



# **SCHOOL INFORMATION REPORT ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

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*Igniting Potential, Nurturing Character, Empowering Future*

## **SCHOOL INFORMATION REPORT ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

In July 2014, the Department for Education (DfE) issued the Special Educational Needs and Disability (SEND) Code of Practice 2014. The new Code came into force on 1st September 2014. This document is part of the Local offer for Waltham Forest . Under the Children and Families Bill, which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0 - 25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area and, more specifically, at Emmanuel Community school.

This document outlines our School Offer and the SEND Information required as stated in the SEND Code of Practice.

### ***What is SEND?***

A child or young person has a learning difficulty or disability if he or she:

- 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 or mainstream post-16 institutions.

### ***What kind of Special Education Needs and Disabilities (SEND) are provided for at Emmanuel Community School?***

At Emmanuel community school, a graduated approach to SEND is followed, as outlined in the 2015 SEND Code of Practice. Our school currently provides additional and/or different provision for a range of needs, whilst continually evaluating the effectiveness of our provision for children with SEND. Children with a broad range of needs are supported, including:

- Cognition and learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Physical and/or sensory needs

***Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability (SEND)?***

In the first instance, you should speak to your child's class teacher. The class teacher is responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and liaising with the SENDCo as necessary;
- setting Pupil Progress targets and sharing and reviewing these with parents at least once each term and planning for the next term;
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Our Schools SEN Provision is led by Ms Hird (SENDCo), They are responsible for:

- developing and reviewing the school's SEND policy;
- co-ordinating the support for children with special educational needs or disabilities (SEND);
- ensuring that parents are:
  - i) involved in supporting your child's learning;
  - ii) kept informed about the support your child is getting;
  - iii) involved in reviewing how they are doing;
- liaising with other agencies who may come in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology;
- updating the school's SEND list and making sure that records of your child's progress and needs are kept;
- providing advice and support for teachers and support staff so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teacher is responsible for:

- the day-to-day management of all aspects of the school, including the support for children with SEND;
- ensuring that your child's needs are met, although this responsibility is delegated to the SENDCo and class teachers on a day-to-day basis;
- ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor, Mr Amo-Dazie, holds an accountability role for our SEN provision, on behalf of an alongside the Governing Body

***How does the school know if children/young people need extra help and what should I do if I reason my child may have special educational needs?***

At Emmanuel Community School we operate a 'whole school' approach to the management and provision of support for special educational needs and believe that every child is special and will thrive in a safe, secure and stimulating learning environment in which children enjoy learning and develop positive relationships with others. We recognise, however that at different times children may need additional support to progress in their learning.

You, your child's teacher or your child may indicate that your child is struggling in some areas of learning or sometimes another professional may have noticed something that warrants extra support. If your child has been identified by the class teacher or SENDCo as needing a particularly high level of individual and small group work which cannot be provided from the resources already delegated to the school. The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is provided via an Education, Health Care Plan (EHCP). This is a legal process and you can find more details about this in the Local Authority based Local Offer on the borough website:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>

***How will both you and I know how my child is doing and how will you help me support my child's learning?***

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term and a National Curriculum level given in Reading, Writing, Maths.

We believe it is important to be open and honest with children and their families. We will always inform you of your child's progress and any additional support the school thinks will be beneficial to your child. If the class teacher identifies that targeting teaching has not met your child's needs, the teacher will raise this with SENCo or Head Teacher. The school will then make a decision about whether to monitor this or set up an intervention group and will inform you.

If your child is placed on the SEN register, you will receive an Individual Education Plan (IEP)/Provision Map, which sets out on paper the additional support your child receives in school and any specific targets they are working towards. Termly meetings with the class teacher and/or the SENDCo will keep you informed of the support being provided and the impact it is having on your child.

### ***What are the different types of support available at our school for children with SEND?***

We are really proud of the high-quality and wider ranging support we offer children with SEND at Emmanuel Community School. We believe being an inclusive school is at the centre of our school's vision, allowing all children to be the best that they can be. The class teacher will have the highest possible expectations for your child and all pupils in their class. Working alongside the class teacher we have a group of committed and professional support assistants who work across year groups with individual or small groups of children. This may be within the classroom as well as running intervention groups outside of the classroom.

The strategies put in place for each individual child will be outlined in their Individual Education Plan/Provision Map, but may include:

- Class teacher input, via targeted and differentiated classroom teaching (Quality First Teaching).
- In class group or 1:1 support by class teacher or teaching assistant, under the guidance of the class teacher.
- Intervention groups - if a pupil has a specific area of need such as spelling, numeracy, literacy skills etc., they may be placed in a small intervention group run by a teaching assistant. The interventions are regularly reviewed to inform future planning.
- For children whose learning needs are severe, complex and lifelong, we may apply for an Education, Health and Care Plan. These plans, which are inputted to by a variety of professionals, set down individual targets for children to work on over a number of years, and the support required to meet them.
- For children with an Education, Health and Care Plan (EHCP) who find it difficult to work within their mainstream class for the whole day, they may attend the Ark, which is our intervention provision. In this provision, the children work on their individual EHCP or individual educational targets through an individual workstation approach and the space is used for movement breaks.
- One-to-one support available by our ELSA, (Emotional Literacy Support Assistants), who are trained to run intervention programs with children who need support in overcoming a number of barriers to learning including bereavement, attachment, self-esteem etc. These sessions are also provided for children who require emotional, social and mental well-being support.
- If it is deemed that more specialist support is needed, we have a therapist, who works for half a day a week with the school.
- We have a dedicated Speech and Language qualified teacher who delivers a number of Speech and Language programs in our school.
- Outside agencies - occasionally a pupil may need support from an outside agency e.g. Educational Psychologist (EP), Speech and Language Therapy (SALT), in which case a referral will be made with parents' consent. After assessment by the agency, a programme of support may be provided.
- Medical support - if a pupil has a medical need such as a nut allergy, diabetes etc. then a healthcare plan is compiled in consultation with parents/carers and

the school nurse. This is shared with all staff involved and with the pupil.

- Small group work focused on overcoming gaps in learning which may be run by the class teacher or a teaching assistant who has had training to run these groups.
- Additional one to one adult support for pupils with significant learning needs, who would be unable to access the curriculum without the full support of an adult.
- Phonics catch-up (Read, Write Inc)
- Homework clubs

### ***How will the curriculum be matched to my child's needs?***

All lessons offer children the opportunity to work at an appropriate level for their development. Children are encouraged to take an active part in their own learning. We offer a range of after school clubs giving opportunities for children to consolidate their learning.

### ***How will the teaching, curriculum and wider school activities be adapted to enable progress and success?***

At Emmanuel, we are proud of the high quality teaching our children receive. Class teachers plan lessons according to the specific needs of all groups of children in their class (differentiated and personalised) and will ensure that your child's needs are met. Planning and teaching will be adapted, on a daily basis, if needed, to meet your child's learning needs. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child, where necessary. Teachers will regularly use specific resources and strategies to support your child individually and within groups.

Activities and school trips are available to all. All School trips require a risk assessment to be completed. We will make all reasonable adjustments to accommodate specific needs on a trip, if 1:1 support is required for a pupil, we may ask the parent/carer to attend.

All extra-curricular clubs and activities are open to all pupils. If 1:1 support is required then, as above, we may ask a parent/carer to attend.

### ***How will we support your child during periods of transition, e.g. moving class, key stage or school?***

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from pre-school:

- The Early Years & Key Stage 1 lead and the community liaison officer will visit pre-schools, where appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Carrying out home visits for children entering reception.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will ensure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story to support them in understanding moving on, then one will be produced for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and targets and strategies will be shared with the new teacher;
- A 'moving up' session takes place where the whole class spends time in their new classroom with their new teacher;
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.
- Your child will also receive a transition booklet about their new year group
- Take photographs of key people and places in order to make a transition booklet.
- Hold additional meetings for parents and child with the new teacher
- Arrange additional visits to the new classroom environment in order to identify coat pegs, toilet locations etc

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In some cases, a person-centred review meeting, to which you will be invited, will take place with the SENDCo from the new school;
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead;
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school;
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.
- Invite staff from new schools to visit your child in the classroom and attend review meetings prior to transitions

***What specialist services and expertise are available at or accessed by the school?***

The following are examples of other professionals who the school may approach for specialist advice to discuss recommendations with teachers and support staff for appropriate interventions to support your child in consolidating new skills and information.

- Children's Services SEN Team
- Speech and Language Therapist
- School Nurse
- Physiotherapy
- Occupational therapy service
- Educational Psychologist
- ASD Outreach Team from Flourish Learning Trust
- Children and Adolescents Mental Health Team (CAMHS)
- Play therapist
- Waltham Forest Parent Forum

***What training have the staff supporting SEND had or what training are they having?***

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD) and dyslexia. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

***How do we support the emotional and social development of pupils with SEND and their wellbeing?***

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and low self-esteem.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We use a 'Going for Gold' system as a behaviour management strategy. All pupils have the opportunity to make positive choices about their behaviour and influence outcomes. We also host a lunchtime club supporting the social development of pupils who find the playground overwhelming. Our Community Liaison Officer and ELSA Teaching Assistants with support from a therapist can provide emotional support and help to develop confidence and break down barriers to learning.



***How accessible is the school both indoors and outdoors?***

Emmanuel Community School is built on one level and can accommodate wheelchair users. If your child has visual or hearing impairments, we will liaise closely with local advisory teachers to ensure that we meet your child's needs. There are children's disability toilets on site.

***My children has a medical need and needs changing?***

We will contact the medical team to get training on specific needs. In addition we will follow our intimate care policy.

***How are the Governing Body involved?***

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of practice 0 to 25 years (2014).

The SEND Governor liaises closely with the SENCo and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

***How is the decision made about what type and how much support my child will receive?***

Support is allocated dependent on the individual child's needs. This is assessed at pupil progress meetings with parents, staff and professionals working with your child.

***How will I be involved in decisions about and planning for my child's future?***

You will have regular contact with the class teacher and be invited to parent meetings. If your child has an EHC Plan you will be invited to attend a Person Centred Annual Review which will include all the professionals working with your child. For children with significant medical needs health care plan review meetings will be held.

### ***Who can I contact for further information:-***

Further information is available in the SEN Policy.

In the first instance the best contact is with the class teacher, after that the Inclusion Leader/ SENCo will be happy to help.

SENCO/Inclusion Leader:	Ms Hird
Headteacher:	Mr Fagbemiro (Head Teacher)
Inclusion Governor:	Mr Amo Dazie

The school office number is 020 8520 0775 and the SENDCo email is:  
[senco@emmanuelcommunityschool.co.uk](mailto:senco@emmanuelcommunityschool.co.uk)

### **SENDIASS- Special Educational Needs Information, Advice and Support Service.**

SENDIASS is a service run by the Citizens Advice Bureau and is a service that the Local Authority has to legally provide under the Children and Families Act. It provides; confidential, impartial, free, high-quality information and advice and support to Children and young people with Special Educational Needs and Disabilities.

### **Contact**

Telephone: 020 3233 0251

E-mail: [wfsendiass@citizensadvicewalthamforest.org.uk](mailto:wfsendiass@citizensadvicewalthamforest.org.uk)

[Waltham Forest :: Home \(walthamforestsendiass.org.uk\)](http://walthamforestsendiass.org.uk)

For further information within Waltham Forest:

Please refer to the London Borough of Waltham Forest '**Local Offer**' of support which can be found at:

<https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability>