

7. How will you support your child to reach her/his learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.
- External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly.
- At Fulham Primary we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

8. What is an EHC Plan and who can request one for my child?

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning and meet their needs.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCo may be involved in some of these meetings.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, i.e. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Fulham Primary receives funding from the Local Authority. These funds include money to support the learning of children with SEND.
- The Head of School, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head of School, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of her/his regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at Fulham Primary School?

- At Fulham Primary School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, the SENCo and the school's psychotherapist are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns

13. How is my child included in all the same activities as her/his peers at school?

- Fulham Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Fulham Primary School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While your child is at Fulham Primary School, we will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Fulham Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to her/him moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEND provision?

- If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If you remain dissatisfied, please refer to our Complaints Policy.

16. If I have any other questions about my child at Fulham Primary School who can I ask?

At Fulham Primary School we are happy to speak to you about any aspect of your child's education.

It is best to speak to one of the following on this order;

- Your child's class teacher
- The SENCo
- Head of School



Inclusion Flowchart

When a teacher is concerned about a child's learning or behaviour, we work through the waves of support.

Wave One	<p>When a teacher initially has concerns about a child, they record concern on CPOMS, raise concerns in Pupil Progress Meeting or have a conversation with the Inclusion Lead.</p> <p>↓</p> <p>Apply Wave 1-2 strategies with support of the SENCo and/or Key Stage Lead Review after 4 weeks.</p>
Wave Two	<p>If progress has not been made, SENCO and class teacher to review.</p> <p>↓</p> <p>SENCo drop in/team teach and meets with parents to share concerns.</p> <p>↓</p> <p>Agree Wave 2 actions – this will be recorded on the Data Dashboard.</p> <p>↓</p> <p>Review after 6 weeks and share with parents. Add child to SEND register where appropriate.</p>
Wave Three	<p>If needed after review, SENCo to make Wave 3 referrals.</p> <p>↓</p> <p>Action Wave 3 advice.</p> <p>↓</p> <p>Review after 6 weeks and share with parents.</p> <p>↙ ↘</p> <p>Continue with Wave 1 & 2 actions Seek further Wave 3 advice</p> <p><i>Consider EHCP/SENIF application.</i></p>

Fulham Primary School SEND Provision Map 2024-25

Fulham SEN Offer

Offer	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory/Physical
Wave 1: Whole Class Offer	<ul style="list-style-type: none"> - Quality First Teaching - Communication supportive environment 	<ul style="list-style-type: none"> - Quality First Teaching - Mixed ability groupings on tables 	<ul style="list-style-type: none"> - Quality First Climate for Learning - Class circle time - 1:1 check ins 	<ul style="list-style-type: none"> - Quality First Teaching
Wave 2: Targeted Offer	<ul style="list-style-type: none"> - Communication Groups - Now/Next boards - Lego Groups 	<ul style="list-style-type: none"> - Phonics interventions - Intervention/booster groups - Pre-Teaching - Precision Teaching 	<ul style="list-style-type: none"> - School Psychologist - Given responsibility in classroom/school - Comic strip conversations - Social stories - Zones of Regulation 	<ul style="list-style-type: none"> - Movement breaks - Fidget toys/cushion - Reduce sensory input - Workstation - Fine motor activities
Wave 3: Specialist Offer	<ul style="list-style-type: none"> - NHS Speech and Language referral (Early Years) - School speech and language therapist referral - Referral to CHEYNE - Outreach from Queensmill Unit classes - ASD Outreach (Inspire) 	<ul style="list-style-type: none"> - Educational Psychologist consultation and review - Referral to Inspire team 	<ul style="list-style-type: none"> - CAMHS referral - OAT referral - Mentoring - Family Group - Outreach from Queensmill Unit classes - ASD Outreach (Inspire) 	<ul style="list-style-type: none"> - Visual impairment referral (Inspire) - Audiology referral (Inspire) - GP referral - School nurse referral - OT referral - Referral to CHEYNE - Outreach from Queensmill Unit classes - ASD outreach (Inspire)
<i>SENIF and EHCP applications made</i>				

Please follow the link below to find out more about

The Hammersmith and Fulham Local Offer:

www.lbhf.gov.uk/localoffer

Roles and Responsibilities at Fulham Primary School

Headteacher

- To lead and manage the school, within the agreed strategic framework, to ensure that it is effective, self-managing, self-evaluating and self-monitoring, and with high achieving pupils and staff
- Ensures that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Is responsible for the dissemination of the budget to SENCo
- Review SEND budget with SENCo
- Implements Teaching Assistant support
- Ensures Annual Reviews take place
- Informs Governors of SEND issues on a regular basis
- Ensures SEND and Inclusion policy is in place
- Ensures training needs of SENCo and support staff are met
- Works with the SNECO and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

SENCo / Inclusion Leader

- Ensures that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Leads continuing professional development for all staff and governors
- Develops plans, manages and evaluates interventions and develops alternative teaching strategies and individual programmes where necessary
- Has a strategic overview of SEN and inclusion throughout the school
- Advises and supports other members of staff
- Has responsibility for the school's SEND and Inclusion policy – its development, maintenance and evaluation
- Ensures that the school's policy is consistently applied throughout the school
- Manages the budget and resources, including the pupil premium
- Prepares and manages statutory assessment paperwork
- Organises, attends and co-ordinates annual reviews and other review meetings
- Meets with parents and carers
- Liaises with early years providers, other schools, educational psychologists, health and social care professional, and independent or voluntary bodies
- Is a key point of contact with external agencies, especially the LA and LA support services

SENCo / Inclusion Leader

- Liaise with potential next providers of education to ensure that a young person and their parents are informed about options and a smooth transition is planned
- Works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Works with pupils, parents, class teachers, Learning Support Assistants and core subject leaders to set suitable targets for children with SEND
- Manages any special arrangements for pupils during the end of key stage tests
- Assists teachers in identification of children with SEND, advising them on appropriate strategies

Class Teacher

- Plans and delivers quality first teaching in partnership with LSA and teaching assistants working in the class in order to ensure that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Adapts teaching approaches to reflect the range of needs within the class
- Follows the school's SEN policy
- In partnership with the SENCo/Inclusion manager and outside agencies, meets with parents and carers with SEND regularly
- Discusses progress, reviews targets and develops a new learning plan in partnership with the SENCo/Inclusion Manager, parent and carers and children
- Delivers interventions in partnership with the SENCO/Inclusion Manager, Educational Psychologist, Speech and Language therapist, Occupational Therapist and/or other outside agencies
- Monitors pupil progress to intervention outcomes and makes adjustments if necessary

Learning Support Assistant / Teaching Assistant

- Provides learning support for the pupil in class or in withdrawal situations, either 1:1 or in small groups
- Develops knowledge of the particular needs of the child and seeks advice from the SENCo, class teacher and outside agencies as required

Learning Support Assistant / Teaching Assistant

- Aids access to the full range of learning experiences both inside and outside the classroom and provides modified materials as required, e.g. worksheets, games, visual prompt cards, etc
- Makes or modifies resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies
- Is involved in the planning and preparation of the day to day activities
- Is aware of the school's SEN policy
- Provides feedback to the class teacher, SENCo and relevant outside agencies about the pupil's difficulties and progress
- Contributed to the pupil's annual review

Educational Psychologist

- Works closely with children with a range of special educational needs
- Liaises, advises and supports the SENCo, teaching staff support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children using observation, interviews and test materials and then provides a wide range of appropriate interventions

Speech and Language Therapist

- Works closely with children who have speech, language and communication difficulties and with those who have swallowing, drinking or eating difficulties
- Liaises, advises and supports the SENCo/Inclusion Manager, teaching staff. Support staff and parents
- Creates support programmes and resources for children with speech, language and communication difficulties
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assess children using observation, interviews and test materials and then provide a wide range of appropriate interventions

Occupational Therapist

- Works closely with children with children who have difficulties with the practical and social skills necessary for their everyday life
- Aims for the children to be as physically, psychologically and socially independent as possible
- Liaises, advises and supports the SENCo, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with educational, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children and provides appropriate accommodations or interventions designed to enhance the student's potential for learning

Advisory Teachers

Fulham Primary School works with a range of advisory teachers with different

Specialist areas including:

- Autism
- Visual Impairment
- Hearing Impairment
- Social and Emotional Development

- Liaises, advisees and supports the SENCo, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies