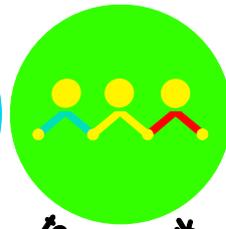
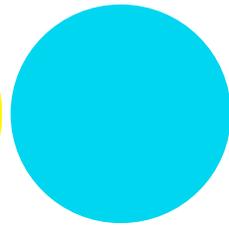
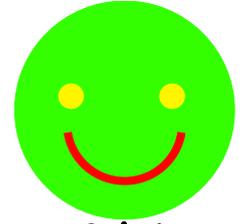
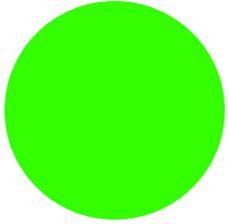
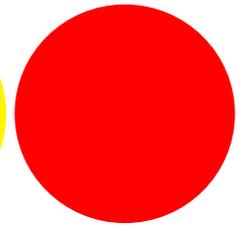
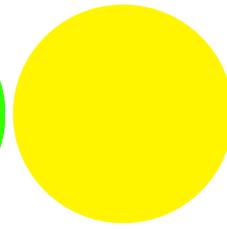


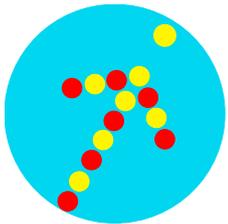
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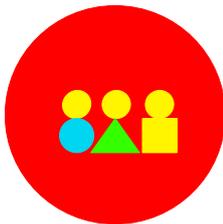
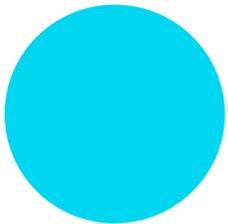
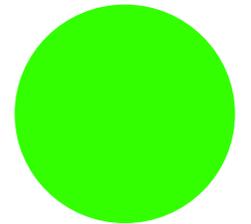
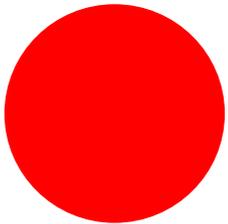
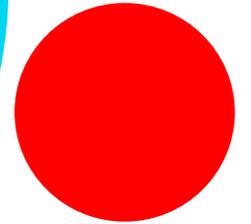
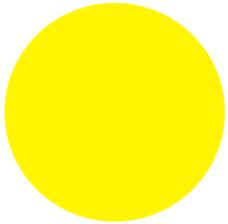
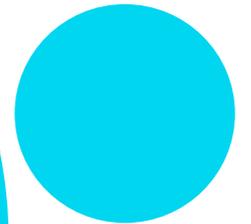
team work



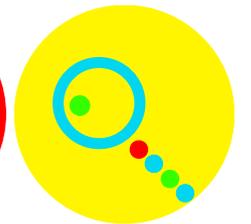
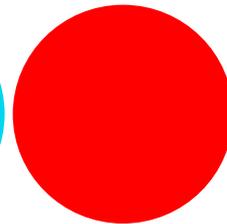
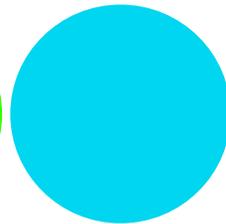
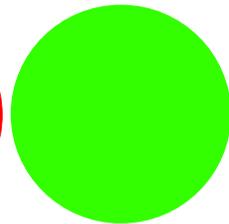
enjoy



aspire



respect



enquire

SEND Local Offer

A place of learning,
laughter and friendship

www.thomasbuxton.towerhamlets.sch.uk



Thomas Buxton
Primary School
Learning Together



How we support pupils with special educational needs and disabilities (SEND)

vision
& values

Introduction

Thomas Buxton Primary School is a two-form entry community primary school with a nursery. It is maintained by the London Borough of Tower Hamlets and there are 460 pupils on roll aged 3 – 11. Our current Ofsted rating is 'good'.

Our School Vision

Thomas Buxton Primary School will work with everyone to create a **happy**, **safe** and **stimulating** setting where children are motivated to **learn together**. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter **opportunities** and **challenges** with **resilience** and **determination**. We encourage a **curiosity** about the world and strive to ensure that our children will contribute **positively**, now and in the future.

Our School Values

create

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.

Contact details

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pupil voice

How we give pupils/young people a voice

Pupils are involved at many different levels at Thomas Buxton. Classes elect representatives for the school council which meets regularly with a senior member of staff to suggest improvements and raise any concerns. School council decisions have led to new initiatives such as peer mentoring and a healthy tuck shop.

There is an annual survey of pupils views and the outcome of this is published on our website.

Pupils are involved in termly teaching and learning review days when they are given the opportunity to give feedback to outside observers about teaching and learning in the school.

We have a 'job centre' in school where pupils apply for a whole school responsibility, have a line manager and earn points to exchange for rewards.

Our year 6 pupils run the weekly celebration assembly and the school is currently working towards the Rights Respecting Schools Award.

How we know if a child/young person has special educational needs

The school has a rigorous tracking system in place whereby each class teacher meets termly with the leadership team to discuss individual pupils' progress and how best to move pupils forward. Any children who may have special educational needs (SEN) and/or would benefit from additional support or intervention are identified at these meetings. The progress of pupils who already have identified SEN is also monitored and discussed at these meetings. We are currently implementing an Assertive Mentoring programme to make our tracking system even more rigorous and to ensure all pupils meet challenging progress targets.

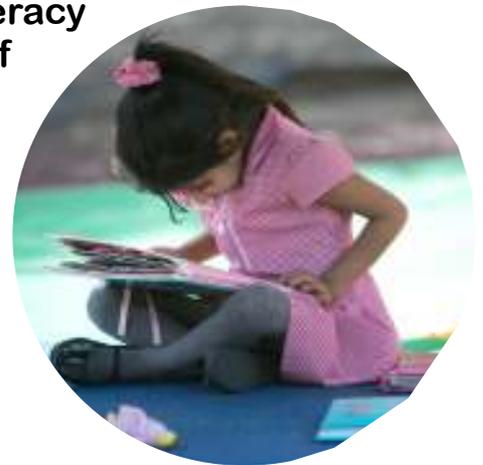
"The teachers are always interested in my views and ideas."

Thomas Buxton pupil



Some of our pupils begin our school with an identified or possible special educational need. Early identification is done through close liaison between our Early Years team and other early years providers, educators and health professionals. We also run 'stay and play' sessions for all new nursery admissions so that staff can identify any additional needs before the children start school and appropriate provision can be put in place.

Pupils in Key Stage Two with more complex needs are taught in a small class (Ark Class) for literacy and numeracy. This group has a high level of support (one teacher plus two or three teaching assistants with up to 10 pupils). Pupils eligible for Ark class support are usually identified during Year Two by class teachers and the SENCo. Parents are informed of the additional support available towards the end of the summer term.



In addition we have regular highlighting meetings where staff can pass on any concerns they may have about individual children – educational, emotional, pastoral, attendance and this is then logged and passed to the appropriate member of staff for action.

Parents have access to the Special Needs Co-ordinator (SENCo) if they have concerns about their child's learning or behaviour although they would usually raise such concerns with the class teacher first. One outcome could be a meeting between the SENCo, class teacher and parent to share concerns and decide on course of action. We are fortunate to have a speech and language therapist working in school once a week which makes it very easy to get an assessment of a child's speech and language development. The SENCo also carries out observations where there is a concern and if necessary refers on to the appropriate outside agency for further advice and support.

What we do to help children/young people with special educational needs

Additional support for pupils with special educational needs is described in the school Provision Map. This is updated twice a year and sets out the interventions that are in place, the groups or individuals they support and the staff that implement them.

Interventions are reviewed at least twice a year using a variety of baseline screening tests that are repeated after at least one term of the intervention. In addition the SENCo monitors interventions through observations and checking support staff records. During termly pupil progress meetings class teachers also contribute to this review process and a joint decision is made about next steps for any children benefitting from interventions.

Interventions are run by support staff and Ark Class teachers. Pupils with a statement/EHC (Education and Health Care plan) are supported in a variety of ways. Depending on need they will have individual support from a teaching assistant for some or all of the time. In Key Stage Two they may be supported in Ark Class. Pupils with statements have a detailed individual education plan (IEP) setting out their targets and how these will be achieved. These are reviewed termly and adjusted accordingly. Statemented pupils also have an annual review attended by outside agencies, parents and the child. Staff find the most appropriate way for each child to be involved in the annual review process. The SENCo oversees and plans the education programme for pupils with statements, in conjunction with any outside agencies involved.

The effectiveness of our provision is measured through regular review and evaluation of interventions, monitoring of provision through SENCo observation and monitoring, support staff performance management, teaching and learning review days, outside agency reports, as well as speech and language therapy reviews.





We have a wide range of evidence on which to assess the effectiveness of our current provision and which also helps us make changes and adapt provision as needed.

All our classes use a visual timetable and teachers use a range of strategies to make learning visual and accessible to all. This includes visualisers, interactive whiteboards, iPads, speech recorders (speakeasy) as well as laptops for individual pupils where appropriate. The school is a very accessible building, all on one floor. Some pupils have individual workstations within their classrooms where appropriate. A wide range of assistive technology is available from school resources (e.g. IPADs for some individuals) and from THATLL (Tower Hamlets loan service) and good use is made of both.

“The school helps me when I need help. I have lots of people who protect me and I feel very safe.

**Thomas Buxton
pupil**

teaching

How we adapt our teaching for children/ young people with special educational needs

“Disabled pupils and those with special educational needs are taught well”

Ofsted, 2012

All teachers plan for the range of pupils in their class or group. They use a range of approaches such as ability groups, peer support, differentiated tasks and resources. Some pupils have support from a teaching assistant during lessons, either individually or in a group. We also have an additional teacher in Years 1- 6 for literacy and numeracy to enable smaller teaching groups and, where appropriate, grouping according to need and ability.

Our approach ensures all pupils have access to a broad and balanced curriculum but are also able to learn in the way that best helps them to progress.





How we decide what resources we can give to a child/young person with special educational needs

Resources are allocated according to need. Our biggest resource is our staff and careful consideration is given to allocation of support staff at the beginning of every year. The leadership team looks at the needs within each year group and the strength and experience of the support staff members and allocates staff accordingly. Sometimes adjustments are made during the year due to staff changes or the changing needs of our pupils.

The SENCo, in conjunction with phase leaders, allocates individual support staff to particular intervention programmes. This is based on needs identified through pupil progress and on the training/experience of individual support staff.

Parents and Carers are kept informed through parents/carers evenings, annual reviews and any other reports that are relevant to their child. If there are to be any major changes in type or level of support for a child, the SENCo discusses this with the parents concerned.

The effectiveness of support is judged through IEP and annual reviews, pupil progress meetings and screening and reviews of intervention programmes.

“Teachers are resourceful and use a variety of strategies to motivate pupils.”

Ofsted, 2012



progress

How we check that a child/young person is making progress and how we keep parents informed

The school keeps track of pupil progress through its assertive mentoring programme and through pupil progress meetings. Parents are kept informed about their child's progress through parents' evenings, annual review meetings and additional meetings at the request of either the parents or the school.

“All groups of pupils achieve equally well”

Ofsted, 2012

Targets and programmes are shared with parents at the above meetings and ideas, suggestions and resources are provided for parents to help their child at home as appropriate. Parents are also invited to meet with outside specialists such as educational psychologist, speech and language therapist, outreach staff from special schools who support pupils in our school. These meetings also explain to parents how they can support their child's progress at home.

Parents/Carers are able to be involved at all stages of planning their child's education support through meetings, sharing of reports, talking to support staff and outside agencies. In particular, parents are asked to contribute to target setting at annual review meetings.



We offer a wide range of parent training and learning events through our 'Open School' programme as well as signposting parents to training events available through other local agencies. More information is available from Zinath Begum, Assistant Head, Open School. She can be contacted through the school office or by email at:

zbegum@thomasbuxton.towerhamlets.sch.uk

Pupils are given lots of opportunities to be involved in evaluating their own learning, target setting and reviewing their progress. This is done through termly mentor meetings with their class teacher. Pupils with statements are involved in the annual review process in a number of different ways, as appropriate to the child e.g question and answer form completed with the support of an adult, video or photo evidence of their work in class, attending part of an annual review meeting to talk about their progress and/or show their work.

“Parents and carers say that their children make good progress, whatever their individual needs.”

Ofsted, 2012



external support

Support we offer for children's/young people's health and general well-being

The school has access to the school nurse service which assists us with drawing up and reviewing health care plans, carrying out medicals at school if needed and offering advice on keeping healthy. We liaise with other health professionals involved in providing support and services to our pupils.

We administer medicines in line with our Medicines in School Policy.



The school is very proactive in encouraging good attendance and punctuality through close monitoring and contact with parents, liaison with the Attendance Welfare Service, focus weeks and incentives.

We have a very low exclusion rate and the school has a positive behaviour policy with clear rewards and sanctions. We also work closely with Cherry Trees Outreach Service and CAMHs (Child and Adolescent Mental Health Services) if additional emotional and behavioural support is needed for individual children.

Specialist external services we use when we think extra help is needed

We have a qualified Speech and Language Therapist employed one day a week through a service level agreement.

Several members of support staff have had training in counselling young people.



We make use of the following other outside agencies:

- CAMHs
- Cherry Trees Outreach Service (behavioural support)
- Stephen Hawking School - Outreach Service (complex needs)
- Phoenix Outreach Service (Autism)
- Educational Psychology
- Central local authority teams such as SEN ICT, Specific Learning Difficulties, Visually Impaired, Hearing Impaired, Children with Disabilities – as necessary.

The training our staff have had or are receiving

We have an ongoing training programme for all support staff which takes place after school once a week for an hour. The training covers a range of topics, according to identified needs e.g. dyslexia, autism.

Individual members of staff go on additional training as required e.g. if they are working with a child with particular needs.

Outreach staff provide ongoing training, support and advice linked to particular children.

Whole staff disability awareness and autism awareness training has taken place in the past year.

“I always feel safe. If I have trouble learning I know I can rely on my teacher and teaching assistant.”

Thomas Buxton
pupil



activities & school trips

How we include children/young people in activities and school trips

- All children are able to attend all of our trips – any additional needs are assessed during the risk assessment and any necessary additional support or arrangements are put in place.
- Parents are fully informed about all trips and actively encouraged to allow their children to attend. If there any potential concerns we contact individual parents to discuss them.
- All children are able to attend an after school club. If a child requires additional support to attend, we will provide it.

Our school environment

The building is all on one level and is fully wheelchair accessible. Visual timetables, visualisers and interactive whiteboards are in all classrooms.

We have disabled changing and toilet facilities.

Additional equipment is secured through applying for additional funding (e.g. iPads for individual pupils) or borrowing from the local authority loan scheme (THATLL).

We also make use of other facilities throughout the borough e.g. specialist swimming sessions for individual pupils.





pupil transfer

How we prepare for children/young people joining our school and leaving our school

Early Years hold 'stay and play' sessions for children due to attend our nursery. This gives them a chance to get used to the school environment and for staff to get to know the new children.

Children who join our school part way through their school career have an induction programme which includes touring the school with their parents, having a named buddy in their new class and any relevant information is passed on to their class teacher as soon as it becomes available.

Parents are always asked about any additional needs on application and previous schools are always contacted as soon as possible for any further information.



Pupils transferring to secondary school have a range of transfer activities in Year 6.

Additional preparation and school visits are organised where necessary. We also liaise with the School Travel Service to ensure children with additional needs are given the support necessary with travel to their new school.

How parents are involved in school life

Parents are involved through parent consultation evenings, welcome mornings and specific information meetings about new policies or developments. Parents receive information about all events through letters, newsletters, text messages and reminders on the day from staff on the gate.

“Pupils are well prepared for the next stage of their education.”

Ofsted, 2012

We have a large number of Sylheti speaking staff and are able to access interpreting services for other languages if needed. The school answer phone message is in English and Sylheti. We always provide interpreters for school events and meetings as needed.

who to contact with a concern

Who to contact for more information or to discuss a concern

The first point of contact if parents have concerns about their child is the class teacher. The class teacher will pass on any SEN concerns to the SENCo and if appropriate a meeting will be set up with the parent to discuss these worries. Parents are welcome to contact the SENCo at any time with their concerns and the SENCo will find out more information through talking to the class teacher, support staff and through observing the child.

Parents interested in enrolling their pupil at the school should contact the school office who will put them in touch with the appropriate person (admissions officer or early years manager). If the child has additional needs already identified, parents can also ask to make an appointment with the SENCo to find out more about provision within the school and how well we can meet their child's needs.

The school SENCo is Cathy Burns. She can be reached on Monday, Tuesday or Wednesday through the school's main number (020 7247 3816) or messages can be left for her on Thursdays or Fridays via the office or email cburns@thomasbuxton.towerhamlets.sch.uk

By September the local authority will be launching a 'Local Offer' portal which will point to schools' websites where parents can get more detailed information about their arrangements for SEN, disability and to what extent the school is physically accessible.

“We respect each other and we are a caring, sharing school”

Thomas Buxton pupil



additional
information

Additional information about support and services for pupils with SEND and their families can be found in:

The Local Authority Local Offer

Available at:

www.towerhamlets.gov.uk/lgn/education_and_learning/local_offer

Parents Advice Centre

30 Greatorex Street

London

E1 5NP

Telephone: 020 7364 6489

Email: pac@towerhamlets.gov.uk

The Department for Education

SEND Code of Practice

Available at:

www.gov.uk/government/publications/send-code-of-practice-0-to-25



Our offer to children with special educational needs and disabilities was prepared in September 2014.

It will be reviewed in September 2015.





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