



St. Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus

Special Educational needs and Disability (SEND) Information Report

2019-2020

At St Saviour's we are committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that children and young people with SEN will receive an education that enables them to make progress that they;

- achieve their full potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training
- Additional and/or different provision is made in school for children whose needs may fall into one or more of the four categories in the 2014 SEND Code of Practice:

We will use our best endeavours to make sure that a pupil with SEN receives the support they need- this means doing everything we can to meet the pupils special educational needs.

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The Four Categories of SEND

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory, Medical and Physical Needs
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What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with previous school/setting
- Child performing below age expected benchmarks
- Concerns raised by parents
- Through termly Pupil Progress meeting held between teachers/SENCO and the Head Teacher
- Concerns raised by teacher, for example, behaviour or self-esteem if affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

Parents and carers are encouraged to inform us of any learning needs their child may have. Parents and carers are also encouraged to speak with their child's class teacher and if they require more information, they can contact our SENCO/Inclusion Manager- Ms Sandra Tavernier or the Head Teacher- Mr Dean Houson. We are open and honest with parent/carers and hope that they are able to do the same with us.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we use Target tracker, an electronic assessment tool to track and monitor children's progress from entry at Nursery or Reception through to year 6.

Children who are not making expected progress are picked up through our termly Pupil Progress review meetings with the class teacher, SENCO and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Additional assessment tools may be used in school by the Inclusion manager to obtain further understanding of a child's learning difficulties. These include

- British Picture Vocabulary Scale III
- Ravens Coloured Progressive Matrices
- Learning Success online dyslexia/dyscalculia tests
- York Assessment of Reading Comprehension

Following agreement with parents or carers, we may refer a pupil for further assessment of their needs to outside professional or support agencies. Many of these are based at Kaleidoscope, a partnership between Lewisham Healthcare and Lewisham Borough's Directorate of Children and Young People and the South London and Maudsley NHS Foundation Trust. Kaleidoscope brings together specialist community services for health, disability, mental health, education and social care.

Kaleidoscope Services

- Speech & Language Therapy Service (SALT)
- Social Communication Clinic
- Paediatric Team
- Specific Learning Difficulties Team (SpLD)
- Occupational Therapy Team (OT)
- Educational Psychology Team (EP)
- Children and Adolescents Mental Health Services (CAMHS)

Further information on Identification and assessment of pupil with SEND is in our SEND policy which is available on the school's website.

<http://www.stsaviours.lewisham.sch.uk/policies/>

What is our approach to teaching children with SEND?

Our aim is to support all children to fulfil their full potential and to become as independent in their learning as possible. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a learning support assistant (LSA) working with your child either individually or as part of a small group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

How are adaptations made to the curriculum and learning environment of children with SEND?

Quality First Teaching provides for most pupils and learning styles. Planning ensures that all work within the class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean in a lesson there would be three different levels of work set for the class. However, on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access the same lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In school, we use the Target Tracker System online objectives or IPMs (Individual Provision Maps) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age related expected benchmarks and update and adjust the individual provision Maps according to individual need. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

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

The class teacher will meet with parents at least three times a year (this could be as part of Parents' evening) to discuss your child's needs, support and progress. For further information the SENCO is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

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, especially if your child has complex needs.

- Your child may have an IPM or the objectives from the Target Tracker will be broken down by the class teacher and set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the targets by the time it is reviewed.
- An Intervention list is in place to track and monitor the progress of all children receiving interventions support including those on the SEND register.
- If your child have complex needs they may have an EHCP (Education Health Care Plan), which means that a formal Annual Review will take place yearly to discuss your child's progress. A report will then be written to include new information. This can also be done at a six monthly interim if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. Therefore, we will always seek to obtain the views of the child, whether via themselves or the parent/carer of the child.

Children who have IPMs (Individual Provision Maps) as well as all the pupils on the SEND register will have their targets discussed at the pupil progress meetings with the class teacher, the head teacher and the SENCO. Further discussions with the TA delivering the intervention, class Teacher and the SENCO will also take place, where necessary.

Pupil questionnaire where we actively seek the viewpoints of children especially concerning, being able to speak to an adult if they have a worry. If your child has an EHCP their views will be obtained prior to the date of their annual review.

What support will there be for my child's overall well-being?

We are an inclusive school and under the guidance of our catholic faith, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers' first point of contact. If further support is required the class teacher can liaise with the SENCO/Inclusion manager for further advice and support. This may involve working alongside agencies such as Health and Social Services and/ or the Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parent/carers need to contact the school office to discuss this and if agreed complete a form: **Parental Agreement for School Administer Medicines**'.

This may include medicine for life threatening conditions or require for a long term illness such as asthma, sickle cell and severe allergies. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse or doctor.

School will generally not take responsibility for other medicines such as cough medicines; however, we may be able to administer prescribed medicines following discussions with parent/carers.

What support for improving emotional and social development do we offer?

The SENCO via The Inclusion Outreach Team will provide learning mentor support for children in overcoming any difficulties that are getting in the way of the learning. The support each child gets will depend on their individual needs. We ensure we know our children and are always available to listen to them. We are alert to any changes in behaviour

and offer support when needed. We work in partnership with parents and carers to offer support to pupils and their families at times of difficulty.

At St Saviour's pupils' emotional and social development is supported by the following:

- Robust safeguarding Procedures
- Referral to the Inclusion Outreach Team for a range of difficulties
- Worry Box are provided in all classrooms and SENCO room
- Children may come out of class to work 1:1 or in a small group with an experienced adult
- There is very good communication with all staff in school, parent/carers, pupils and outside agencies including social services and the police
- Support for parent/carers to gain access to learning
- Help parent/carers to access areas of health needs

What specialist services and expertise are available at or accessed by St Saviour's RC Primary School?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Local Authority Health, School Nurse, General Practitioners, CAMHS (Child & Adolescents Mental Health Service), Paediatricians, Occupational Therapists, The Speech & language Therapy Service and The Inclusion Outreach Service. We also work with Social Care including Drumbeat ASD Services, Early Help, Targeted Family Service and the Education Psychology Service. Should your child require any form of involvement with an outside agency, the SENCO/Inclusion Manager would seek to meet with parents/carers to discuss the concern. The SENCO/Inclusion Manager will always obtain permission from parent/carers before contacting any other agency in pursue any kind of professional intervention.

How do we ensure the expertise and training of staff to support children with SEN, including specialist expertise, will be secured?

The Inclusion Manager supports staff in planning for children with SEND. Continuous professional development is arranged according to the School Development Plan and needs of the pupils.

St Saviour's staff has access to a wide range of professional development opportunities to enhance their knowledge and expertise in supporting pupils with SEND. Training may be provided by external trainers, delivered in house, or staff may attend specific training courses run by outside agencies.

The SENCO, Ms Tavernier, is a qualified Special Educational Needs Co-ordinator and the teaching assistants are trained in key areas for Speech & Language and ASD support. All staff have training in First Aid, Paediatric First Aid, Medicine use and Safeguarding.

St Saviour's have SLAs (Service Level Agreement) with the STEPs Team for (EP & SpLD), Drumbeat Autism

As a staff we have regular training and updates of SEND conditions, Medication use and Resources /Interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

What are the Governors responsibilities?

We currently have a named Governor: Mrs Linda Demarque involved in both SEND and Inclusion. This governor regularly meets with the SENCO Inclusion Manager and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How are children with SEND enabled to engage in activities available to pupils in school who do not have SEND?

We adhere to the guidance in the Equality Act 2010:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relationships

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/additional support to ensure that this is successful.

A risk assessment is 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. Each term we monitor the numbers of pupils with SEND attending school clubs and encourage them to participate.

How accessible is the school environment?

St Saviour's is mostly situated on one floor and can be accessed by a wheelchair. However, where there are stairs to the SENCO's office and to the school library, stair lifts have been fitted to enable accessibility. We also have three disabled toilets. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all. The school is able to liaise with the Language Service who can at times assist us in supporting our families with English as an additional language.

How do we support children joining us and those leaving us with transition?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties. School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an EHC Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

In Reception:

There are induction events during the summer term for all children who are joining the Foundation Stage in September.

The reception class teacher/ teaching assistants will arrange individual home visits.

Year 6:

The year 6 teacher and / or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Lead of their secondary school.

Your child will take part in focussed learning about 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, the new school will visit your child at St Saviour's.

Many of our 'feeder' secondary schools run a programme specially tailored to aid the transition for the more vulnerable pupils.

How are resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational Needs and/or Disabilities are met to the best of the school's ability with the funds available. We will often allocate Learning Support Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The school receive an additional amount of funding if your child requires an EHC Plan because he/she has a higher level of need.

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

The class teacher alongside the SENCO/Inclusion manager will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear system that is followed by all staff and pupils. If a child has behavioural difficulties the child will go on a weekly behaviour sheet to monitor behaviour. If the behaviour persists, an Individual Behaviour Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. In cases of severe behaviour which threatens the safety of the child, pupils and adults we are able to access specialist support from the New Woodlands Team. Incidents involving children with persist behavioural difficulties are logged in the safeguarding folder on the school's harddrive.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Admin team. Lateness and absence are recorded and reported to the SLT (senior Leadership Team) and the Head teacher. We work closely with the local authority Attendance officers. Good attendance is actively encouraged throughout the school and rewarded on a termly basis. Families who struggle with attendance and punctuality are met and supported by the school to improve attendance and punctuality. We have had many successes where families were struggling with lateness but are no able to get their children into school on time.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO/Inclusion manager.

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

First point of contact would be the child's class teacher to share your concerns. You could also arrange to meet our SENCO/Inclusion Manager Ms Sandra Tavernier or the Head teacher Mr Dean Houson.

How the SEN Information Report is reviewed?

This SEN Information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parent/carers of children with SEND are invited to specially arranged SEN meetings with the SENCO/Inclusion Manager and the Head teacher to help us adapt our provision to the needs of their child.

Some of our current external Agencies

Speech and Language Therapy Team (SALT)	Education Psychology Team	Drumbeat ASD Support Team	Occupational Therapy (OT)	Inclusion Outreach Team
<p>School's S&L therapist (Laura Crewdson) who comes into school every second half of each term.</p> <p>The support from the therapy service may include the following: Discussion and advice on activities you can use at home.</p> <p>Assessing pupils' individual communication needs and supplying school/home with an</p>	<p>School's EP (Marcia James) who comes in twice a term to assess and work with pupils who are experiencing persistent learning difficulties.</p> <p>The support from the EP service may include the following: A full diagnostic of the child's learning difficulties.</p> <p>Working with the child to identify key</p>	<p>School's an ASD specialist (Julie Traquair and Sonia Gannon who comes in twice a term to assess and work with pupils experiencing complex difficulties.</p> <p>The support from the ASD specialist may include the following: A full diagnostic of the child's ASD difficulties.</p> <p>Working with the child to identify key</p>	<p>The school SENCO can refer pupils to the OT team as and when necessary).</p> <p>Can provide an outreach support service to help support schools in developing children with sensory and physical health needs.</p>	<p>School's behaviour specialist (Eva Rinaldelli-Tabaton)</p> <p>Can provide an outreach support service to help support schools in developing children with social and emotional difficulties.</p> <p>They also support year 6 pupils with transition concerns</p>

individual SALT plan identifying targets to be worked towards. Providing advice, games and activities for school/or home to work on with the children.	strategies to improve learning. Meet with parent/carers to discuss advice and support at both school and home.	strategies to improve learning. Meet with parent/carers to discuss advice and support at both school and home.		to secondary school.
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Access to Supportive Environment		
Physical	Virtual	Learning
<ul style="list-style-type: none"> • Safeguarding procedures in place • DDA compliant 	<ul style="list-style-type: none"> • Safeguarding procedures in place • Education City Home Learning • E-safety /CEOP training provided for staff and learners 	<ul style="list-style-type: none"> • Safeguarding procedures in place
<p>Unique & different specialist school service offering</p> <p>Hyper link to photo gallery book of: outdoor learning areas, group spaces, clubs on offer in school and evidence book of the above</p>		
<p>Universal Parent Liaison Offering</p> <ul style="list-style-type: none"> • Open days for parents and prospective parents • Parent evenings with learning targets sheets • Contact books for some children • Weekly behaviour sheets if needed • Arranged meetings with the SENCO • St Saviour's FOSS (Friends of St Saviour's) • Parents' coffee mornings • Parent workshops • End of year reports 		

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.