



# St Saviour's RC Primary School

★ Pray Together, Learn Together, Stronger Together in Jesus ★

## SEND Information Report September 2023

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

<b>Inclusion Team</b> Sandra Tavernier: Inclusion Manager <a href="mailto:Senco@stsaviours.lewisham.sch.uk">Senco@stsaviours.lewisham.sch.uk</a> 0208 852 4283	<b>SEND Teaching Assistants</b> Ewa Wawak	<b>Parent Liason Officer</b> Pardeep Kahlon
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Our expectation is that all our children with SEND will receive a high quality education that will enable them to;

- reach their full potential
- become confident individuals
- 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 identified in the 2014 SEND Code of Practice:

### *What kind of special educational needs are we able to provide for at St Saviour's?*

<b>Communication and Interaction</b>	<b>Cognition and Learning (C&amp; L)</b>	<b>Social, Emotional, and Mental Health difficulties (SEMHD)</b>	<b>Physical and/or Sensory Needs (P&amp;SN)</b>
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### *How do we identify children with SEND and assess their needs?*

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 D 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

- Dyslexia Portfolio
- Language Assessments
- Ravens Coloured Progressive Matrices
- Learning Success online dyslexia/dyscalculia tests
- York Assessment of Reading Comprehension
- Social Communication Questionnaire

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
- Community Paediatric Team
- Specific Learning Difficulties Team (SpLD)
- Occupational Therapy Team (OT)
- Educational Psychology Team (EP)
- Children and Adolescents Mental Health Services (CAMHS)
- Portage

### **Other Agencies**

- Children's Social Care
- Family Thrive/Early Help Team
- Outreach Inclusion Team
- School Nurse Service
- Drumbeat Autistic Spectrum Disorder (ASD) Outreach Team
- Lewisham Parent and Carers' Forum
- SENDIASS

## Links

<http://www.lewisham.gov.uk/myservices/education/Pages/default.aspx/>

<https://www.sendlocaloffer.org/lewisham/>

[EHCFamilyThrive@lewisham.gov.uk](mailto:EHCFamilyThrive@lewisham.gov.uk)

<https://www.lewishamandgreenwich.nhs.uk/community-care/>

<https://www.slam.nhs.uk/our-services/service-finder>

<https://lewishamparentcarer.org.uk/>

<https://www.lewishamandgreenwich.nhs.uk/school-nursing-services->

<https://www.kids.org.uk/lewisham-sendiass>

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/>

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

Positive collaboration between parents and staff enables us to achieve the best outcomes for children. Parents are encouraged to share information about their child to help us plan the most appropriate support for them.

Class Teachers and the Inclusion Manager/ SENCO will discuss with parents the reason for adding the child to the Special Educational Needs register and the support with learning provided.

Parents' Evenings are held in the Autumn and Spring Term each year. At the Autumn meeting, Class Teachers (with the Inclusion Manager where possible) with parents meet to discuss the child's strengths, interests and needs. The Spring Term meeting reviews progress so far and discusses updated outcomes to focus on.

Throughout the year we offer an open door policy whereby, parents are welcome to make an appointment to meet both the class teacher and the Inclusion Manager to discuss their child's progress and/or needs. We also offer advice and practical ways that you can help your child at home. In the Summer Term, parents receive their child's Annual School Report showing progress, attainment and future steps.

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.

Meetings are arranged between parents and professional from external agencies who have assessed pupils, to share information and discuss the support needed by the child.

The Inclusion Team holds one coffee morning each term, for parents/carers of pupils with SEND. Guest speakers are often invited and the Inclusion Team is available to answer questions and provide information about the supported to pupils in school.

The Inclusion Manager can always be contacted by phone or email and we will always respond.

An Intervention list is in place to track and monitor the progress of all children receiving intervention support including those on the SEND register.

If your child has 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.

### ***What arrangements are there for assessing and reviewing children's progress towards outcomes?***

We use the 'Assess, plan do, review, cycle, whereby teachers are continually assessing pupils' learning through marking of work, discussions with and observations of pupils. Teachers' planning responds to their assessments.

For some children external agencies may carry out specific assessments and reviews. There is an assessment week each term when a range of different assessment tools are used to evaluate progress and attainment. The outcomes are discussed and updated at Pupil Progress Meetings with class teachers and the Senior Leadership Team. Pupils with an Education Health Care Plan (EHCP) are formally reviewed annually at a meeting between parents, staff and when possible, Our SEND case Officer from the local authority. Early Years pupils in Nursery, and Reception will have six monthly reviews of their EHCP.

### ***What arrangements are there for supporting children moving between phases of education?***

We personalise transition arrangements for pupils according to their needs. The types of support arranged include:

- Meetings with parents/carers
- Transition booklets
- Visits arranged for pupil joining St Saviour's
- Visits to new classroom and to meet the teacher
- Opportunities to meet children from the new year group
- Invitations to SENCO and new Class Teacher at receiving school to visit
- Personalised social stories to help children from the new year group
- Inclusion Team accompany pupils on visit to new school
- Home visits
- Visits to prior settings (nurseries, playgroups, schools)

### ***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 my child and parents be able to contribute their views, wishes and feelings?***

We value and celebrate each child being able to express their views on all aspects of school life. We also acknowledge the equal importance for parents' views and feelings. Therefore, we will always seek to obtain the views, wishes and feelings of the child and their parents/carers.

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. The SENCO will also meet with parents to discuss their child's (IMP).

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 Outreach Inclusion 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 Outreach Inclusion 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 Including the 'My Concern' Programme where concerns can be immediately reported and logged.
- Referral to the Inclusion Outreach Team for a range of difficulties
- Children may come out of class to work 1:1 with the SENCO or with 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)

- Community Paediatric Team,
- Occupational Therapists,
- The Speech & Language Therapy Team
  - The Outreach Inclusion Team
  - Social Care Team
  - Drumbeat Outreach Team,
  - Family Thrive /Early Help Team,
  - Education Psychology Team.
  - Specific Learning Difficulties/Steps Team

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 regular training in First Aid, Paediatric First Aid, Medicine use and Safeguarding (yearly).

St Saviour’s have SLAs (Service Level Agreement) with the STEPs Team for (EP & SpLD), The Speech & Language Team, Outreach Inclusion Team and Drumbeat Outreach Team.

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. There are stairs to the SENCO office and to the school library. However, the Key Stage one classes and the reception class can be accessed via the playground. We also have a disabled toilet in the reception class area. Any other resources needed for access may be assessed by Occupational Therapy and Physiotherapy in order for us to ensure ease of access and safety for all. The school is also 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 some 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.

The Outreach Inclusion Team provide sessions for your child to 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 EHCPNA 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. Incidents are logged on the 'My Concern' programme.

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 Outreach Inclusion Team. Incidents involving children with persist behavioural difficulties are logged in the 'My Concern' safeguarding programme on the school's hard drive.

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 not 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 D Houson.

### ***How the SEND 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.

### ***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.*