



St Mary's C of E Primary School

SEND Information Report.



Next review: September 2020

Welcome to our SEND Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information is updated annually.

At the Federation of St.Mary's and St.Saviours we value all members of our school community. Our local offer is in accordance with the government's new Code of Practise for children with SEND. Currently we in our Federation we have children with needs in all 4 areas of the SEN code of practise (2014)

What are Special Needs and Disabilities?

At different times in their school life, a child or young person may have a special educational need. The Code of Practise 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children whom have an area of need or a delay in 1 or more of the following areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.
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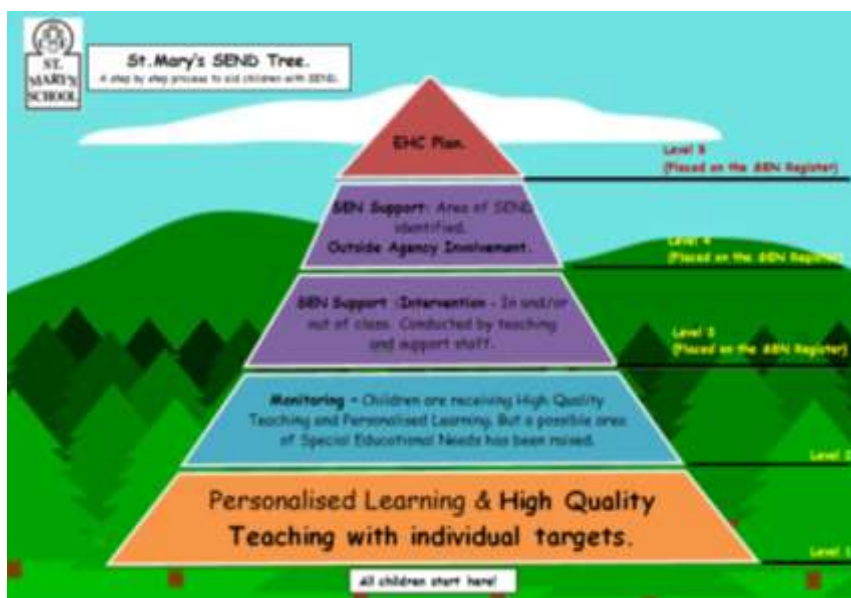
Before a child with SEND joins the Federation:

Please contact our Office Manager, Carmel Smith, if you have any general admission enquiries.

Before a child with SEN joins our schools we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an EHC plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting.

How do we identify and support children with SEND in our federation?

Every staff member in the federation follows our SEND Tree, made specifically for our schools. Every child in our school starts on the bottom layer and benefits from 'High Quality Teaching' and 'Personalised targets.'



LEVEL 1 -



1. **Every child in our school has the right to high quality teaching and individual targets.**
2. Teachers are able to identify and provide for pupils with special educational needs.
3. **All pupils will have access to an appropriately differentiated curriculum** and receive their full entitlement to any support identified (as far as this can be controlled by the school)
4. All pupils are **fully integrated into the activities of the school** so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
5. **Curriculum planning and assessment takes account of the type and extent of any difficulty** experienced by any pupil.
6. Pupils are encouraged **to take responsibility** with us for their learning
7. Pupils' difficulties are identified as early as possible
8. **Parents are informed** and involved as partners in their children's learning
9. **Our Federation follows the 2010 Equality Act (amended 2012) and our accessibility policy can be found on our schools' websites.** <http://www.stmaryscofe.org/>
<http://www.stsaviourscofe.org/>

LEVEL 2 -



If a child reaches **LEVEL 2** of the tree when a **staff member or parent approaches the SENCO with a concern** in 1 or more of the 4 areas of SEND: Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.

Following this concern the following steps will be made in **LEVEL 2-**

- Teacher observations in class.
- Observations made by the SENCO.
- Teacher/parent/SENCO meetings.
- Your child's progress can be discussed by the class teacher and/or the SENCO at **parent evenings and parent drop-ins**. Details of which can be found on the schools' websites.

St Mary's **SENCO (Jade Beech)** has over 10 years of experience teaching across all key and has been a qualified SENCO for more than 4 years. She has had training from UK wide organisations, such as the Autism Education Trust and the Dyslexia Association. She is able to provide guidance, support and strategies for children with a range of additional needs.

Beverly Hall our Executive Head Teacher is also in possession of the SENDCO qualification.

If you have a concern regarding your child you may contact St Mary's SENCO: Jade Beech on 0208 521 1066 or jade.beech@genesistrust.net

LEVEL 3 –



Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then they will be placed in a suitable intervention ran by a member of our support staff.

Our support staff are all highly trained in a range of SEND including art/Lego therapy, speech and language and understanding Autism. We also have access to learning mentors at both schools to work with children that have emotional and social difficulties. We also have a SEND speech and Language TA, who is guided by our Speech and Language therapist. She comes in one day a week to support identified student with speech and language needs.

A guide to the interventions children can be placed in can be found here: <http://www.stmaryscofe.org/sites/default/files/A%20guide%20to%20interventions.pdf>

And here: <http://www.stsaviourscofe.org/sites/default/files/A%20guide%20to%20interventions.pdf>

Regular reviews of these interventions will take place each term alongside the class teacher's in class assessment. Children may be moved from their intervention, the frequency of their intervention may be increased or decreased and this will be in accordance with their progress.

LEVEL 4 –



If a child continues to show difficulties in 1 or more of the 4 areas of SEN. (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then a referral may be made to an outside agency. **All referrals are made with parent/carer consent.**

Agencies currently being used across the Federation include: Speech and Language Therapy, Social Inclusion Development Team, Early Help, CAMHS, Occupational Therapy, Social and Communication Clinic, Waltham Forest Dyslexia Association, Whitefield School Outreach support and Educational Psychologists.

All available outside agency details can be found within the Waltham Forest SEND Local Offer: www.walthamforest.gov/localoffer

These agencies provide the school and parent/carers with objectives to follow to ensure progress is made by the child in 1 or more of the 4 areas of SEND. Reviews of these objectives are made on a term by term basis in school and yearly by outside professionals.

LEVEL 5 -



This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an **Education, Health and Care Plan (EHC)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on **LEVEL 3 or 4**.

For your child this would mean:

- *The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.*
- *After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.*
- *After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHC).*
- *The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.*
- *The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.*

Every EHC plan is reviewed yearly; all adults involved in the child's education, their parents/carers and the child themselves are involved in the reviewing process.

Transitions:

Every child on **LEVEL 4** will be discussed at pupil progress meetings with class teachers and senior leadership, children on **LEVEL 5** will be discussed in pupil progress meetings, annual reviews and have a transition meeting in the summer term where parents/carers can meet with their child's current and new teacher to ensure a smooth transition between year groups.

Children with an EHC plan in year6 will have a similar meeting with their secondary school of choice and the application for a secondary school place is sorted independently of non-EHC applications.

How do we consult parents of children with SEN and involve them in their child's education?

Parents of children with SEN are consulted regularly by person centred reviews, regular reviews, home and school contact through phone and email, and regular parent voice and questionnaires. The SEN staff make themselves available at parent evenings and other events, book looks, to involve parents in their children's education and learning. We are also available after school to discuss any SEN related concerns.

How do we consult young people with SEN and involve them in their education?

Students are involved in their own learning by their attendance at person centred reviews, and being given regular student voice opportunities. Teachers and staff encourage consistent lesson feedback, in order to get students communicating and making suggestions on how to improve their learning experience. SEN students are also offered key sessions with the learning mentor to discuss any concerns they have and their opinions on how best we can support their needs. There are also opportunities for SEN students to be on the school council to voice their views.

How do you assess and review children and young people's progress towards outcomes?

The progress of SEN students is closely monitored and data and reports are released and assessed termly during the autumn, spring and summer term, this is recorded and monitored closely, with interventions being established and added where students need extra support in their learning. The SENDCO will also be available during parent's evenings to share the data and discuss progress with the parents/carers.

What is your approach to teaching children and young people with SEN?

Approaches and strategies for teaching children and young people with SEN include high quality teaching by staff who are either SEN trained or supported by the SENDCO. The curriculum across all year groups is broad and balanced for SEN students. Classwork is personally differentiated and tailored for SEN students so they can access the national curriculum. There are opportunities for students to work in smaller groups, as well as 1:1 extra support with SEN TAs. Literacy and Maths interventions such as Accelerated Reader and Toe by Toe are running for SEN students. There are also before and after school targeted interventions for SEN students.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Classwork is differentiated for SEN students in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives and outcomes, and staggered workloads. A variety of resources are supplied and used in class to help students achieve, these include, visual prompts, vocabulary lists, to-do-lists, then and next boards, etc.

How are staff trained to support students with SEN?

All staff at St Saviours have received in-house INSET training for SEN and ASC. SEN training by outside agencies such as speech and language therapists and educational psychologists are also organised. Support staff have received regular SEN training, and the department receives regular outreach support from Whitefields. The SENDCO and a number of support staff have qualifications in positive handling, The Structured Approach (ASD strategies). There are also weekly CPD sessions for all SEN support staff.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The effectiveness of the provision is evaluated by consistent quality assurance and observations of lessons and support staff, with regular feedback and Provision Mapping is used to log and track the effectiveness of support and interventions for individual SEN students. The department also has quality assurance visits from the SEN governor (Alisha Anderson) and input from professionals from the Whitefields Outreach team.

What support do you provide for improving emotional and social development?

There are a variety of systems put in place to support social and emotional development. The department are involved and make referrals to CAHMS, as well as having learning mentors. We have a fortnightly speech and language therapist, and the learning mentor runs social skills groups, friendship groups. Each student has an student support plan and behaviour plan, where required, which is shared with all staff.

Bullying is consistently worked on; there are frequent assemblies on respect, acceptance and inclusion.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school has involvement and liaises closely with the Educational Psychologist, school nurse, speech and language therapy team, and the physiotherapy team. In terms of social care, there is liaison with social workers, the early help team and CAHMS.

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

Complaints from parents of SEN students are arranged through phone or email contact and then meetings can be arranged either with class teachers or with the SENCo or Senior Leadership Team. There is an up to date complaints procedure policy found on the website.

Where can I find the local offer?

The local offer for students with SEN can be found on the website. This will give a clear guidance as to which outside agencies are available within Waltham Forest SEND Local Offer:

www.walthamforest.gov/localoffer

Where can I find information on SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) as well as Waltham Forest Parents SEND Forum?

This is now delivered via The Citizens Advice Bureau:

CAB

220 Hoe Street
Walthamstow E17 3AY
Telephone number: 0300 330 1175

Parent Forum:
WFPF Office: 92 Leyton Green Road, Leyton, London E10 6DA
Call: 07528 433640 or 07794 298496

If you do have any queries please do not hesitate to contact the school office and ask for one of the following members of staff:

Jade Beech (SENCO)

jade.beech@genesistrust.net

Matthew O'Brien (Head of School)

Beverley Hall (Executive Head)

020 8521 1066