



St. Jude's CofE Primary School

SEND Information Report

October 2021

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

At St. Jude's we regularly observe, assess and record the progress of all children to identify those who are not progressing satisfactorily and who may have additional needs.

To identify children we:

- Measure their progress against literacy and numeracy objectives
- Measure their progress against Target Tracker Key Performance Indicators
- Use standardised screening and assessment tools
- Observe behavioural, emotional and social development
- Use an existing EHCP or SEND assessment
- Use assessments by a specialist service, such as educational psychology or Speech and Language services

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO, external professional (if appropriate) and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through a termly PLP (Personal Learning Plan)
- Additional targeted or specialised support from outside agencies
- An Education Health and Care Plan (EHCP)

Consulting and involving pupils and parents

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

PLP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All PLPs and reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request. We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Foundation Stage staff will liaise with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. The SENDCO will contact other schools when a child transfers from St. Jude's.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation/extra support/additional use of manipulatives will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the SENDCO may identify that the child has a Special Educational Need or Disability (with the support of External Professionals as needed). The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.

The SENDCO will keep an individual record for the child that contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from any outside agencies. Where the child has a high level of need, the SENDCO may create a Student Support Plan to coordinate the interventions, advice and support they are receiving from all agencies. The SENDCO will look at the monitoring information, along with other members of the Inclusion Team, on a termly basis and make adjustments to the provision for the child, if appropriate

We will also provide the following interventions:

- Speech and Language Therapy
- ELSA
- Access2Literacy
- Phonics Interventions

- Comprehension Interventions
- Master Number 1 and 2
- Touch Typing
- EP support for in-class interventions

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when necessary.

Teaching assistants will support pupils in small groups when necessary.

We work with the following agencies to provide support for pupils with SEN:

- Social Care
- Pediatricians
- Education Welfare Service
- School Nurse Cluster
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Physiotherapy/Occupational Therapy
- CENMAC
- Police
- Local Authorities

Expertise and training of staff

Our SENCO has a number of years' experience in this role and has worked as a SENDCO in different settings, including with Lambeth Local Authority.

They are allocated 2 days a week to manage SEND provision.

We have a team of teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision.

We use specialist staff for Speech and Language Therapy and Access To Literacy.

Securing equipment and facilities

We work with relevant agencies to secure equipment and facilities to meet the needs of our pupils.

The Educational Psychologist (EP) visits the school regularly following discussion with the SENDCO as to the purpose of each visit. A Speech and Language Therapist (SALT) visits the school several times a term to work with children who have speech language and communication difficulties, make specific SALT targets for these children and liaise with parents, SENDCO and teachers. She also models interventions for TAs, screens Reception children, sets up interventions run by TAs, advice for class teachers as well as training for TAs is provided.

We also work closely with the Lambeth Autism Advisory Service who provides both support and specialist teaching to children with a diagnosis of autism. In addition, we work with other services such as the Pupil Referral Unit for support with children with severe emotional and behavioural difficulties.

The Sensory Support Services work directly with children who have vision or hearing impairment and where this is indicated on their EHCP. The Visual Impairment (VI) Services work directly with children with a visual impairment, alongside supporting their parents and teachers. VI services support with technology needs, bespoke resources and teaching mobility skills. Class teachers plan alongside these specialist teachers who also attend and contribute to PLP target setting and reviews.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

The SENDCO regularly provides information to the governing body as to the numbers of pupil with SEND support as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually. Individual targets for children with additional needs will be reviewed through PLP targets, and a summary of the outcomes arising from these targets will be shared with governors.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Children entering Reception in the Autumn Term are given a staggered start. These arrangements are flexible to cater for individual needs. Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

The PSHE curriculum includes issues of disability, difference and valuing diversity. Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body. Terminology, imagery and disability equality We work with the children to understand the impact of words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues. Listening to disabled pupils and those identified with additional needs We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening. At St Jude's we value pupil voice.

St. Jude's CE Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments joined by the dining area/Hall. There is also an Arts Block on site. The school is on one level. All entrances are suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There is currently one accessible toilet for children or adults outside the school office and another in the Arts Block. We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. There is one disabled car parking bay. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Please find the school's Accessibility Plan in this link <https://st-judes.lambeth.sch.uk/wp-content/uploads/2021/04/Accessibility-Policy-March-2021.pdf>

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be Wellbeing Ambassadors
- We have ELSA provision in school

We have a zero tolerance approach to bullying.

Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Social Care
- Pediatricians
- Education Welfare Service
- School Nurse Cluster
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Physiotherapy/Occupational Therapy
- CENMAC
- Police
- Local Authorities

Complaints about SEN provision

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing, following the complaints procedure which is available at the school office and on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

Please raise concerns with Andrea Fender, our SENDCO via admin@st-judes.lambeth.sch.uk

The local authority local offer

Our local authority's local offer is published here:

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>

Monitoring arrangements

This information report will be reviewed by the Full Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives