

St Mary's Church of England Primary School Special Educational Needs Report – 2016-17



What is this document?

This document sets out the provision the school makes for children identified with Special Educational Needs and Disabilities (SEND). It advises how we identify pupils with SEND, what actions we take to support their needs and how we collaborate with parents and outside professionals and agencies.

Context

St Mary's is a Free Church of England Primary School in the London Borough of Ealing (LBE). It is a one-form entry school, currently with a Reception class, Year 1, Year 2. We will be adding a new class each year until we have Reception to Y6. It is a mainstream school without an attached specialist unit. The Special Educational Needs Coordinator (SENCo) is currently Mrs. West, who works closely with colleagues within the school, parents, pupils, LBE, the diocese and other charitable and professional organisations to meet the school's statutory obligations as regards SEND (Special Educational Needs and Disabilities). The school has a Governor with responsibility for SEND, Dr. Timothy Jackson.

This document should be read alongside the Ealing Local Authority "Local offer" www.ealingfamiliesdirectory.org.uk - under "directory" tab.

We define 'Special Educational Needs' as learning difficulties or disabilities that make it harder for children to learn or access education than most children of the same age.

Our Offer

How do we know if children need extra help?

Class teachers and auxiliary teaching staff continually observe and assess pupils throughout the school term. Class discussion, questioning, pupil responses, marking and pupil interactions are some of the ways in which teachers monitor children's progress every day.

Where a child's academic, social or emotional development causes concern, the class teacher will discuss this with the SENCo and parents/carers.

The school has an annual assessment cycle to monitor attainment. The Headteacher and SENCO work with teachers to monitor results, identifying children who may have SEND.

The SENCo tracks the academic progress of pupils already known to have needs; working with parents, class teachers and other professionals as necessary to monitor and adapt provision.

On admission, the school collects information on any SEND previously identified, from parents, outside professionals and previous schools or pre- school settings. This enables us to build a profile of the child's needs and adapt provision accordingly.

What should a parent do if they think their child may have special needs?

Parents should initially discuss their concerns with the class teacher. The school has an 'open door' policy and teachers are happy to meet with parents outside the formal parents' evenings.

We encourage parents to speak to the teacher at the earliest opportunity, rather than letting a concern grow. The Headteacher is usually available at the start and the end of the day, and both the Headteacher and the SENCO can be contacted via the school office or by email. However, the class teacher should be the first point of contact as they will be most familiar with the child.

How will school staff support a child?

High quality teaching is at the heart of what we do. This means that all children receive support from their class teacher and all teachers can teach children with SEND. The support offered to children who require extra help is determined by the nature and severity of the need as well as the age of the child. This is called SEND support.

The four stages of SEND support are:

Assess Plan Do Review

Children with SEND may:

- Be given an Individual Education Plan (IEP) which identifies short- term goals and strategies to address specific needs. IEPS are reviewed on a termly basis by the Head and class teacher, and new targets are set if required.
- have specifically tailored tasks from the class teacher
- be given additional resources or materials to help them access learning or to be able to interact effectively in the classroom
- receive focused support from an additional adult in a small group or on a one-to-one basis, within the classroom or outside
- be asked questions which enable them to understand class learning and engage meaningfully with tasks. For children with more complex needs, the school works closely with parents and outside professionals to:

- devise and review a personalised, structured support programme, tailored to the needs of the child, which includes teaching strategies, success criteria and a timescale
- access additional professional services and support groups. Such professionals may include an educational psychologist, speech and language therapist, specialist learning or behaviour advisory teachers.
- decide if an Educational and Health Care Plan (EHC) might be necessary to access additional, specialist resources not available within the school.

For some pupils with complex SEND, a mainstream school may not be able to meet their needs appropriately. As children grow, their needs evolve and a mainstream school may become a less appropriate setting. The SENCO works with other professionals, parents and pupils to assess the suitability of our setting for pupils with complex SEND as part of the IEP review process.

Who will plan, oversee and work with children and parents?

Where a child's additional needs can be supported in class, the class teacher will usually take the lead in planning and overseeing a programme of support, and will work with parents and other school staff (including the SENCO) to meet the needs of the child.

The SENCO will be the lead professional for children with greater SEND, working with the class teacher, auxiliary teaching staff, parents, professionals and pupils to plan and oversee individualised programmes of SEND support via the Provision Map. The SENCO and teaching assistants may deliver specific, targeted interventions for children with SEND.

From time to time, volunteers within the school community offer to help and may provide additional support where appropriate. However this is to enrich rather than replace existing provision.

For children requiring additional levels of SEND support, the SENCO has termly reviews of Provision map targets with class teachers. Parents and children are involved in the process and their input helps to shape the targets and the support offered to each child.

If a pupil's SEND is significant, the SENCO will work with school staff and parents to seek additional finance, resources and specialist intervention from the Local Authority. The SENCO may apply to the Local Authority for an Education, Health and Care (EHC) needs assessment. The Local Authority will determine whether or not to complete an EHC assessment. Parents, pupils, class teachers and outside agencies and professionals may also apply for an EHC assessment.

Who will explain to parents what is happening for the child?

This will usually be the class teacher but can also be the SENCO. Parents can make an appointment to see the relevant staff member via the school office.

How will the curriculum be matched to a child's needs?

The class teacher will make adaptations to the curriculum to meet the specific needs of a pupil. This may include providing additional resources, differentiated teaching, targeted questioning or adapted lesson materials. Teaching Assistants may also be used to provide additional support in class. The SENCO will usually advise the class teacher and may seek advice from outside specialists.

All staff are trained to teach children with SEND, as part of our school's in-service training. This helps teachers and support staff to understand how to identify and address a child's learning needs.

Individual teachers and teaching assistants may have received additional SEND training in a range of areas, for example Dyslexia, Autism, Speech, Language and Communication Difficulties and Down's Syndrome. This training is then applied to meet the specific needs of children in their class.

Advice, training and support may also be sought from external professionals, such as the LBE's SEN Assessment Service and charitable organisations.

How will the school and parent know how a child is doing?

The school has an assessment cycle and termly SEND meetings. The Headteacher and teaching staff review pupils' academic progress on a termly basis. They also liaise to review the Provision map once per term.

Where needs are significant, progress will be measured against specific targets set in the Provision Map or an Individual Education Plan. The desired outcome is described and documented as part of the planning and review process.

Parents are kept informed through the formal parents' meetings and through specific SEND meetings where necessary. Parents are welcome to contact the class teacher or SENCO at any time for an update on their child's progress.

How will the school support parents to help their child's learning?

Ways in which parents can support their child are discussed in meetings between class teachers and parents. For some needs, specific resources may be given to work on at home. Home/school communication logs may be used to share strategies and monitor progress. The school may also identify workshops, groups or charities for parents that can help them to support their child.

When will parents be able to discuss a child's progress?

Parents can discuss a child's progress at any time with the class teacher, either briefly at the start or end of the day or with an appointment via the school office.

In addition, there are formal parents' evenings when parents can meet the teacher to discuss progress. Where a child has a specific support programme, Provision Map review meetings can be scheduled to enable parents to discuss progress with the SENCO.

Children with Statements of SEND or an Education and Health Care Plan (EHCP) have their targets reviewed on an annual basis, with a statutory Annual Review. Parents, teachers and relevant outside professionals are invited to attend these meetings, which are usually chaired by the SENCO.

What support will there be for a child's overall well-being?

All staff have a responsibility for the welfare of our pupils. Pupil well-being and high quality adult/child and child/child relationships underpin the ethos of the school. We have clear behaviour and anti-bullying policies and teach Personal, Social and Health Education. The school also has clear safeguarding policies and procedures. The Headteacher and teaching staff hold regular Pastoral meetings to discuss pupil well-being. The school also works with healthcare and other professionals to ensure pupil well-being.

What specialist services and expertise are available to the school?

Most specialist services are bought in from the LBE. These include Educational Psychologists, Speech and Language Therapists and other Specialist Advisory Teachers. Where appropriate, the school can also access additional support through Early Help Ealing and for example the Supportive Action for Families in Ealing (SAFE). The SENCo works with a multi- professional team to determine which services can best support the school team and parents.

On occasions the school will access support/advice from relevant charities such as the British Dyslexia Association, Down's Syndrome Association, the NSPCC, RNIB and RNID.

What training will staff supporting children and young people with SEND have had or receive?

Teachers and support staff are sent on specific training courses relevant to the children in their class. Whole school training is provided each academic year, for example training in supporting children with Medical or Behavioural Difficulties. Our SENCo has recently completed a programme on Dyslexia. Other staff have experience and training in particular SEND, which they share with others.

How will children be included in activities outside the classroom, including

school trips?

Additional adult provision and other modifications are made where necessary for out of class activities and school trips. Trips are only undertaken where inclusion can be achieved.

How accessible is the school environment?

The pupils have just moved into a new building on a new site. Accessibility needs were factored into the new building design and the new school includes features to promote accessibility, such as a lift, accessible classrooms, accessible toilets and parking for disabled drivers.

Where appropriate, pupils' specific learning needs can be supported through the use of technology, for example radio aids and provided by the Local Authority's SEND Specialist Support team.

How will the school prepare and support a child to join the school?

The school uses details from pupil's application form to collect information from previous schools and pre-school settings. For all children starting school in Reception, information letters are distributed and an induction meeting for parents is held in the summer term before their start date. Parent and child appointments are held in school in the autumn term before the child starts school. During these meetings, class teachers gather information from parents about the child, identifying their needs and abilities. There is a staggered start for children entering Reception to make the beginning of school as smooth as possible.

All in-year admissions for places are preceded by a meeting with the Headteacher and a tour of the school. This meeting is used to gather information on the child and identify their needs, abilities and interests. The school will contact the child's previous educational setting for information and records.

Children who already have significant SEND receive further preparatory support. Staff may visit a previous setting to observe the child in advance of their entry to our school. Additional parent meetings may also be held with the SENCO. Contact between the school and other schools, social care or other relevant professionals may also be made in advance of a child's admission.

How will the school prepare and support a child to transfer to a new school or the next stage of education or life?

Where a family seeks to move school in-year, the school works to support the transition process by giving advice and helping to complete transition paperwork.

How are the school's resources allocated and matched to children's special educational needs?

The school sets an annual budget for SEND. This includes staffing and resourcing for SEND provision. SEND resources are allocated according to need each year. Specific resources identified in an EHC plan are purchased when needed. SEND resources are reviewed and updated on an annual basis to meet the needs of children with SEND across the school.

How is the decision made about the type and how much support a child will receive?

The type and amount of support needed is based on reviewing the evolving needs and progress of a pupil. The SENCO oversees this process. Review meetings with parents and multi-professional meetings are also used to determine the type and amount of support a child will receive.

How are parents involved in the school, and how can they become involved?

The school welcomes parent involvement. Parents are invited to volunteer to support learning in classes, for example reading with pupils, working with specific groups of children or sharing professional skills or expertise.

Who can parents contact for further information, or to raise a concern?

We encourage parents to speak first with the class teacher. Parents may then wish to contact the Headteacher. The Head is usually available at the start and end of the school day. All members of staff can also be contacted via the school office or by email. The school has a complaints policy, which identifies the formal route for concerns or complaints that are unresolved. If the concern is regarding safeguarding, they should be referred to the lead designated teacher, Mrs. Mutch. Parents can also refer concerns directly to ECIRS, Ealing Children's Integrated Response Service, on 020 8825 8000.

How does the school decide what support and how much support a child receives?

We take a graduated approach to determining the amount and type of support a child receives, based on four key steps – assess, plan, do, review. In the first instance the class teacher will determine support. The SENCo, relevant staff, parents and external professionals will also have an input where the additional need is significant.

How does the school listen to pupils' views?

With regard to SEND, teachers and the SENCO gather pupil views when they set and review provision. The school also collects pupils' views through:

- One-Page Pupil Profiles
- Pupil conferencing and questionnaires
- Welfare and mentoring support by identified staff
- PSHE/circle time lessons

How do Governors monitor attainment and progress of SEND pupils ensuring that their needs are met by the school?

The SENCO provides termly reports for governors which give an overview of the progress and attainment of Send pupils. The school has a nominated SEND Governor who meets at least once a term with the SENCo to review SEND provision and identify any matters arising.