



St. Saviour's RC Primary School



Pray Together, Learn Together, Stronger Together in Jesus

St Saviour's RC Primary School SEND Access Arrangements 2018–19

The kinds of special educational needs for which provision is made at the school.	See school provision map
Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	SEND Policy Inclusion Policy School Handbook Policy Safeguarding/Child Protection Policy E-Safety Policy Pupil with Medical Needs Policy Behaviour Management Policy Positive Handling Policy Intimate Care Policy
Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including —	
(a)how the school evaluates the effectiveness of its provision for such pupils;	Termly Pupil Progress Meetings (Focus – Whole Class / Gender / PP / SEND) Termly Teacher Assessment Tracking Annual Pupil voice Termly Intervention Group reviews

(b)the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;	The assessing and reviewing process for children with SEND is an integral part of termly progress meetings. In these PPM’s whole class, pupil premium and SEND children are recorded and discussed in terms of attainment/progress and provision.
(c)the school’s approach to teaching pupils with special educational needs;	We adopt the policy that all staff are accountable for <u>all</u> children. It is the expectation that children with SEND will catered for in terms of scaffolded planning and work/tasks.
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;	St Saviour’s adapts the school curriculum in the following ways – <ul style="list-style-type: none"> • Small Group Support • Little Bridge language support programme • Access the Speech & Language therapists • Differentiated Activities
(e)additional support for learning that is available to pupils with special educational needs;	At St Saviour’s the support for children with SEND can take several forms, from differentiated planning/learning, Class Teacher Support, Support Staff Support, Small Group Work and Interventions. For pupils who have been awarded an EHCP the support varies from specialist equipment to 1:1 support in the neediest of cases.
(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and	The school ensures accessibility for all by ensuring that all SEND pupils are able to participate in all activities and support is given where necessary. The school has a wheel chair access linking the main corridor to the hall. The school has a ramp which makes all KS2 toilets and classrooms accessible from the playground.
(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.	If children are affected by emotional, mental and social issues the school tries to first look at early support/TAF meetings. The school works well with a variety pf professional bodies to support all our students. The school also use New Woodlands Outreach service which provides a specialist to work with children with emotional and social needs
In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	The Schools SENCo is Sandra Tavernier and she can be reached either by phone (0208 852 4283) or by e-mail senco@stsaviours.lewisham.sch.uk
Information about the expertise and training	The school reviews it’s SEND policies and provision on a yearly cycle.

<p>of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>Training for staff occurs termly for both Teaching staff and Support Staff (see CPD events). Extra support will be offered to staff working with children with EHCP plans.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Equipment bought especially for pupils are kept either in the SENCo's room or in the classroom for easy access (<i>specialist cushions, iPad's, etc</i>). Software is also on the shared drive to support children with EAL.</p>
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>As stated in the Local Offer and SEND policies, parents are consulted from the time initial meeting with the class teacher has taken place. The SENCO will then arrange appointments with parents to provide them with further information about new strategies or referrals to outside agencies which may be necessary, in responds to the concerns around the child.</p>
<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Parents, class teachers and the SENCO should talk to the child their needs and how they being supported to improve their learning. The school encourages the child to take ownership of their learning through discussion, intervention sessions which they must remember to attend and complete pupils voice questionnaire.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>If a parent wishes to make a complaint, the procedure is displayed on the schools website, along with the schools complaints Policy. If a parent wishes to make a complaint they should first talk to both the class teacher and the SENCo.</p>
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>The school buys in service level agreements (SLA's) for several services, such as –</p> <ul style="list-style-type: none"> • Education Psychologists • Speech & Language Therapists • Support with ASD • Support with Behaviour. <p>The school also works with charities such as the Jimmy Mitzen trust and Candlelight project if children are affected by crime or bereavement.</p>

<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>The contact details for many support organisations can be found on the schools website under SEND.</p>
<p>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>The school adopts the following approach in each instance –</p> <ul style="list-style-type: none"> • Secondary Transfer – the SENCo will meet with all Lewisham SENCo's in a handover meeting each July. For transfers out of borough the SENCo will have a phone conversation. • In Year admissions / casual leavers – We will attempt to have a dialogue with the child's previous school if the child is of school age. If a child with SEND leaves our school we contact the destination school by phone.
<p>Information on where the local authority's local offer is published.</p>	<p>The St Saviour's School Local Offer can be found on the schools website (http://www.stsaviours.lewisham.sch.uk/school-information/sen-and-disabilities/) or by requesting a paper copy at the school office.</p>