

SEND Information Report and School Offer



All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and school offer. The school offer is part of the Wider Local Authority Offer, which together outline the support available to children with SEND.

School Mission statement

We aim to serve our community by providing a first-class education within a Christian context. As a Church school, we endeavour to build our school on our core values of aspiration, responsibility, creativity, kindness and community.

Aim

We aim to provide the highest standards of education, in an inclusive environment, by developing knowledgeable, curious and caring children within a broad, balanced and engaging curriculum. The school works to encourage children to become life-long learners, who are confident and determined to achieve their goals.

SCHOOL OVERVIEW

Information on policies, people, statutory guidance.

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the schools website: Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Medical Conditions Policy, SEND, Equality Information & Objectives <http://www.stjohnsandstclements.org/Policies/>
The specific objectives of our Information Report/SEND policy are as follows:

- to identify pupils with special educational needs and disabilities (SEND) and ensure that their needs are met
- to ensure that children with SEND engage with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN Information Report/policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review the school self-evaluation reports to ensure successful implementation of the school's policies including the SEN Information Report/policy.

The School's Information Report will be reviewed annually in response to adjustments made to the Local Authority's Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision provided for children will be made using data analysis and provision mapping. An annual update report for parents will be accessed via the school website.

What kinds of special needs are provided for in this school?

We support the following range of SEND:

- Cognition and learning difficulties - difficulties in thinking processes and understanding the world. Difficulties in acquiring skills and dealing with abstract ideas.
- Communication and interaction - difficulties in talking to, listening, responding, understanding and playing with other children and adults.
- Behavioural, Emotional and Mental Health - difficulties in expressing or understanding feelings, negotiating and solving problems in different situations, as well as handling changes to routines.
- Sensory and/or physical needs - how a child responds to their environment and learning using their senses and any diagnosed issues. St Johns and St Clements has a Hearing Impaired Resource Base for Southwark primary school children. (Please refer to the Hearing Resource Base Policy)

The school recognises its duty to treat all children equally and endeavours to be a fully inclusive school.

Who is involved?

Everyone at St John's and St Clement's CE Primary is involved in making sure children are supported and achieve their full potential.

Class teacher

Responsible for:

- The progress of all children in their class.
- Identifying, planning and delivering additional support a child may need.
- Informing the Inclusion Leader/SENCO of concerns regarding a child's progress.
- Ensuring the school's SEND policy is adhered to in their classroom.

Inclusion Leader and SENCO Responsible for:

- Co-ordinating all the support for children with SEND and developing the school's SEND policy to make sure that all children get a consistent high quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child's learning, kept well informed, and are involved in how they are developing
- Liaising with agencies outside of school who can offer advice and support to help children overcome difficulties (eg Speech and Language Therapist, Educational Psychologist, paediatric doctors)
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in school are known) and making sure that there are detailed records of each child's progress and needs.
- Providing support for teachers and support staff in school.
- Monitor the impact of policies and the effectiveness of provision in the school

The Teachers of the Deaf

Responsible for:

- Supporting Hearing Impaired (HI) children's progress.
- Supporting class teachers and learning support assistants in planning and delivering individualised learning for HI children where appropriate
- Working with families and other outside agencies to ensure HI children have access to the curriculum.
- Liaising with agencies outside of school who can offer advice and support to help children overcome difficulties

Head Teacher

The head teacher has overall responsibility for ensuring that each child's needs are met. The head teacher deals with compliments and complaints. She also ensures that the governing body is kept up to date about SEND in the school.

Deputy Head Teacher-

The deputy head works closely with the other members of the leadership team, class teachers and support staff to make inclusion effective at St Johns and St Clements.

Teaching Assistants Responsible for:

- Implementing programmes planned for the children
- Supporting the children to access learning in the classroom

SEND Governor

Responsible for:

- Providing support and challenge on all issues around SEND
- Sharing information with Achievement and Curriculum Governors' committee
- Leading Pupils, Parents and Community Governors' committee which includes focus on parent liaison

PUPIL SUPPORT

How do I know if this school is right for my child?

St John's and St Clement's is a Church of England, two form entry school with a Hearing Impaired Resource Base. The environment is as follows:

- The school building is a three storey building. The Foundation Stage and Year 1 classrooms are on the ground floor. The other classrooms are accessed by stairs. Unfortunately there is no wheelchair access. Teachers adapt classroom layouts to cater for children with special needs and or a disability. There are disabled access toilets on each floor and where and, when necessary, rails have been added.
- Use of electronic equipment such as lap-tops, ipads, alternative keyboards and dictaphones are available.
- Writing slope boards, writing grips, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly.
- The classrooms are fitted with baffle boards which provide an improved acoustic environment aiding our HI children.
- We are an accredited Healthy School having achieved the Bronze Healthy Schools London award

How will my child be welcomed into the school?

We believe that every child is an individual and should be valued as such.

Transition both into and from St John's and St Clement's to other schools is an exciting time for families, but can raise some concerns too. To help children feel welcome:

- Tours are arranged for prospective new children and their families
- Children attend a "settling in" morning
- The Inclusion Leader meets with the child and parent/carer where appropriate; and if the child has been attending another setting/ is transferring to secondary, a transition meeting or discussion with that school is arranged.
- Children joining Reception class attend a playdate in July to familiarise themselves with the classrooms, have a home visit at the start of September and then-a staggered start over the first two weeks to ensure a smooth transition.

If you would like to find out more about admissions at St Johns and St Clements please visit our website.

<http://www.stjohnsandstclements.org/Our-School/Admissions-School-Brochure/>

How will my child be supported to be part of the school setting?

Most children with SEND are supported through the regular opportunities provided to all children - high quality teaching and supportive staff.

Some children will need support to make good progress. Depending on a child's need we will offer:

- A differentiated curriculum
- Targeted intervention
- Additional adult input when appropriate
- Outside agency support

Hearing Impaired support:

- Teacher of the deaf
- Hearing Support Specialist Assistant (HSSA)

Medical Needs:

- We have a policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained first aid staff.
- Designated school nurse

Intimate Care/Toileting Needs:

- The school has an Intimate Care policy that sets out procedures that should be followed to support children who have toileting issues. □ Disabled toilets are available
- Children with toileting needs in Key Stage 1 or 2, will have a toileting plan that is discussed and agreed with parents.
- All year groups have access to equipment such as: clothes, rubber gloves, disposable wipes, to enable them to support the cleaning or changing of children with these issues. Parents are always informed when this has been necessary.
- Parents will also be encouraged to attend 'Poos and Pees' workshops (for parents to support toilet training of children with special needs) or CAMHs (Child Adolescent Mental Health- when toileting difficulties appear to be emotionally related).

Transition support, visits and events

- Reduced, adapted or modified time-table
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

How is behaviour managed?

We encourage positive behaviour through setting high expectations, forming good relationships with parents/carers, sharing children's good behaviour and positive attitudes to work in our celebration assemblies, and weekly entries into the 'Good Book' with a letter home.

The school's reward system and sanctions are set out in School Behaviour policy For those children who need additional support:

- An individualised positive behaviour system can be used for some children with particular needs
- Behaviour Support Advice accessed (Summer House Pupil Referral Unit)
- Regular reviews with parents
- Behaviour support assistant

Bullying Prevention Strategies:

We take the prevention of bullying extremely seriously. We work sensitively, proactively and reactively on the rare occasions bullying happens with parents and children and we use our anti-bullying policy as a live working document.

What Extra-Curricular activities can my child participate in?

We do not discriminate against children with SEND, and all extra-curricular opportunities are available to all children. We have a range of after school clubs at St Johns and St Clements, to see the clubs available this term click on this link (<http://www.stjohnsandstclements.org/After-School-Clubs-and-Care/>)

We strongly encourage all children to participate in school trips and school journeys - these are an important part of your child's time at our school. School trips are all risk assessed and appropriate measures are taken to ensure all children's safety and well-being when off site.

TRANSITIONS

How will the school help my child to manage the transitions into the school, into a new class or onto a different school?

We recognise that transitions can be worrying for both children and parents and take steps to ensure that any transition is as smooth as possible. If your child is starting in reception:

- Children attend a playdate in July to familiarise themselves with the classrooms
- Have a home visit at the start of September
- Complete a staggered start over the first two weeks to ensure a smooth transition.

If your child is moving to another school:

- We will contact the school's Inclusion Leader/ SENCO and ensure they know of any special arrangements or support that need 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 in school:

- Information will be passed on to the new teacher in advance via an Inclusion File. A meeting will take place between the Inclusion leader, previous and new teacher to discuss your child.
- All children visit their new classroom with their new class teacher at the end of the summer term. To aid their understanding about forthcoming moves, additional visits can be arranged for individual children who experience greater difficulties coping with change.
- Personalised picture booklets are used with some children to help prepare for transition.

Moving from Year 6 to secondary school:

- We support parents in making their decision about secondary school.
- Parent information meeting for both Y5&6 parents to encourage visits and help make decisions
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- The Inclusion Leader will liaise with the secondary school's Inclusion Leader/ SENCO to discuss the specific needs of your child.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in year 6.
- If your child has a Statement of SEND or an Educational Health Care Plan the school will hold a transitional Annual review.

IDENTIFYING SEND

What happens if I am worried about my child?

You know your child better than anyone else. If you are concerned about your child's learning and progress talk to your child's class teacher and/or the Inclusion Leader. Your concerns will always be taken seriously. We will

discuss any concerns you may have, provision to support your child will be considered carefully and possible referrals to outside agencies that could be made.

How do you identify children who may have special needs?

The identification of children with SEND is built into the school's overall approach to monitoring the progress and development of all pupils. We use a range of strategies including:

- Termly provision mapping meetings between class teacher, support staff and senior leaders including the inclusion leader.
- The senior leadership team discuss reading, writing and maths progress for all pupils as well as wellbeing.
- If your child is not making expected progress concerns are raised and a plan of support/provision is put into place.

The child will be observed and assessed, using assessment tools and the involvement of other professionals where needed (for example, asking your permission for a Speech and Language Therapist to assess your child's communication needs).

- We talk to you and your child about their learning, what is working for them, where the gaps are and how we can best work together to progress.

At the start and throughout this process parents are kept involved and updated.

How do I get to know if my child has SEN?

If concerns about your child's progress have arisen you will be informed by either the class teacher or Inclusion Leader. Should these concerns develop into SEND issues you will be updated and involved in the process of addressing them.

What happens if my child does have SEN?

Depending on the level of the child's need they may be placed on the school SEND register. Class teaching will be adapted as appropriate, for example extra resources provided/ ~~extra adult support when needed~~/ a different teaching approach.

Other additional strategies that may be put into place include:

- Small group intervention- this will have a specific aim and the impact assessed after a set amount of time. They are run by or under the supervision of the teacher and inclusion leader.
- Team Around the Child (TAC) meetings are sometimes arranged. These meetings include all professionals involved with your child and yourselves discussing concerns and creating a plan to address these.
- Delivery plan- this involves the class teacher, Inclusion Leader ~~and~~ parents and outside professionals when appropriate drawing up ~~some~~ specific targets for your child. To meet these targets your child may be part of intervention groups or get specialist support. Again these will be assessed after a set amount of time.
- Education Health Care Plan (EHCP)- If a child continues to make no or little progress despite a range of interventions and advice, then the school, with parental consent, can request a formal assessment from the Local Authority. This will include reports from parents and all professionals involved and may lead to an EHCP. An EHCP details the provision the school must provide to meet the child's needs and an annual review will be held to discuss progress and provision.

How will you find out more about what my child needs?

The Inclusion Leader will observe the child, look at work produced in class and discuss concerns with the class teacher, parents and the child. If it is agreed that support from an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist (SALT). This is usually done by completing a CAF form requesting support from Southwark Early Help Team or completing a referral form directly to the school's privately employed SALT, Educational Psychologist (EP).

What will you do once you know what my child finds difficult?

Together we devise a plan, which will have specific goals and aims to address your child's difficulties. We implement the plan, give it time to work and set a date for review.

What extra support can be brought in to help the school meet the needs of my child? The school buys in professional support including:

- A Speech and Language Therapist (SALT)
- An Educational Psychologist (EP)
- Teacher of the deaf and teaching assistant of the deaf

There are also a range of services from Southwark which we can draw upon:

- Occupational Therapist
- Paediatricians (including Social Communication Clinic)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Support
- School Nurse
- Specialist teachers including Visual Impairment teachers
- Behavioural Support

What skills do the staff have to meet the needs of my child?

The Inclusion Leader supports class teachers in planning for children with SEND and provides in-house training. The school has a school development plan, including identified training needs for all staff to develop the teaching and learning of children including those with SEND. We believe that it is important that staff have the skills and knowledge to support children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, or whole school development aims.

The Inclusion leader, has completed the NASENCO qualification, which is mandatory for SENCOs and is a Masters Level training programme.

There are fully qualified and experienced teachers of the deaf who runs the Hearing Impaired Resource Base.

Who makes sure everything is happening?

All provision is monitored by the class teacher and Inclusion Leader throughout the academic year and regularly reviewed. If a child's needs change the provision provided will be adjusted as necessary.

TEACHING AND LEARNING

How will teaching be adapted to meet the needs of my child?

At St John's and St Clement's, all teachers focus on providing children with Quality First Teaching (QFT). This means that we focus on effective inclusion of all pupils in high-quality everyday ~~personalised~~ teaching. Such teaching is based on:

- The teacher having the highest possible expectations for your child and all pupils in their class
- Building on what your child already knows, can do and can understand
- Inspiring, interactive and creative teaching across the curriculum
- The provision of stimulating and challenging learning experiences
- All lessons differentiated to meet the needs of your child. This may involve things like providing different resources adapted to your child.
- Putting in place specific strategies (which may be suggested by the Inclusion Leader or staff from outside agencies) to enable your child to better access learning.

For further information about the school curriculum please click on the link below

<http://www.stjohnsandstclements.org/Learning/Curriculum/>

How will my child manage tests and exams?

School assessment tests are always considered alongside daily class work and the knowledge the teacher has of your child. It is sometimes appropriate to use 'P-levels' to assess the attainment of SEND children. These are aimed at learning prior to national curriculum levels and are more detailed with smaller steps of progress. In Year 6, prior to SATs, a decision will be made with you as to whether or not it is appropriate for your child to participate in the tests. It will then be determined whether your child qualifies for further SEND support such as additional time, use of a scribe, regular breaks, or the use of a reader.

PROGRESS

How will I know how my child is doing?

At St John's and St Clement's your child's progress is continually monitored by his/her class teacher, Inclusion Leader and Senior Leadership Team.

- Progress is measured daily, by the teacher, against the learning objectives set for each lesson.
- Reviewing and tracking of pupil progress and progress towards individual targets is completed every term with the senior leadership team.
- Delivery plans of SEND children are reviewed termly with the Inclusion Leader and class teacher and parents are also invited to discuss progress towards delivery plan targets.
- EHCPs are formally reviewed at an Annual Review with all adults involved with the child. Parents and carers are strongly encouraged to attend all termly parents' evenings, as this is a critical opportunity to discuss your child's progress.

Additional meetings with class teachers, the Inclusion Leader, the Deputy Head or Headteacher can be arranged as required.

How will I know if the provision is making a difference for my child?

When we set the outcomes or goals for your child the targets will be SMART (be specific and measurable) in order to judge whether the provision is having an impact.

EHCP (EDUCATION AND HEALTHCARE PLAN)

What if the plan isn't working as much as I'd hoped?

After we have reviewed the initial plan and strategies we have put in place, if we find that progress has stalled or the provision is not having the desired impact we can adapt the plan or discuss with you the available agencies who can help us. Once agencies have been involved, a plan has been implemented and still progress is less than expected we would discuss the possibility of requesting a statutory assessment (EHCP).

What happens if I am still worried or disagree?

Talking through your concerns or worries with the Inclusion Leader will help to identify what the outstanding concerns or worries are and how we can best help. You can also discuss your concerns with the Headteacher or Deputy Head.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the school can provide either you or the school can request that the local authority carry out a statutory assessment of your child's needs. This is a legal process which would set out the amount and type of support that will be provided for your child if the borough agrees to provide them with an Education Health and Care Plan (EHCP). EHCPs are now replacing what were once known as statements.

The process of applying for an EHCP:

- The school will send in a request to the local authority which will have lots of information about your child (from you and the school).

- The local authority will decide whether they think your child's needs are complex enough to need an 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 assessment they will ask the school to continue with school-based support.
- After reports have been sent the local authority will review them and decide whether or not your child needs an EHCP.
- The Local authority will write the EHCP which will outline support your child will receive from the local authority and how the support should be used.

You can find more about in the local authority's Local Offer on the Southwark website – see PARENTAL SUPPORT section below

What if I disagree with some aspect of the plan?

If you are not satisfied with a Local Authority's decision about the assessment of your child's needs you can appeal via SEN tribunal. Southwark Information Advice and Support Team (SIAS) are available to help you.

http://www.2.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/southwark_information_advice_and_support_team_sias

FUNDING

How will the school fund the support needed for my child? How are decisions made about funding and what can I do if I am unhappy with this?

All schools are allocated a budget to provide for the educational needs of all children who attend the school. In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment.

To assess the needs in school the Headteacher and Inclusion Leader discuss children and their needs, including:

- Children getting extra support already
- Children needing extra support
- Children who have been identified as not making expected progress

This discussion decides what training, resources and support are needed. When a child has significant needs that school are unable to meet the school applies for a statutory assessment of the child (EHCP). This may lead to further support being provided by Southwark.

PARENTAL SUPPORT

Where can I find out about what is available locally for me, my family or my child?

Southwark Local Authority has published its own Local Offer which highlights the advice and support that the borough offers parents. The Local Offer can be found on this website:

<http://localoffer.southwark.gov.uk/>

Southwark's Advice and Support Team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. They have been established to ensure that carers and parents of children 3-19 years old with SEND have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents to write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process. Please find more information at the following website address:

http://www.2.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/southwark_information_advice_and_support_team_sias

Address:

160 Tooley Street,
London SE1 2TZ

Telephone Numbers:

020 7525 2886
020 7525 2866
020 72525 5211

Where can I or my child get further help, information and support?

There are a number of local and national services designed to support parents and carers. Some popular services are listed below:

- Contact a Family- this organisation supports families living in Southwark who have disabled children between the ages of 0-19. They offer a wide range of services to families with disabled children including GRAPEVINE- a regular, free, newsletter which is available from their website.
<http://www.cafamily.org.uk/southwark>
- Family information Service- provides information on local services available to children, young people and families in Southwark. They can assist with childcare (including breakfast and after school clubs, holiday play schemes and child minders), help towards childcare costs, and free early education.
http://www.southwark.gov.uk/info/926/advice_and_support_for_families/545/family_information_service/1
- Family Information Directory- this is for use by parents, young people and practitioners to look up services for children, young people and families including parenting support, healthcare, money matters, law, support groups and activities.
<http://cypdirectory.southwark.gov.uk>

COMPLAINTS

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/ carer is happy with what is in place for their child. If you have anything you are not sure about, or have a concern with, the first things to do is discuss this with your child's teacher. In most instances issues are resolved at this stage. However if you remain unhappy you can also speak to the Inclusion Leader, a member of the Senior Leadership Team, the Deputy or Head Teacher. The complaints policy is available from the school website.