St Mary Magdalene & St Stephen's CE Primary School

'I can do all things through Christ who strengthens me'
Philippians 4:13

SEND Information Report

Statement of Intent

As a multi-cultural church school with 'Gold' Rights Respecting schools status, we actively promote a caring, respectful and accepting environment that enables our pupils both within and beyond the classroom. Following the teachings of St. Paul, our school vision of **I can do all things through Christ who strengthens me - 4:13 Philippians** lies at the foundation of everything we do. (*On this we build and foster the virtues of Moral Courage, Compassion, Forgiveness, Thankfulness and Koinonia.)*

Executive Headteacher **Head of School**	Lee Duffy Leoni White	**DSL**	Denese Forde
Approved by	Governing Body	**Approval date** _____	
Next review	September 2027		

What are the main areas of SEN which my child may need support with?

The SEN Code of Practice 0-25, 2015) 3

Area of Need	Definition
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Examples Include:	➢ Active listening and following instructions, independence ➢ Retaining information presented verbally (poor working memory) ➢ Maintaining and forming social connections ➢ Understanding and empathising with the emotions of others ➢ Understanding spoken language ➢ Communicating for social purposes in ways that are appropriate for the particular social context ➢ Responding to verbal and non verbal interactions and cues initiated by others ➢ Showing empathy or consideration for the feelings of others before speaking/behaving
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder
Examples Include:	➢ Difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress and access to the curriculum. ➢ Needing frequent adult support to access learning. ➢ Difficulty understanding, learning and applying new skills.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
Examples Include:	➢ Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling

	➢ The pupil has, at times, difficulties in maintaining attention and maintaining appropriate behaviour during lessons. ➢ The pupil displays signs of anxiety and may withdraw from social situations. ➢ Displaying challenging behaviour, e.g., refusal to follow instructions, aggression, damage to property.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.
Examples Include:	➢ Autism Spectrum Disorder ➢ A hearing or visual impairment ➢ Developmental Coordination Disorder ➢ Down's Syndrome ➢ Chronic kidney disease ➢ Diabetes

What should I do as a parent/carer if I think my child has Special Educational Needs?

If you are a parent/carer that has a concern regarding an area of your child's development, we encourage you to meet with your child's class teacher. The discussion will include information gathering and identifying the next steps to best support your child with their area of need. If your child is in the Early Years Foundation Stage, your child's 2-year-old check should also be discussed. Where appropriate the class teacher will communicate concerns with other school leaders to ensure the effective implementation of agreed actions. In some cases, additional referrals to local authority services will be discussed. Please note, your GP is often also a key contact when discussing your concerns.

After a *six to eight week* period of review, which is agreed with the key stakeholders at the initial meeting, it may be decided that a special educational provision is required. This will include formal SEN Support targets using the school's Support Plan document in consultation with the pupil's parent/carer and class teacher.

How does the school identify Special Educational needs?

The school is committed to early identification of Special Educational Needs (SEN). The school adopts a graduated response to meeting *SEN and Disability (SEND) in line with the SEN Code of Practice 0-25, 2015, Equality Act 2010 and Children and families Act 2014*.

The effectiveness of the educational provision is monitored and evaluated regularly by school leaders, the SENCo and subject leaders. Next steps for school staff are addressed through co-planning, team teaching and/or additional training. As part of

this, pupil progress is monitored regularly to ensure every child continues to access the curriculum successfully and to help the early identification of need.

Pupils may be identified as needing additional support during class observations or progress meetings. Additionally, if a member of staff has concerns despite the consistent and responsive implementation of in class support, they can raise their concerns with the SENCo.

The SENCo will then carry out additional and more focussed observations to gather more information. At this stage, the class teacher and SENCo will reflect on the impact of the environment, routines and in class support in the context of what is happening in the child's wider life and make reasonable adjustments to address priority areas of need.
If regular monitoring suggests that a pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCO. Following this, the class teacher, support staff and parents/carers work with the SENCO in order to decide if, or how, additional provision is implemented.

After a *six to eight week* period of review, which is agreed with the key stakeholders at the initial meeting, it may be decided that a special educational provision is required. This will include formal SEN Support targets using the school's Support Plan document in consultation with the pupil's family and class teacher whereby the school places the child's individual needs at the forefront of any additional provision.

<u>What information is gathered to help determine if a Wave 2 provision is required?</u>
In accordance with the SEN Code of Practice 0-25 (2015), the school adopts a graduated response to SEN provision. We use a three-tier approach to classify educational needs that are additional to, or different from, everyday classroom provision: Wave 1 (universal offer), Wave 2 (SEN Support) and Wave 3 (EHCPs).



There is lots of information that will be used when identifying if a child needs some extra help. You may be asked to provide some of the information below when meeting with members of staff about a concern raised by yourself or the school. Other people working with your child will also be asked to provide this information where appropriate.

Information being collated may include;
Summary of observed presentations and examples from parents/carers across a range of contexts
Summary of observed presentations and examples from teachers and support staff in school across a range of contexts:

- Statements from external professionals or agencies based on consultations, observations or assessments, including medical information as required
- Assessments against National Curriculum age related Key Stage standards
- Developmental assessments
- Classroom observations
- Statutory assessments such as SATs and Phonics Screening Checks
- In-school tracking, moderation and progress meetings
- Review of the Wave 1 provision

Who do I discuss my child's progress with if they are on the SEND register?

We encourage you to be in regular contact with your child's class teacher in order to discuss progress and raise any concerns. We offer three parent consultations across the year which aligns with the National Statutory requirements for communicating SEND pupil's progress each year.

You can ask the office to arrange a meeting for you to discuss your child's progress with their class teacher outside of these three statutory progress meetings. As needed the office will facilitate a time for you to meet with the school SENCo, Denese Forde.

If your child is known to external services, their named professional will communicate assessments and next steps with you directly. If your child has an Education Health Care Plan (EHCP) from the local authority, you can liaise with their local authority appointed EHC plan coordinator.

How will the school assess how my child is progressing?

Pupils with a Support plan are identified as needing SEN Support. They are embedded by way of a four-part cycle: Assess, Plan, Do, Review where earlier decisions and actions are revisited, refined and revised based on the growing understanding of the pupil's needs and of what supports the pupil in making good progress.

Support Plans consist of two or three SMART targets which outline the desired outcomes, drawing on the known factors which positively support the pupil. The document outlines the range of additional Wave 2 supports which are to be embedded to address an individual's areas of need. The plan sets out clear time-frames for implementation and review.

Teachers are responsible for the ongoing evaluation of pupil progress against Support plan targets. It will be identified if the target has not been achieved yet the target is being achieved but with limited consistency and that the target has been met. This enables the swift identification of targets which need to be reviewed between the termly Support Plan meetings.

Each term, the class teacher, collaborating with the SENCo, revises the support plan to reflect the pupil's progress, stage of development and emerging areas of needs as identified through observations or assessment. Amendments to the support and outcomes are made in consultation with the parent and in some cases the pupil.

The SENCo will always involve a specialist where a pupil continues to make little or no progress or where a pupil continues to work at levels substantially below their age despite increased support/intervention.

To secure additional local authority funding, to better meet the needs of children with multiple or complex needs, an application for an Education Health Care Plan (EHCP) may be requested by the school or the family. Greater success in applying for an EHCP is had in cases where the needs presented within the application to the panel are corroborated by external professionals and rigorous evidence detailing the SEN support that has been provided and its effectiveness.

How will school help me support my child's learning?

The collaborative planning and target setting systems that are in place across the school for SEND pupils, mean that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly supported in school for needs that arise due to target setting or multi agency planning meetings. The school supports the family with a focus on meeting the child and family centred objectives that are set within those meetings. This might mean that the family is referred to an additional support network.

Your child's class teacher can offer practical ways that you can support your child at home based on the topics being studied as requested.

If your child is receiving SEN Support they will have Support Plan targets which include a range of strategies to ensure progress against identified areas of need. These will be discussed with you and your child on a termly basis in consultation with your child's class teacher.

School offers a variety of other ways to help you support your child which may include;

- Parent consultations
- Opportunities to meet with external professionals for a consultation
- Parent workshops
- Home Learning
- Reading books sent home
- Specific target work/resources where appropriate
- Informal discussions with school staff

Westminster offers support for parents through Special Educational Needs and Disabilities Information, Advice and Guidance Service (SENDIAS). Please see the website for more information:

https://westminsteriass.co.uk/

How will the school communicate how my child is doing?

Home-school communication may be done through;

- Informal handover conversations
- Home-school communication books (for some children)
- Parents consultations with class teachers or meetings with the SENCo
- Reports from professionals or Multi-Agency meetings
- Support Plan documents
- Formal review meetings for children with Educational Health Care Plans from the local authority

How can my child be referred to external services for additional targeted support?

External support services play an important part in helping the school identify, assess and provide appropriate provision for pupils with SEN.

Possible referrals include, but are not limited to:

- Paediatrician
- Speech and Language Therapists
- Educational Psychologists
- Specialist teachers for children with sensory impairment or physical difficulties such as the Visual/Hearing Impairment Support Teams
- Occupational Therapists
- Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS eg. First Steps or Specialist CAMHS)
- School's Wellbeing service
- School Nurse Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

How is appropriate training and resources organised to ensure staff can best support my child?

To ensure the needs of all pupils in the provision are met, we regularly review our support and training schedule. Staff delivering SEN support programmes are supported by a range of external professionals e.g. SALT therapist or Educational Psychologist to ensure high quality purposeful training is delivered.

All teaching staff receive weekly CPD which develops inclusive teaching and learning pedagogies.

Support staff attend regular training sessions around SEND. Themes include:

- Interaction styles
- Transitions
- Emotional Regulation
- Behaviour as communication

- writing and using social stories
- Effective use of visuals
- adaptations
- sensory circuits

If additional training is required on a more 1:1 basis, the SENCo will contact the appropriate body to deliver the accredited training. For example:

- Feeding tube training
- Evacuation chair training
- Makaton
- DLD awareness
- Word aware

In a similar manner, SEN resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school. The school purchases evidenced based resources to support our pupils on the recommendation of a professional in their report. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings.

How will my child be supported during periods of transition across their school life?

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class.

These changes are inevitable, and the school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include;

- Individual Profiles for pupils with EHCPs to enable the sharing of key information to relevant adults
- Transition meetings to include parents/carers, class teachers, teaching assistants, SENCo and all other professionals involved in the transition process
- Class handover meetings
- Transition books or social stories to give children a clear image of the upcoming changes
- Visual countdown documents to help your child anticipate when the change is happening
- PSHE lessons with a transition focus
- Program of support for transitions designed with external professionals
- Visits to new settings with familiar staff or family members
- Transition meetings with the school SENCo, new setting SENCos, families/carers and other appropriate professionals where necessary

How do pupils across the school contribute their views?

We value the voice of every pupil regarding their school experience, learning and wellbeing. We aim to facilitate this in the following ways;

- School's Parliament
- Pupil questionnaires
- Informal discussions
- Pupil Voice

Pupils receiving SEN support will evaluate their learning as part of the termly review process, they will also contribute to the next steps in their learning. They will be supported in this by a member of school staff or known professional working with them. We ensure all learners are able to contribute their views by tailoring the process to meet their needs such as visual support.

Local Offer:

Every local authority must publish a Local Offer. The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs (SEN) and/or disabilities. It must include information about education, health and care provision.

You can find the Local Offer at:
https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

School Contact details

The Inclusion Lead is: Denese Forde
Contact Number: 020 7504 0555

How will school help me support my child's emotional and social wellbeing and development (including measures to prevent bullying)?

The school has a strong commitment to the physical and emotional wellbeing of all our pupils. During a child's academic career, they may be unfortunate enough to experience emotional difficulties. These could include, but are not limited to, bereavement, parental separation, bullying and difficulties with transitions. All staff receive regular training on how to deal with children in such circumstances. The school is able to support children in a number of ways. Support available to children includes;

- Bereavement Counselling
- ELSA
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Services

We take bullying seriously at our school and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem. We involve parents in our approach to preventing or addressing bullying behaviour. The school's Anti-Bullying Policy can be found within the school's Behaviour Policy:
https://www.mmsts.westminster.sch.uk/information/policies/

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies

which are used to support pupils. Such strategies are most effective when parents/carers are involved in the planning and decision- making stages. Such support systems include;

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual Behaviour Plans (IBPs)
- Support from the SENCo, identified teaching assistants and teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Referral to outside agencies such as Educational Psychologist, CAMHS, Local Authority Behaviour Specialists etc.

How are the school's curriculum and resources used to support children's special educational needs and disabilities, including accessibility/access arrangements?

All pupils have the entitlement to a broad, balanced and relevant curriculum. The school has high expectations for all children and for most children, quality first teaching has been sufficient to fully include them in class. This includes differentiated work and resources so that all children can access their learning in the class. All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.

All teaching staff have a good understanding of the National Curriculum and ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. They do this by;

- Providing suitable learning challenges
- Providing suitable and stimulating learning environments
- Meeting the pupils diverse learning needs
- Removing barriers to learning

To increase the rate of progress for some pupils, additional provision is provided, such as speech and language groups. These additional interventions have taken place in times of least disruption for pupils. To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, the school keeps up to date records in an Accessibility Plan.

The school is fully inclusive and as such strives to ensure all pupils receive a broad and balanced curriculum. As part of this, pupils have access to out of school educational visits, sports competitions, residential visits, specialist enrichment teachers, breakfast clubs and after school clubs. The school ensures that all pupils have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that SEND pupils are fully included in all curriculum and extracurricular activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.

The school building is accessible and where necessary further arrangements will be made (wherever possible) to ensure access. The school has accessible toilets. *The school has provided physical aids to support children where necessary*. If a child enters school with a particular health needs, then the school will attempt to ensure that these needs are met.

How are parents involved in the school? How can I get involved?

Parents are encouraged to play an active role in school life and there are a number of ways this can be achieved;

- Communication with school through informal chats at handover times, communication with the office team,
- Attending parent consultations
- Comments in pupil home-communication books
- Parent governors
- Parental questionnaires
- Class assemblies
- Parent workshops
- Attending community events

Who can I contact for further information or concerns about SEN issues?

If you have any questions, concerns or complaints, please discuss these with the school SENCO or the Headteacher. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures. Follow these links to connect to the school's complaint procedure:
https://www.mmsts.westminster.sch.uk/information/policies/

Additional Information

If you would like to read a copy of the schools' SEN policy, please follow this links;

https://www.mmsts.westminster.sch.uk/information/policies/