

St Mary's RC Primary School



Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Our Mission Statement: *St Mary's is a Roman Catholic Primary School where we are committed to developing each child's potential within an environment permeated by Gospel teachings.*

At St Mary's inclusion is at the heart of our Mission Statement and underpins the way that we relate, the way that we teach and the way that we learn. Our commitment to inclusion is reflected in the core values that we share including:

love and mutual respect

justice and fairness

high expectations of each other

As set out in our Inclusion Statement our aim is to enable each child to reach his/her full potential. As a Catholic school we aim to build a caring and supportive Christian community where each individual is able to grow in faith and understanding. We recognise that each child is a unique individual with his/her own contribution to make to the life of the school.

Key Principles

- to meet our aims and to identify and assess children with special educational needs and disabilities as soon as possible
- to work closely in partnership with the parents or carers of the children who have special educational needs or disabilities
- to meet the needs of all children in the classroom setting as far as possible
- to use our resources to support these children as effectively as possible
- to seek outside specialist help where necessary

All schools in Lambeth are supported to be as inclusive as possible, with the needs of students with special educational needs and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This report gives details about the way in which we offer support at St Mary's RC Primary School and ways in which parents, children and young people may access the support they need.

Further information about support offered by the local authority can be found on Lambeth's Local Offer website: <https://Lambeth.gov.uk/send-local-offer>

All local authorities have an independent advice service available for parents, children and young people. Information about the Lambeth Information Service can be found here: <https://www.lambeth.gov.uk/send-local-offer/information-advice-and-support/get-confidential-and-impartial-advice-about-send>

WHO SUPPORTS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/ OR DISABILITIES IN ST MARY'S RC SCHOOL?

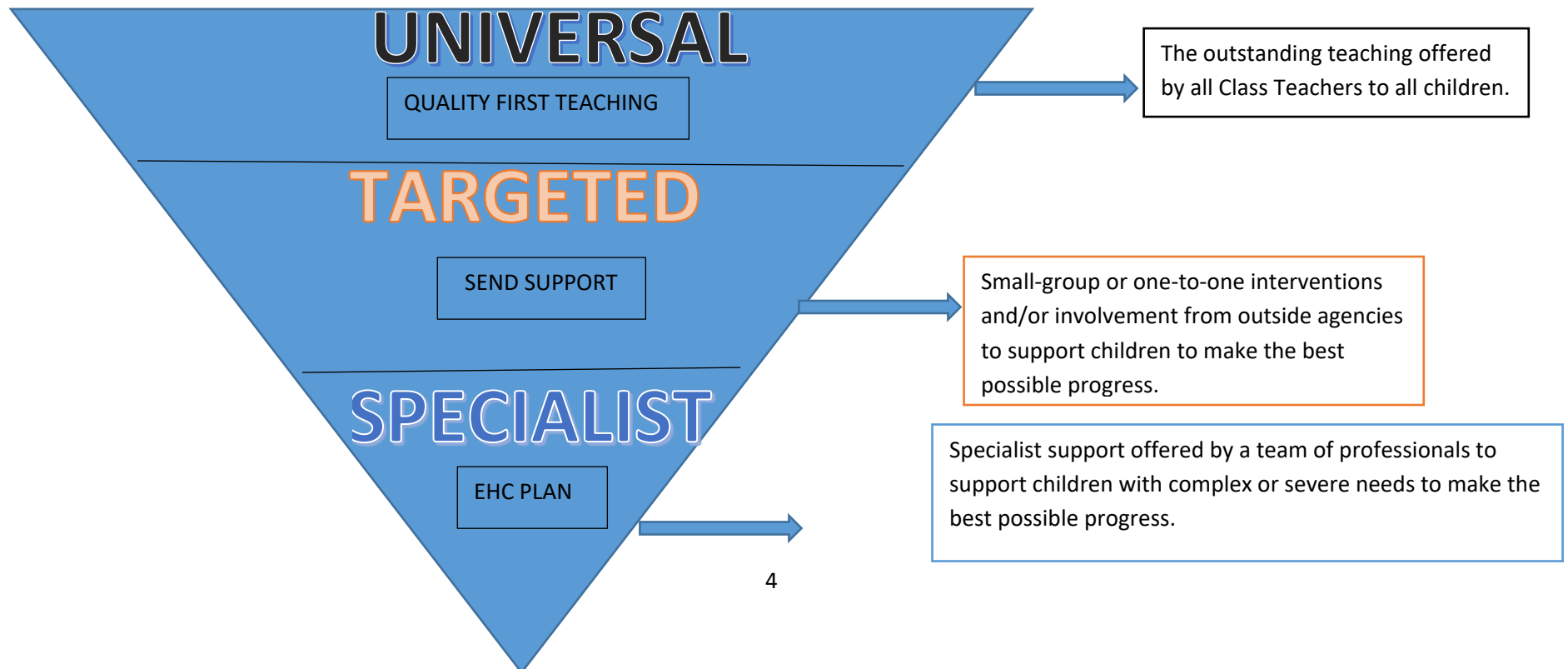
<p>Class teacher (s/he is recommended as the first point of contact if you have any concerns)</p>	<p>The Special Educational Needs Coordinator (SENCO) Miss Kelly Doody</p>	<p>Headteacher Miss Karen Pluckrose</p>	<p>SEND Governor Miss Michele Reilly</p>
<p>S/he is responsible for:</p> <ul style="list-style-type: none"> making sure that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) checking on the progress of your child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary making sure that the school's SEND Policy is followed for all the students with any SEND that they teach. in partnership with the SENCO (see below) making sure that all members of staff working with your child in school are aware of their individual needs and/or conditions, and 	<p>She is responsible for:</p> <ul style="list-style-type: none"> coordinating the support for children with special educational needs and /or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school making sure that you are: <ul style="list-style-type: none"> -fully involved in supporting your child's learning -kept informed about the support your child is receiving -fully involved in reviewing how they are progressing -fully involved in planning your child's support liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and 	<p>She is responsible for:</p> <ul style="list-style-type: none"> the day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress she must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND <p>Contacted by: <i>making an appointment through the school office</i></p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> making sure that the school has an up to date SEND Policy making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school making sure that the school's SEND funding is appropriately spent making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities making visits to understand and monitor the support given to students with SEND in the school and being part of the process to ensure your child achieves his/her potential in school <p>Contacted by: <i>making an appointment through the school office</i></p>

<p>what specific adjustments need to be made to enable them to be included and make progress</p> <ul style="list-style-type: none"> • making sure that all staff working with your child in school are supported in delivering the planned work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources • checking on and supporting the progress of your child across all subjects. Liaising with subject staff as necessary • supporting the social, emotional and wellbeing of your child in school • maintaining contact with you as necessary with regard to your child's progress and wellbeing <p>Contacted by: talk to the teacher at the end of the school day or arrange an appointment by telephoning the school</p>	<p>understood) and making sure that there are excellent records of your child's progress and needs</p> <ul style="list-style-type: none"> • providing specialist support for teachers and support staff in the school so they can help all children with SEND in the school to achieve their potential • supporting your child's teachers in creating Learning Plans with individual targets and the support that they receive. • writing alongside parents and class teachers a SEND Support Plan for children requiring involvement from multiple agencies • referrals to various agencies including the speech and language therapist, educational psychologist and paediatrician. • preparing an Education, Health and Care Plan application where needed • organising training for staff so they are aware and confident about how to meet the needs of your child and others <p>Contacted by: making an appointment through the school office</p>		
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HOW COULD MY CHILD GET HELP IN SCHOOL?

At St Mary's, we support children in a range of ways and by making use of a number of different resources and outside agencies. Some children's needs are met entirely by the **Class Teacher**. Others work with a **Teaching Assistant (TA)** for parts of the day, or receive interventions one-to-one or in groups outside the classroom. Support is coordinated, overseen and monitored by the Class Teachers and the **SENCO**. We work with **Speech and Language Therapy, Educational Psychology, the Lambeth Autism Advisory Service, Occupational Therapy** and others to support children in school, as well as the **Catholic Children's Society** who provide us with a therapist.

Support is planned and delivered through the use of a tiered approach as follows:



What are the different types of support available for all children, children with SEN and /or disabilities in St Mary's RC Primary School?

Types of support provided	What would this mean for your child person?	Who can get this kind of support?
<p>UNIVERSAL</p> <p>Class teacher input via high quality classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all the children in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place tasks to help your child catch up if they have gaps in their learning caused by short term absence. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the task. This may include occasional support from a Teaching Assistant to help with a particular difficulty. 	<p>All children in school receive this.</p>
<p>TARGETED</p> <p>Where the class teacher and the school SENCO, on the basis of high quality evidence, conclude that a pupil needs additional targeted support SEN support will be provided.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked their progress and will have decided that your child has a significant gap in their understanding/learning and needs some extra support to close the gap between them and their peers. • You will be immediately informed and be a full partner in planning and reviewing additional support or interventions. • The class teacher will plan with the SENCO interventions to support your child's learning. These interventions will have clear targets to help them make more progress. • Interventions may include small group work or individual sessions on a specific theme. • The class teacher will create a learning plan outlining your child's strengths and needs. They will also create some targets for your child and how these targets will be met. A copy of these plans will be sent home. • Where small group sessions are put in place they will be run by a teacher, teaching assistant or an outside professional (like a Speech and Language Therapist). 	<p>Any child or young person who has significant gaps in their understanding of a subject/area of learning.</p>

<p>Specific small group work. This group may be run in or outside the classroom.</p> <p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or individual support</p>	<ul style="list-style-type: none"> • At this point you will be involved in discussions and decisions about your child’s progress and will help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ support to set targets which will include their specific professional expertise ○ your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support ○ a group or individual work in school run by an outside professional • You will always be involved in decisions about how the support will be used and what strategies that will be put in place. • If you would like to be provided with the contact details for any outside agencies or services who will work with your child the SENCO can arrange this. 	
<p>SPECIALIST</p> <p>Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>If your child requires this high level of support they may also need specialist professionals outside the school.</p>	<ul style="list-style-type: none"> • If, despite the high quality classroom teaching, the intervention groups and referrals to outside agencies to advise, and support that the school has provided from its own resources to enable your child to make progress, they need further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at www.younglambeth.dev-fsit.com/local-offer/landing-pages/local-offer.html • This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child’s needs (as described in the paperwork provided), are sufficient 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, to which your child contributes, outlining their needs and how they will be met, and the long and short term outcomes that are being sought. • If they do not think your child needs this, they will ask the school to continue with the SEN support in school and provide further support to you and the school to ensure your child’s needs are met. • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

	<p>together all of the educational health and social care needs that your child may have in one plan.</p> <ul style="list-style-type: none"> • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly reviewed and changed according to the progress they make. 	
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How will we support your child with identified SEND starting at St Mary's?

- If your child has been allocated a place in St Mary's RC Primary School by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to talk to the SENCO and discuss their needs and what support they have been offered in their previous setting.
- If other professionals are involved, a team around the child (TAC) meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before they start at St Mary's RC Primary School.
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting
- Following the settling in period, the class teacher will arrange an early meeting with you online or by telephone to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school to review this with you.

How can I let the school know I am concerned about my child's progress?

- If you have any concerns we recommend you speak to your **child's teacher** initially, and at the earliest opportunity.
- If you are concerned that your child is still not making progress you should speak to the **SENCO**.
- If you continue to have concerns about your child you can make an appointment to speak to the **Headteacher**.
- The school has a **SEND Governor** who you can make an appointment to talk to if, after meeting with all of the above, you still have concerns about your child.

How will the school let me know if they have any concerns about my child's learning?

- When a teacher, or you, has raised concerns about your child's progress, and high quality personalised teaching has not met their needs, the teacher will raise this with the SENCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your child's progress and any additional support being given with you on a regular basis.
- Regular meetings take place between class teachers, assessment coordinators, the SENCO and Headteacher to ensure all students are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention and will inform you. These interventions may take place for a short period or over a longer period of time.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how we could work together to support your child

Who are the other people providing services to children with SEND in this school?

We work with a range of outside agencies to support children with the 4 areas of SEN-D.

We work in close partnership with parents and outside agencies to ensure children make the best possible progress and implement their learning across different contexts at school and at home. Other professionals who may be involved with supporting children with SEND include:

 <p>Communication and Interaction</p>	<p>Evelina Speech & Language Therapy Service Community Paediatrics Team</p>
 <p>Cognition and Learning</p>	<p>Lambeth Educational Psychology Service Lambeth Autism Advisory Service Lambeth Community Paediatrics Team</p>
<p>Social, Emotional & Mental Health</p> 	<p>Lambeth Educational Psychology Service Lambeth Autism Advisory Service Catholic Children's Society- Counselling Service Children and Adolescent Mental Health Service (CAMHS) Evelina Speech & Language Therapy Service</p>
<p>Physical and/or Sensory</p>	<p>Lambeth Sensory Support Service Lambeth Occupational Therapy Lambeth Autism Advisory Service The School Nursing Team</p>

How are the adults in school helped to work with students with SEND and what training do they have?

- The SENCO's job is to support the CLASS teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN-D. Such training needs are identified in the school's Development Plan. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Speech and Language Difficulties, children's emotional health and wellbeing and the impact of Early Trauma.
- We make regular use of our outside agency partners and of external specialists to deliver expert training.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Outside agencies such as the Speech and Language Therapist work closely with teachers and TA's to ensure that they can support the children in their class with specific needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training, to support staff in implementing learning and care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in small groups and in the classroom so that they can learn most effectively and be included in the full life of the school.
- Planning and teaching will be adapted, where necessary, to meet your child's needs and increase their access to what is on offer.

How will we measure the progress of your child?

- Your child's progress is continually monitored by his/her class teacher.
- Your child's progress is reviewed formally every term and a teacher assessment level related to the National Curriculum given in reading, writing, maths RE and science.
- At the end of each key stage (i.e. at the end of year 2 and Year 6) all children are more formally assessed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with their education. The child themselves are also involved in this process if appropriate.
- A range of ways will be used to keep you informed, which may include:

- home/school contact book
- letters/certificates sent home
- additional meetings as required
- Learning Plans given to parents
- Annual Reviews for children with a statement or EHC plan
- SEND Support Plan reviews held termly
- end of year reports
- Parents' Evenings

What support do we have for you as a parent of a child with SEN/and or disabilities?

- We would like you to talk to your child's class teacher and/ or the SENCO regularly so we know what you are doing at home to help your child and we can tell you about what we are doing in school to support them. This is to ensure that we are doing similar things to support them both at home and school and can share what is working well.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child where possible.
- Learning Plans will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The external professionals involved with your child or young person will be happy to speak with you on request.
- We will be happy to consider any ideas in order to support your child or young person.

How have we made this school physically accessible to children with SEND?

- The ground floor and hall area of the school is accessible to children with physical disabilities.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The school can provide space for the identified needs for children with these difficulties e.g. workstations for students with ASD.
- If you have specific concerns please make contact with the SENCO via the school office.

How will we support your child or young person when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - we will talk with your child to identify how they are feeling about the move and discuss with them how to make it a positive experience
 - we will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
 - we will make sure that all records about your child are passed on as soon as possible
- When moving classes within school:
 - information will be passed on to the new teacher in advance and in all cases a planning meeting will take place with the new teacher. All Learning Plans/professional reports will be shared with the new teacher
 - if your child would be helped by a book to support them to understand what it is like to be 'moving on' then it will be made for them
- When leaving our school at the end of Year 6:
 - we will have spent time with you and your child planning and agreeing the next steps
 - preparation visits and meetings will have taken place with the SENCO if necessary
 - wherever possible your child will have met all the new adults they will be working with

How does St Mary's support the emotional and social needs of children with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school, and also that pupils may have Social, Emotional and Mental Health needs as their primary need.

- The Emotional Health and Wellbeing of all our pupils is very important to us and a sound PSHE curriculum, combined with our intrinsic Catholic values, underpin all aspects of school life.
- The Head teacher, Inclusion Manager and all staff continually monitor the Emotional Health and Wellbeing of all our pupils. The Inclusion Manager has completed the Youth Mental Health First Aider training.
- All teachers have attended Trauma Training provided by Lambeth.
- Two members of staff have completed a level 2 Children's Mental Health course.
- We work with The Catholic Children's Society counsellors to provide an individual counselling service.
- A teaching assistant has attended the Emotional Literacy Support Assistants (ELSA) Course and will provide targeted emotional support to pupils. A discussion will be held with parents if the teaching team feel a child would benefit from a course of ELSA sessions.
- Our whole school will be implementing the Zones Of Regulation programme after attending training with the SALT, aiming for all children to understand how they are feeling and give them strategies to support these feelings.

