

## St Jude's Church of England Primary School

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

Brief description of school, phase, size, any special/resourced base provision on site	
<p><b>Mission Statement</b></p> <p>St Jude's Church of England Primary School exists to serve its community by providing education of the highest quality within a Christian framework of values and beliefs.</p> <p>We help children to achieve their full potential by fostering a sense of belonging, encouraging their determination, faith, respect and love for each other and teaching the importance of being honest, selfless and thankful.</p>	<p><b>Information about the school</b></p> <p>St Jude's is a small and friendly one form entry primary school in Herne Hill. It has one class in each year group and there is provision for children in the Early Years Foundation Stage through a reception class. There are after school clubs for pupils, which offer a range of activities.</p> <p>Our curriculum is exciting and challenging. It provides children with the opportunity to explore, enquire and reflect. Learners are challenged and supported throughout their learning journey and encouraged to strive for success in all areas of the curriculum. We have high expectations for all to achieve their full potential. Because of our broad creative curriculum, children not only flourish academically but also through creative arts, music and sport.</p>

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

## **The LA Local Offer**

The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Lambeth Local Offer can be accessed through the website: <http://younglambeth.dev-fsit.com/local-offer/landing-pages//local-offer.html>

## **The School SEN Information Report**

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

**A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?</p>		
<p><b>Class/subject teacher</b> (s/he is recommended as the first point of contact if you have any concerns).</p>	<p><b>S/he is responsible for :</b></p> <ul style="list-style-type: none"> <li>• Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.</li> <li>• Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>• Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, 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.</li> <li>• Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b>Contacted by:</b> <i>speaking to them at the end of a school day to arrange an appointment or telephoning the school office.</i></p>	

**The Special Educational Needs  
Co-Ordinator (SENCO):  
Avril Macdonald**

**A Teaching Assistant (TA) may be allocated to some students with SEN and or disabilities, or may be specialist in a particular type of support or intervention, or may be assigned to work within a specific subject area.**

**She is responsible for:**

- Coordinating all 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:
  - 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 planning your child's support.
- Liaising with all the other people 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 pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

**Contacted by:** *asking the class teacher to arrange for them to contact you, or by telephoning the school office*

A Teaching Assistant (TA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

**Head teacher :  
Alexandra New**

**She is responsible for:**

Is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

**Contacted by:** *telephoning the school for an appointment*

**SEND Governor:  
Liz Bracken**

**She is responsible for:**

- 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 SEN funding is appropriately spent.
- Making sure that the necessary support is made for any student 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 or young person or young person achieves his/her potential in school.

**Contacted by:** *writing to the SEN Governor via the school office.*

**B. HOW COULD MY CHILD GET HELP IN SCHOOL?**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service

Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p><b>What are the different types of support available for all children, children with SEN and /or disabilities in this school?</b></p>		
<p><b>Class teacher input via outstanding ‘quality first’ classroom teaching.</b></p> <p><b>Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</b></p>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class.</li> <li>• This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> <li>• This may include occasional support from a Teaching Assistant to help with a particular subject.</li> <li>• Your child or young person’s teacher will have carefully checked on your child or young person’s progress and will have decided that your child or young person has a gap in their understanding/learning and needs some extra support to close the gap between them and their peers.</li> </ul>	<p>All children in the class receive this.</p> <p>Any child or young person who has specific gaps in their understanding of a subject/area of learning.</p>

**Specific small group work.**

This group may be

- Run in the classroom or outside.
- Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support.

**Support for children’s social and emotional development.**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

- You will be immediately informed and be a full partner in planning and reviewing additional support or interventions.
- The class teacher will plan with you and the SENCO interventions to support your child or young person’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.
- Where small group sessions are put in place they will be run by a Learning Support Assistant/teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme.
- At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child or young person’s progress and help plan possible ways forward.
- Where specialist professionals work with your child or young person to understand their needs and make recommendations, these may include:
  - 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.

All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development.

<p><b>Support provided through a an Education, Health and Care Plan (EHCP).</b></p> <p>This means your child or young person will have been identified by the class teacher/SENDCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child or young person requires this high level of support they may also need specialist support in school from professionals outside the school.</p>	<p>However, for those children who find aspects of this difficult we offer:</p> <ul style="list-style-type: none"> <li>• Lunchtime and playtime support through planned activities and groups.</li> <li>• If your child still needs extra support, with your permission the SENDCO will access further support through the CAF process.</li> <li>• If, despite the excellent classroom teaching, the intervention groups and referrals to outside agencies, your child needs 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 <a href="http://www.lambeth.gov.uk/schools-and-education/support-and-sen/special-educational-needs-sen-guide">http://www.lambeth.gov.uk/schools-and-education/support-and-sen/special-educational-needs-sen-guide</a></li> <li>• This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority, the LA will decide whether they think your child’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</li> <li>• 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 your child’s needs and how they will be met and the long and short term outcomes that are being sought.</li> <li>• 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.</li> </ul>	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>
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This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS

- 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 together all of the educational health and social care needs that your child may have in one plan.
- 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.

**How will we support your child with identified SEND starting at school?**

If your child or young person has been allocated a place in our 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 visit the school with your child or young person to have a look around and speak to staff and meet the key person who will work with you and your child or young person while they are in the school.
- If other professionals are involved, a team around the child or young person (TAC) meeting will be held to discuss your child or young person. Your child or young person's key person may make a home visit and also visit them if they are attending another provision or school.
- We may suggest adaptations to the settling in period to help your child or young person to settle more easily, but these will be agreed with you at the TAC meeting.
- If they have not already visited, your child or young person will be invited into school in advance of starting to meet the staff they will be working with and possibly some of their peer group.
- Following the settling in period, the form tutor will arrange an early meeting with you to review your child or young person's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child or young person and invite you into school at least once a term to review this with you.



	<ul style="list-style-type: none"> <li>• If your child is still not making expected progress the school will discuss with you. <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Any further interventions or referrals to outside professionals to support your child's learning</li> <li>○ How we could work together, to support your child at home/school.</li> </ul> </li> </ul>	
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**Who are the other people providing services to children with SEN in this school?**

<p>A. Directly funded by the school</p> <p>B. Paid for centrally by the Local Authority but delivered in school</p> <p>C. Provided and paid for by the Health Service</p> <p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> <li>• Learning mentor</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Literacy Specialist support</li>   <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li>   <li>• School nurse</li> <li>• CAHMS</li>   <li>• National Autistic Society</li> <li>• MENCAP</li> </ul>
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	<p>The contact details for the support services can be found on the Lambeth Local Offer website.</p> <p>The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>
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### **How are the adults in school helped to work with children with an SEND and what training do they have?**

- The SENDCO's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a 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 e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing 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 Headteacher or SENDCO/ Inclusion Manager.

### **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, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

### **How will we measure the progress of your child in school? And how will I know about this?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.

- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- In the EYFS children's progress and attainment are measured across 8 areas of learning and development. As part of our monitoring and tracking programme the children in Year 1 take part in a Phonics Screening Check. For some children, this check is repeated in Year 2.
  
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are more formally assessed using a range of assessment materials. Children who are in receipt of SEND Support have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - o Home/school contact book
  - o Letters/certificates sent home
  - o Additional meetings as required
  - o Annual Reviews
  - o End of Year Reports

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

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENDCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- 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 SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEP's (or PLP's) will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs.
- 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.

#### **In addition:**

- The IEP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.
- *If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.*

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

- Class allocations can be adapted to ensure rooms are accessible for students with disabilities.
- We ensure that equipment used is accessible to all students regardless of their needs.
- If you have a specific concern please make contact with the SENDCO.  
*Contact details above.*

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## 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 or young person with SEND and take steps to ensure that any transition is as smooth as possible.

If your child or young person is moving to another school:

- We will talk with your child or young person to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child or young person.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child or young person are passed on as soon as possible.

When moving classes within school:

- You will be informed of your child's new class tutor prior to the start of the new year and have the opportunity to meet them
- Information will be passed on to the new tutor in advance and in all cases a planning meeting will take place with the new teacher.

All ASAP (PLP's) will be shared with the new teacher. You will be invited to the planning meeting.

- If your child or young person would be helped by a book to support them understand 'moving on' then it will be made for them.
- When leaving our school at the end of Year 6.
- We will have spent a lot of time with you and your young person planning and agreeing the next steps.
- Preparation visits and meetings will have taken place.
- Your young person will have the opportunity to visit the setting they will be moving to.
- The school will endeavour to pass on all relevant information to the new setting and provide ongoing support for the first months when settling.

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### GLOSSARY OF TERMS

IEP	Individual Education Plan
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder