



Special Educational Needs School Information Report

Aragon Primary School

September 2019

Headteacher: Julie Davey Inclusion Manager/SENCo: Jessie Linsley

SEN Advisor: Yvonne Norman

Safeguarding Lead: Jessie Linsley

Safeguarding Governor: Isabelle Paget

<p>What is Special Educational Needs?</p>	<p>A special educational need is defined as:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>(SEN code of practice 2015)</p>
<p>1. How does Aragon Primary School know if children need extra help?</p>	<p>We identify children who need extra help through:</p> <ul style="list-style-type: none"> • concerns raised by parents/carers, staff or the child • liaison with previous educational placements – nurseries, previous schools • liaison with outside agencies e.g. Health Visitors, Speech and Language Therapists • the on-going tracking of pupils’ progress and achievement and the identifying children whose attainment is significantly below their peers • knowing our pupils well and recognising changes in their behaviour or progress • health diagnoses made by paediatricians and doctors <p>What skills and experience are used to identify need?</p> <p>Aragon Primary school has employed experienced staff to support children and provide appropriate provision. The SLT (Senior Leadership Team) have extensive knowledge and experience in working with children with SEND. In order to support children with SEND the school has employed Yvonne Norman as a part time consultant. She has over twenty years’ experience as a SENCo and Safeguarding Lead. Gulshan Ahmed is a Dyslexia specialist who has also been a SENCo and Inclusion Manager is working with children and teachers in assessing and providing strategies to use in class. The school has also employed experienced TA’s (Teaching Assistants) to work alongside class teachers to plan and deliver targeted teaching. There are regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEN.</p> <p>How do you work in collaboration with parents/ carers in the identification and assessment of additional needs?</p> <p>Parents are always encouraged to discuss any concerns with the class teacher this is followed up with a meeting with the Inclusion Manager or SENCO and class teacher where these concerns are discussed. The child’s name will be placed on the SEN register following a period of monitoring if additional needs have been identified.</p> <p>We hold regular meetings with parents throughout the year to discuss their child and set targets. Parents are encouraged to share their views and work collaboratively with the school to support their child. If the child continues to need support after receiving interventions then referrals are made to outside agencies to seek specialist support and advice. At present we support children with Autistic Spectrum Disorders (ASD), Speech and Communication Language Difficulties (SLCN), Specific Learning Difficulties (SPLD) e.g. dyslexia, dyscalculia, physical disabilities, multiple complex needs and social emotional and mental health (SEMH) needs. Support given is appropriate to the individual’s level of need.</p>

<p>2. What should I do if I think my child may have SEN?</p>	<p>If you are concerned about your child’s academic progress or well-being please contact your child’s class teacher. They will discuss with you your concerns and outline support which could be offered. If necessary they will arrange for you to meet with Jessie Linsley, Inclusion Manager; Katie O’Sullivan, EYC Special Needs Coordinator (SENCo) or one of the Senior Leadership Team (SLT).</p> <p>If we have concerns about your child’s academic progress or well-being we will contact you to discuss this at the earliest opportunity.</p> <p>Our provision for pupils includes:</p> <ul style="list-style-type: none"> • High quality class teaching adapted to the needs of individual pupils • Small group interventions designed for pupils who need to ‘catch up’ • Small group or individual interventions for pupils with special educational needs (SEN) • Advice and support from the SENCo • Advice and support from outside agencies such as Merton Language, Behaviour and Learning Team, Merton Educational Psychology Service, and Speech and Language Therapists; the Child Adolescent Mental Health Service (CAMHS) and the School Nursing Service. <p>If your child’s needs are not able to be met by the school without additional funding we will work together to make a request for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).</p>
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<p>3. How will I know how Aragon Primary School supports my child?</p>	<p>The school follows the SEN code of practice 2015 where it is stated that it is good practice to follow a graduated approach using a four-part cycle of assess, plan, do and review this allows for close monitoring of needs and to identify the best way of securing good progress</p> <p>If your child is identified as having additional needs a SEN Support Plan (SSP) will be put in place. This will state what targets have been set for your child and the type of support put in place to enable them to achieve them.</p> <p>The SSP will be written by your child’s class teacher in consultation with the SENCo. Support plans will be shared and discussed with you at least three times a year.</p> <p>Interventions will be regularly reviewed to monitor the effectiveness of the support and to inform future planning.</p> <p>If we feel your child would benefit from involvement of an outside agency we will contact you to discuss this and request permission. Any reports or recommendations will be shared with you.</p> <p>The Inclusion Manager reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.</p>
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	<p>Members of the school's Governing Body are responsible for SEN and Inclusion and they meet termly with the Inclusion Manager. They also report to the Governing Body to keep them informed of developments in SEN and Inclusion.</p> <p>The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make good progress. This September 2019 the school funded a classroom (Roald Dahl) for small group work. The class provides for 18 children with a variety of SEN needs. The class has a class teacher with two TA's. Eight children access the class in the morning with eleven attending in the afternoon</p> <p>The SENCo/Inclusion Manager has the responsibility to check that all SSPs are in place and being implemented effectively.</p>
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<p>4. How will the curriculum be matched to my child needs?</p>	<p>Throughout the school, high quality, differentiated teaching and specialist provision is built on and feeds into what is being taught in class. Whole class teaching is adapted to meet individual needs. This may be through the use of different teaching styles or the support and resources provided. If your child requires support in addition to this, their SSP or EHCP will identify the type of support that is required. The support may be provided by the class teacher, a teaching assistant, the SENCo, a specialist teacher or partnership outside agency. We provide on-going training and support for staff to ensure pupils are supported appropriately.</p> <p>If specialist equipment has been recommended by an outside agency e.g. Occupational Therapy, we will aim to provide this at the earliest opportunity.</p>
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<p>5. How will the school know how well my child is doing?</p>	<p>As a school we measure children's progress in learning against age related expectations.</p> <p>Class teachers continually assess each child and note areas where they are improving and where further support is needed. We track children's progress from entry at Nursery or Reception through to Year 6. Progress is reviewed formally every term and an age-related level is given in Reading, Writing and Maths.</p> <p>Children who are not making expected progress are identified through termly progress review meetings with the Class teacher and members of the school's Senior Leadership Team. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Parents/carers are consulted if additional needs have been identified to further support their child.</p> <p>When a child's SSP is reviewed comments are made against each target to show what progress the child has made.</p> <p>The social and emotional well-being of pupils is tracked through:</p> <ul style="list-style-type: none"> • Observations by all staff members
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	<ul style="list-style-type: none"> • Reviews of targeted interventions e.g. ELSA sessions • Pupil responses • Use of assessments where appropriate e.g. Boxall Profiles, Emotional Literacy Checklist • Using information from other lead professionals e.g. CAMHS
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<p>6. How will I know how well my child is doing?</p>	<p>We hold parents’ evenings twice a year for all parents where parents can discuss their children’s progress and areas for development. We also provide end of year statutory written reports with an opportunity for parents/carers to discuss their child’s progress in more detail. Additionally, parents of children with SEN may be asked to come into school for partnership meetings with outside agencies who are providing support. These are sometimes called “TAC” meetings-Team Around the Child or “TAF” meetings – Team Around the Family.</p> <p>If your child is on the SEN Register they will have a SEN Support Plan (SSP) which lists their individual targets. This is reviewed with parents on a termly basis (at the parents’ evenings in the autumn and spring terms and at a separate SEN meeting in the summer term) and a copy of the plan is given to parents upon completion.</p> <p>We believe that your child’s education should be a partnership between parents and teachers therefore we aim to keep communication channels open and communicate regularly. Staff are available before and after school, offering opportunities for informal chats and the chance to arrange more formal meetings if needed.</p> <p>If a child has an Education, Health and Care Plan (EHCP) parents will also be invited to an annual review meeting to discuss their progress and future support. Support for the children takes form in a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the graduated approach, assess, plan, do, and review. Parents will receive a report as a record of these meetings.</p>
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<p>7. How will you help me support my child’s learning?</p>	<p>We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. We will be happy to discuss any ideas in order to support your child.</p> <p>If you would like to discuss your child’s progress or any concerns/ worries you may have, please make an appointment to see the class teacher in the first instance.</p> <p>All information from outside professionals (EP, LBL, SALT etc) will be shared with you via a meeting or in a report. The SENCO is available to discuss any recommendations with you and the external professionals involved will be happy to meet or speak with you on request.</p> <p>If your child is undergoing an EHC assessment you will also be supported by the Merton or Sutton SEN Team who will ensure that you are kept updated and fully understand the process.</p>
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	<p>SSPs/EHCPs will be reviewed with your involvement each term.</p> <p>Home Learning will be adjusted as needed to your child's individual needs</p> <p>The school organises individual, group and whole school workshops around a range of curriculum (Phonics, Reading, Maths) and pastoral areas.</p>
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<p>8. What support will there be for my child's overall wellbeing?</p> <p>How will my child's personal or medical needs be met?</p>	<p>We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.</p> <p>Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo or Inclusion Manager for further advice and support. This may involve working alongside outside agencies.</p> <p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> • ELSA sessions • Circle time • A sensory room • Members of staff readily available for pupils who wish to discuss concerns and issues. Key members of staff are allocated to pupils who have particular well-being needs <p>The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. Medical Care Plans are written for children with specific medical needs and closely monitored by class teachers and TA's.</p> <p>The school tracks and identifies families who need support with attendance issues. There is liaison between the parents and the school and the EWO service is used. Dawn Siggery is the school's attendance officer and Kelly Aldis the Liaison officer work closely with parents and children to ensure good attendance.</p> <p>The school follows the behaviour policy and the children are supported additionally through the provision listed above</p> <p>Our school has golden rules which encourage positive behaviours. We also have a system of house points, every child is in a colour team and all points lead to rewards. Each year we celebrate Friendship Week – a more positive approach to Anti-Bullying Week. There is an Anti-Bullying Policy which we adhere to (this can be found on the school's website).</p>
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	<p>The school works with the relevant health care, social care sector and they take assemblies as well as enriching the curriculum by coming in to work alongside staff.</p>
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<p>9. How will my child be able to contribute their views on how things are going?</p>	<p>We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.</p> <p>Throughout the school we use Assessment for Learning. The children regularly peer and self-assess their learning and progress, and are involved in evaluating and setting new targets. Pupils on SEN Support Plans will be supported to complete self-evaluations.</p> <p>Pupil surveys are completed every year asking pupils to comment on how happy and valued they feel in class and at school. This is an opportunity for children to share their ideas, views and opinions on the provision of their education and well-being at Aragon.</p> <p>If your child has an Education, Health and Care Plan they will be invited to share their views at the annual review meeting. This may involve them attending part of the meeting or working with a member of staff to record their ideas prior to the meeting.</p> <p>During the various interventions' pupils are able to put forward views. They are able to speak to an identified member of staff with regard to talk about bullying and friendship issues. This is then followed up in a variety of ways to meet the needs of the children concerned and the nature of the issue. Children are made aware that they can tell any staff about concerns with regard to child protection issues and these are then dealt with by one of the school's Designated Safeguarding Officers.</p>
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<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>Aragon Primary school has a SENCo/Inclusion Manager who is fully qualified, she is supported by Gulshan Ahmed who has specialised in teaching children with dyslexia and by an Inclusion team of senior staff, teaching assistants and learning support assistants</p> <p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Virtual Behaviour Team (VBS) • Child and Adolescent Mental Health Service (CAMHS) • Merton Autistic Outreach Service (MAOS) • Sutton and Merton Speech and Language Therapy (SALT)
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	<ul style="list-style-type: none"> • Occupational Therapy Service (OT) • Visual Impairment Team • Hearing Impairment Team • School Nursing Team • Merton Parent Partnership Service • Social Services • MASH team in Merton • EWO (Educational welfare officer) <p>If a child lives in another authority the school will liaise with the relevant professionals.</p> <p>The school also has a named community school nurse available to meet with parents if required. (please see Medical policy)</p>
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<p>11. What training have the staff supporting children with SEN had, or are having?</p>	<p>The Inclusion Manager leads the Inclusion Team which includes the SENCo, Family Liaison Officer, EAL teaching assistants, ELSA trained staff and SEN nursery nurse. She is an experienced senior leader.</p> <p>The school has two Emotional Literacy Support Assistants (ELSAs) have attend courses run by the Merton Educational Psychology Team. They are able to access further support from the team when needed.</p> <p>Katie O’Sullivan has attended the Early Years SENCo course</p> <p>Class teachers and support staff have attended courses on ASD to increase their knowledge and understanding of Autistic Spectrum Disorders they also receive advice from MAOS as required.</p> <p>Speech and Language Therapists who see pupils in school, advise and support Learning Support Assistants on the follow-up activities and targets.</p> <p>Appropriate medical staff and the school nurse provide specific advice and training regarding individual pupils and their specific needs, during the last academic year 28 members of staff received Epi pen training while 4 have attended Diabetic courses</p> <p>There has been training for staff for managing children with behaviour difficulties and/or ASD.</p> <p>There are 14 First Aid trained members of staff across the school as well as Midday supervisors who are trained in risk assessments.</p>
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	<p>We regularly invest in training for teachers and support staff from a range of providers.</p> <p>The Inclusion Manager/SENCo works with, and advises, support staff to ensure pupils are supported appropriately.</p> <p>Appraisal meetings are held with staff where they have an opportunity to discuss their professional development and set targets for the future.</p>
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<p>12. How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>Risk assessments are carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school (after consulting with parents/ carers). All risk assessments are signed by the Headteacher or, in her absence, the Associate Head.</p> <p>From time to time individual children may need risk assessments to ensure they are fully included in school trips; this may be to ensure additional resources are in place for full access to this aspect of the curriculum. We are compliant with the disability and equality legislation</p>
<p>13. How accessible is the school environment?</p>	<p>We value and respect diversity at Aragon Primary School and do our very best to meet the needs of all our learners.</p> <p>We ensure we are aware of the languages spoken by our pupils and their families and, where needed, arrange for translators to attend meetings. We translate letters into different languages.</p> <p>The school is a two-storey building. We have ramps and a lift to enable full access for wheelchair users. Our school has disabled toilet facilities available.</p>

<p>14. How will the school prepare and support my child when joining Aragon Primary School, transferring to a new school or planning for the next stage of their education?</p>	<p>We encourage all new children to visit the school prior to starting so they can have a look around the school. For children with SEN we encourage further visits to assist with the acclimatisation to new surroundings. We would also like to visit them in their current school to further assist transition.</p> <p><u>Children joining our school in Nursery:</u></p> <ul style="list-style-type: none"> • Children will be given a date to start in the nursery class (the whole class does not start on the same day).
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- Where appropriate, the Nursery staff and the SENCo will liaise with any outside agencies already involved with your child e.g. Health Visitor, Speech and Language Therapist, Early Years Inclusion Team

Children joining our school in Reception

- Parents/Carers will be invited to a meeting where they are able to find out how the class operates and ask questions about their own child.
- If a child has specific additional needs the staff will make individual times to meet with the parents.
- If the child has a specific medical or needs plan this will be discussed with parents and the relevant professional.
- Where appropriate the Reception staff and the SENCo will liaise with outside agencies already involved with your child e.g. Speech and Language Therapist, Early Years Inclusion Team
- Children will begin part time in the Reception class and the move to full time is gradual.

Children joining our school in other year groups:

- Your child's previous school will pass on all the records they hold for them, including end of year reports, assessment records and any involvement from outside agencies
- If your child has SEN the previous support plans and reports will also be forwarded
- If necessary our SENCo will contact your child's previous school to discuss the support they were receiving
- If a new child coming to the school has additional needs the SENCo will contact the parents to discuss their child's needs.

When a child leaves our school before the end of Year 6:

- We ensure all relevant pupil information and reports are passed on to their new school
- Where appropriate we will contact the new school to discuss the child's needs
- The SENCo or a member of the Inclusion Team will contact the receiving school and share relevant information bearing in mind GDPR (General Data Protection Regulations)

For Year 6 pupils moving on to secondary education:

- We ensure receiving schools are aware of any pupils who need additional support. For children transferring to Merton secondary schools this information is shared at the SEN transition day attended by our SENCo and a safeguarding lead.
- We identify pupils who need additional support and provide a small group transition programme within school during the spring or summer term of Year 6
- We ensure pupils attend the transition days organised by the secondary schools

	<ul style="list-style-type: none"> • We pass on all relevant pupil information and reports <p>We support parents and the child in the transition to secondary school in particular where the child has a EHCP.</p>
<p>15. How are the school's resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all children who have Special Educational Needs are supported to the best of the school's ability with the funds available.</p> <p>The SEN/D budget is used to fund a variety of resources ranging from, training, purchasing services from outside agencies (SALT, Educational Psychologist and OT) and day to day resources for programmes and interventions. We manage this by working directly with the school business manager.</p> <p>We also have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.</p> <p>Funding has been used to set up a Sensory room for those children who require time away from busy classrooms or experience high levels of anxiety and sensory overload.</p> <p>Roald Dahl class has been established to provide for children experiencing difficulties in a busy classroom, so that they are able to access the curriculum in a quiet environment with additional adult support.</p> <p>If a child has additional needs which cannot be met without additional funding then we will work with the parents to make an application for an Education, Health and Care Plan (EHCP).</p>
<p>16. How is the decision made about what type and how much support my child will receive? How will I be involved?</p>	<p>Decisions regarding the support a child receives are made in consultation with the Classteacher, Senior Leadership team and Inclusion Team. Decisions are based upon the half termly tracking of pupil progress and advice from outside agencies (if appropriate). Any support given will be monitored closely to assess its impact.</p> <p>Parent meetings are held termly to discuss your child's progress and whether targets have been met. If further concerns are identified due to lack of progress then other interventions may be arranged. If your child has a SSP the reviews will be shared and discussed with you at the termly meetings.</p> <p>If your child has an EHCP additional meetings are arranged throughout the year to discuss your child's progress. Parents are invited to contribute to the EHCP annual review and discuss their child's progress</p>
<p>17. How will I be involved in discussions about and planning for my child's education?</p>	<p>All Parents/Carers have a responsibility to support their child's education. Parents are invited to contribute to their child's targets and discuss their progress at parent's meetings with the staff members involved in their child's provision.</p>

	Children with EHCPs have an annual review meeting in which parents are asked to submit their opinions with regard to their child's progress and the provision they are receiving.
18. How can I be involved in the school more generally?	<p>All parents are welcome to help in the school. This could be through:</p> <ul style="list-style-type: none"> • Aragon Parent Teacher Association • Helping with class trips • Volunteering in classes • Governing Body membership • Attending parent workshops or coffee mornings
19. Who can I contact for further information?	<p>In the first instance parents/ carers are encouraged to talk to their child's class teacher.</p> <p>If you wish to speak to the SENCo or a member of the Senior Leadership Team (SLT) they can be contacted via the school office.</p>
20. What should I do if I am considering whether this is the right school for my child/young person?	<p>If you wish to discuss your child's educational needs, or other needs regarding your child's schooling, please contact the School Office to arrange a meeting with the relevant staff member.</p> <p>Telephone: 020 8337 0505 Email: aragon@aragon.merton.sch.uk</p>
21. What should I do if I am unhappy with the support my child receives at Aragon Primary School?	<p>If parents/ carers are unhappy with any aspect of the SEN support offered at Aragon Primary School, they are asked to follow the following steps so we can resolve the issue:</p> <ul style="list-style-type: none"> • Meet with the classteacher and/ or the SENCo to discuss the issues. • If the issues are not resolved meet with the Inclusion Manager <p>Should these steps not work:</p> <ul style="list-style-type: none"> • Meet the Headteacher • Contact the Chair of Governors.
22. Is there other support available within Merton for families and pupils with SEN	<p>Merton Special Educational Needs Information and Advice and Support Service (MIASS) can provide families with additional advice and support.</p> <p>Telephone: 0208 543 8854 Email: fran.turko@merton.gov.uk</p>

	<p>Merton's local offer can be found at http://localoffer.merton.gov.uk/kb5/merton/localoffer/home.page</p> <p>Kids First is a forum for parents and carers of children or young people who are aged between 0-25 years, live in Merton or go to school/college in Merton and have a disability or special need. They run information and discussion sessions for parents/carers: http://www.mertonmencap.org.uk/kidsfirst.htm</p> <p>The Parent Partnership representative for Merton Fran Turko can be contacted on 0208 543 8854  Information on the Merton Local offer can be found via http://www.merton.gov.uk/healthsocial-care/children-family-healthsocialcare/disabled-children/children-familiesact.htm</p>
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Below is a glossary of the most frequently used SEN terms:

AD	Attachment Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
LAC	Looked After Child
LEA	Local Education Authority
MASH	Multi Agency Safeguarding Hub
MLD	Moderate Learning Difficulties

NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PEP	Personal Education Plan
SALT	Speech and Language Therapy
SEN	Special Education Needs
SEND	Special Education Needs and Disability
SENCo	Special Education Needs Co-ordinator
SpLD	Specific Learning Difficulty
SSP	SEN Support Plan
VI	Visual Impairment