



ST MARY'S RC PRIMARY SCHOOL, BATTERSEA

Special Educational Needs (SEN) Information Report 2019- 2020

St Mary's RC Primary school, Battersea is an inclusive school with a strong commitment to meeting the needs of all our pupils. All staff work together to ensure that lessons include a range of tasks and ways of working, to enable them to make the best possible progress in school and feel valued as a member of the wider school community.

At St Mary's RC School, Battersea, all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Quality first teaching is vital; however, for some children there are occasions when further positive support may be needed to help them to achieve. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

At St Mary's RC Primary School, our Special Education Needs Co-ordinator is: Mary Gilbride. She can be contacted on 0207 622 5460 or emailed at admin@st-marys-pri.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

You should first speak to your child's class teacher.

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN Local offer
- If the teacher feels it is appropriate he/she may then ask for a further meeting where the school SENCO will attend.

The responsibility of our school SENCO is:

- To help assess children's difficulties and help their teachers devise appropriate Provision Maps ensuring that only those children who need provision that is additional to or different from their peers should have a Provision Map.
- To review the Provision Maps with teachers on a termly basis.
- To organise and chair all Annual Reviews of Education Health Care Plans
- To review the work of the Learning Support Assistants (L.S.A. s) and to liaise with them.
- To meet with and offer advice to parents on their child's problems and to liaise with the Parent Partnership Service where appropriate.
- To liaise with outside agencies, Individual Support Service, Ethnic Minority Action Group, Speech and Language Therapy Service, Occupational Therapy Service, Educational Welfare Officer, Educational Psychology Service, Services for Visual Impairment and Hearing, Social Services and other Health and Medical Services as appropriate.
- To liaise with Secondary Schools about the transfer of information for children with SEND and with other primary schools about the possibility of sharing some resources.
- To attend inset/courses for SENCOS, and ensure that the SEND training needs of all staff are met.

- The Co-ordinator will provide teaching support for children with the greatest need, and monitor provision for children with Statements of SEND issued by the local authority

Our Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. However, they will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our SEN Governor is responsible for:

- Making sure that the school has an up to date SEND school offer
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How does the school decide whether a child has special education needs and what extra help they need?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Some children arrive new to St Mary's with SEND already identified. In these cases, handover meetings are arranged between parents, and with the previous school and related professionals if relevant. At St Mary's we work closely with parents. We do this through, introductory meetings with parents for all new children, regular Team around the Child meetings and meetings with the class teacher and SENCO as necessary.

After discussions with parents and key staff, additional support will be put into place to provide enhanced resources and targeted small group and/or individual support to help

overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this point.

This additional support is documented in a SEN Support Record. In consultation with the class teacher, SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviours to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. The level of support that a child is given will take on a graduated approach, depending on their needs and their progress. This will be reviewed regularly and with the parents.

How will I know how my child is doing and how will you help me to support my child's learning?

The process of identifying that a child might need additional support or assessment will involve a conversation between school and parents or carers at the earliest opportunity. This makes sure that parents and carers are always consulted at every step and kept fully informed about the help their child is given, and the results of that help. If your child is receiving additional support because of a Special Educational Need or disability, you will receive a copy of your child's SEN support record each time it is reviewed. This gives details of the specific targets your child is working towards and how we can work, in partnership, to help your child achieve these targets.

You will also be invited into school to talk about how your child is doing – what is working and what we might need to do differently. This meeting is in addition to our Parents Evenings. Attending these review conversations gives you an opportunity to talk

in greater detail about the support that is in place for your child and to ask questions or give us information in a friendly, unhurried situation.

We are very happy to work closely with parents and carers of children with more complex needs, in order to support them in school, wherever it is appropriate and possible. We have worked with parents and carers to learn how to support children with medical conditions, those who need specific pieces of equipment or technology, those who need to continue prescribed therapeutic regimes (speech and language, occupational therapy, physical therapy) or need to attend other schools to access part of the curriculum.

The SENCO will inform parents of any suitable training, events, or workshops that are running within the local authority.

How will my child be involved and consulted?

All children are encouraged to be involved in their learning. If a child feels they require additional help, they will normally discuss this with the class teacher. If the child still feels more help is needed they would be invited to talk with Miss Gilbride, SENCO about what help they need. Where they are unable to do so, support will be provided to facilitate this conversation.

During the SEN Support record process students' views are sought (where appropriate) as well as views/ideas they may have expressed at home.

Children with an EHCP, will be asked for their views on their progress across the year and this will be discussed during their annual review meetings.

How do you assess and review my child's progress?

Your child's progress is continually monitored by his/her class teacher. We value and consistently use quality formative feedback and use it to direct pupils in assessing their progress towards meeting learning objectives and identify areas where they may be experiencing difficulties.

His/her progress is reviewed formally every term and a National Curriculum standard given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviours.

Children in our Nursery and Reception class are assessed using the Early Year Foundation Stage Curriculum. 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. At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs).

St Mary's is a one form entry school and all pupils and staff know each other well. We encourage supporting relationships across the school, social and emotional well-being is promoted and monitored through observations of the children's behaviour and their well-being by all staff and concerns are communicated to staff, SENCO and parents.

All children at SEN Support will have an SEN Support record 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 involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular meetings with the staff delivering the programme and the Class Teacher.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Letters/certificates sent home
- Additional meetings as required
- Reports

How is teaching and the curriculum adapted to my child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. The differing learning styles of pupils is also taken into account when teachers plan and deliver lessons.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

All our staff are trained in order that we can adapt to a range of SEND – specific learning difficulties, including dyslexia, (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and behavioural, emotional and social difficulties (BESD). When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods.

Teachers and support staff are trained according to the needs of the children in their care. Additional training includes delivering Speech and Language programmes, Occupational Therapy, Makaton signing, and Clicker.

As a school, we firmly believe that additional staff can benefit teaching and learning and students should have access to learning support staff. Classes are allocated support staff for all or part of the school day, and have access to guided group work. Some students who have an EHCP previously known as a SEN statement may also have access to additional adults to specifically work with them to participate in class.

Strategies/programmes to support speech and language

- Staff carry out strategies suggested by speech and language therapist

Strategies to support/develop literacy including reading

- Phonics intervention groups
- Small booster groups
- Beanstalk Reading Support
- LEXIA intervention
- Some class sizes in Year 5 and 6

Strategies to support/develop numeracy

- In class group support
- Small booster groups
- Mathletics
- Some class sizes in Year 5 and 6

Provision to facilitate/support access to the curriculum

- General SEN resources (e.g. move and sit cushions, pencil grips, reading rulers etc.)

The learning environment is designed to support children's learning and will include, visual prompts, vocabulary to extend learning, examples of work to be used as a good example.

Some children may need additional support in the classroom environment to support them. This could include;

- A visual timetable
- Rewards chart to encourage motivation to complete a given task
- Visual aids e.g. word mats

Some children with SEND will require additional support from either the teaching assistant or class teacher. This support is dependent on the individual's specific needs but may include working with a small group, 1:1 support to ensure a child understand the given task.

Some children with SEND need to have additional support outside the classroom. This support will most likely be provided by a teaching assistant, who will deliver interventions as directed by a specialist professional. Interventions may include

- Speech and Language Therapy
- Additional reading
- Spelling Support
- Numeracy support
- Social skills support
- Gross and fine motor support
- Occupational therapy exercises
- Social and emotional well-being support.
- Precision Teaching

What support is there for my child's emotional well-being?

St Mary's is one form entry school which benefits from all staff and children knowing each other well. A variety of strategies are used to help children to foster good relationships and support each other.

Positive behaviour plans are drawn up to support individual pupils. Social, Moral, Cultural, Spiritual activities are identified on Medium Term Planning for each subject

PHSE is a subject with a high profile throughout the whole school. Achievement and success is regularly celebrated in the form of certificates awarded at a weekly Praise Assembly.

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a 'circle of friends', 'circle time' or PATHS directed talk time involving the whole class. Our Learning Mentor, Mrs Cadden, is here to support pupils and families with emotional needs.

If a child is recognised as needing some emotional support, the following support may be given;

- Opportunities to talk with their class teacher or teaching assistant
- Support at playtimes and lunchtimes
- Support from the Learning mentor
- Talk time sessions with our Up team leader
- Pupils can self-refer to Up
- Attending extra-curricular clubs
- If difficulties persist, outside agencies may become involved. This could include support from Up offering 1:1 play therapy
- Therapeutic support from the Wandsworth Behaviour Learning Support Service
- CAMHS – Child and Adolescent Mental Health Service

How to you promote positive behaviour?

- All our work is centred on our Mission statement
- Children are rewarded with certificates weekly in assembly from the head teacher
- The use of Class Dojo points
- We have a whole school approach to modelling good behaviour. Where behaviour slips, parents are involved and work alongside the school.

What training and specialist skills do the staff supporting children with SEND have or are having?

All staff receive regular training through INSET days, staff meeting and attending external training. The school's Educational Psychologist, Speech and Language Therapist and Advisors from Garratt Park Advisory Service are all able to offer support when required.

What do we do to make the school environment and curriculum accessible for all children?

Please see our 'Accessibility Plan for more detail. Adaptations to our environment and curriculum include

- Access to the school
- Disabled toilets
- Access to sloped desks and move and sit cushions
- Access to adapted resources, e.g. pencil grips, ear defenders, computer software
- Differentiated tasks
- Use of visual timetables,
- Sensory breaks and access to fiddle toys or a time out area
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.
- We use ICT equipment and programs to support specific needs. We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

Access to strategies/programmes to support occupational/physiotherapy needs

- Handwriting groups
- OT clubs (when possible)
- Ramps
- Visual Paint
- Rails

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by Wandsworth LEA can be accepted for access arrangements for public examinations

How will my child be included in activities outside of the classroom?

All activities outside the school are risk assessed and inclusive. We aim to include every child and will work closely with parents to ensure that any special needs are met where possible, and in the best interests of the child.

All school trips are risk assessed to allow provision to be made for all children. It is our aim to include all children on school trips, dependent on their needs. Examples of special arrangements may include;

- Additional resources being taken on the trip e.g. medical equipment, visual prompts
- A parent accompanying the child
- Alternative transport arrangements
- A higher adult to child ratio
- Additional training for staff who are accompanying the children, e.g. diabetes training, and Epi-Pen training.

St Mary's has a specialist PE teacher who ensure that all children are included in PE lessons and adaptations are made as necessary. We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will try to make the necessary arrangements.

We have a breakfast club in school and any child can access this providing space is available. We have regular educational visits as well as people coming into school to support different topic areas. We have residential trips each year in Year 5 and Year 6. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all and all school trips are risk assessed to allow provision to be made for all children.

How will the school prepare my child to join the school or transfer to a new school?

All children starting Nursery and Reception Class, are invited to visit the school in the summer term before they start school. Parents are also invited to attend a meeting to meet with the class teacher to talk about their child. In addition to this you may wish to speak to the SENCO before your child starts school. The SENCO can then liaise with the previous setting.

If children have been identified SEND before they start at St Mary's, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it. If you tell us you think your child has a SEN we will discuss this with you. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. If our staff thinks that your child has a SEN this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about 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 class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEN Support records will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- A meeting is held in the new term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.

- Further home visits may be carried out for pupils leaving Nursery school to attend reception to ensure up to date information is shared between parents and the school

In Year 6

- The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- 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 this school.

What specialist services from outside does the school use to help meet children's needs

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

This list is the external agencies currently working with our school.

- The Wandsworth Education Psychology Service
- The Early Years Centre
- Wandsworth Behaviour learning Support Service
- The Hearing impaired service
- CAMHS- Childhood and Adolescent Mental Health Service
- NHS Speech and Language Service
- NHS Occupational Therapy Service
- Garratt Park Advisory Service (GPAS)
- NHS School Nurse
- The availability of wider services within the LA local offer
- UP- Therapeutic support

What will you do if my child has medical needs?

Refer to schools Supporting Medical Conditions Policy

If a pupil has a medical needs you will need to inform the school as soon as possible.

Where necessary, medicines are administered but only with a signed medicine consent

form in place and with agreement from parents. We are also able to access the school nurse to support with training and advice. A detailed Care Plan is compiled by the school in consultation with parents/carers. These are discussed with all staff who is involved with the pupil. All staff will receive basic First Aid training in addition to those that are already fully trained. Training may include;

- The use of an Epi-pen
- Supporting a diabetic child
- First Aid

All staff are given necessary information about the medical needs of the children. More complex medical needs may necessitate an Individual Care Plan, with support from the school nurse, relevant health professionals and the parents. The Care Plain is discussed with all the staff who are involved with the pupils.

What should I do if I am unhappy with my child's support or progress?

At St Mary's RC Primary School, Battersea, we are always ready to meet with parents. If there is something that worries you, please discuss it with the class teacher, and if necessary, the SENCO or the Head teacher.

In all cases we put the safeguarding of the child above all other issues. We have due regard to confidentiality for all parties concerned.

If a parent has a complaint the following procedure takes place:

- (1) The parent speaks to the class teacher about the problem. The class teacher investigates giving the parent a date for a follow up appointment.
- (2) If the parent is still not happy, an appointment to see SENCO/Head Teacher will be made.
- (3) If the parent is still not satisfied, the parent will be given the name and address of the Chairman of the Governors. Members of the Governing body will hear the complaint.
- 4) If the problem is still unresolved, the parent may contact the Director of Education at the Town Hall and/or the Diocesan Board.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

- The Wandsworth Information Advice and Support Service (WAISS) provides an impartial free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> Email waiass@wandsworth.gov.uk or telephone 020 8871 5237 (term time)
- Contact a Family- Independent support. Contact a Family Wandsworth (CaF) provide impartial, free and confidential support services to provide information and support for Wandsworth families who are going through the process of getting an Education Health and Care Needs Assessment. To book an appointment with an independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamily.org.uk.
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEND and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260. Or email infor@positiveparentaction.org.uk
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website.
<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>
- The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899 or email fis@wandsworth.gov.uk. Text 07797805456 with 'FIS' at the beginning of your message.

Due to the highly- differentiated nature of our support for learners with SEND programmes may change as needed. Also, not every programme will be available to every child with SEND. Allocation of specialist services and interventions will be dependent on need, funding, and availability of specialist support services.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email our school office admin@st-marys-pri.wandsworth.sch.uk

