



# **St Mary Magdalene CE Primary School**

## **SEND Information Report**

### **Special Educational Needs and Disability (SEND)**

#### **VISION/MISSION**

St Mary Magdalene Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. The school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The distinctive nature of our church school underpins the whole of our teaching and learning and includes the following points:

- Education is concerned with the whole child.
- We promote the following core values; - thankfulness, hope, trust, wonder, honesty, forgiveness, peace, love and compassion and uniqueness. As well as initiative, perseverance, resourcefulness, self-responsibility, self-discipline, a sense of humour and confidence.
- We encourage children to value each other for who they are as well as what they achieve to be 'The Best That They Can Be'.

#### **WHOLE SCHOOL/SETTING APPROACHES**

##### **Information on policies, people and statutory guidance**

###### **School Policies and statutory guidance**

The School's SEND Offer should be read in consultation with other key school policies: Inclusion Policy, Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Administration of Medicine Policy, Equalities Policy and Intimate care Policy. These can all be accessed via our School Website: <http://www.smmsprimary.co.uk/about-our-school/key-school-policies/>

St Mary Magdalene School welcomes children with special educational needs as part of our Christian community and we aim to ensure that all children have an equal opportunity to engage in the curriculum

- We recognise the importance of early identification and assessment of children with special educational needs. Practices and procedures have been developed which aim to ensure that all children's special educational needs are identified and assessed. Provision then reflects the individual child's needs.
- The school recognises the vital role of parents/carers in the identification assessment and response to their children's special educational needs. Staff work in partnership with parents/carers, valuing their views and contribution and keeping them fully involved in their child's education. The link between parents/carers and the school is essential for pupils' progress.
- The school believes in the involvement of the child and the importance of taking their views into account. As appropriate the child will be involved in decision making about their special needs provision either directly in meetings, in discussion with staff or a pupil voice sheet.
- The school is committed to effective collaboration between all agencies working with a child and individual approaches to meeting children's special educational needs. The school actively supports the maintenance of close links with agencies.

The success of the school's SEND School Offer/policy will be evaluated against the aims set out above. The Governing Body will ensure that all pupils identified as having special educational needs will receive the appropriate provision. The School's Offer will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of children attending the school. Data Analysis will be used to monitor the impact of provision for children.



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#### **Types of SEN, disability and medical needs**

The Code of Practice 2014 states that:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

St Mary Magdalene Primary School strives to meet the needs of all children who attend the school.

#### **Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?**

We work as a whole staff team to support the individual needs of children however key roles and responsibilities are assigned to various members.

#### **Class Teacher**

If you have concerns about your child you should speak to your child’s Class Teacher first. You may then be directed to the SENCO. The Class Teacher 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 SEND Offer/policy.
- Line managing TA support that is available within every class.
- Following any recommendations made by the SENCO or external specialist.
- Carrying out on-going assessment within class.

#### **SENCO – Jane Campbell**

Depending on when and how your child’s special needs have been identified you may speak to the school’s SENCO. You can request a meeting through the Class Teacher or directly through the school office. The SENCO is responsible for:

- Coordinating day to day provision for children with SEND
- Line Managing the specialist SEND team of intervention staff and developing the school’s SEND School Offer/policy.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Assessing or organising assessment of children where there are additional concerns.
- Ensuring that parents/carers are: 1. Involved in supporting their child’s learning and access 2.



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Kept informed about the range and level of support offered to their child 3. Included in reviewing how their child is doing 4. Consulted about planning successful movement (transition) to a new class or school

- Analysing progress of SEND children
- Updating the school's SEND register
- Reporting to Governors
- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met
- Monitoring and organising provision for children who are Looked After

#### **The Head Teacher – Jennifer Parris**

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Overseeing provision to ensure that all children's needs are met
- Organisation of appropriate training in relation to SEND
- Allocation of support staff to classes
- Keeping the Governing Body up to date about any issues in the school relating to SEND

#### **The SEND governor – Naomi Berry**

The SEND governor is responsible for:

- Supporting the school to evaluate and develop quality and purposeful provision for pupils with SEND across the school.
- Reporting on key issues to the Governing Body

#### **Speech and Language Therapist – Sarah Buckley Therapies Ltd (SBT)**

At present the school purchase speech and language therapy support from Sarah Buckley Therapies Ltd. SBT provide a quality and effective Speech and Language service grounded in clinical research. We have worked together for the past year and continue to work in close partnership to tailor assessment and therapy to meet our children's needs. We buy in a whole day of provision each week to meet the needs of children with speech, language and learning needs.

SBT work with us to:

- Assessing children identified as being at risk of a speech and language delay or disorder
- Setting targets to identify the child's additional needs
- Providing recommendations regarding how to meet specific needs
- Delivering targeted Speech and Language therapy
- Liaising with the school's SEND team and Class Teachers to support identified pupils

If you would like to speak to the Speech and Language Therapist this can be arranged through the SENCO.

#### **Speech and Language Teaching Assistant – Tracey Laming**

Mrs Laming is a Teaching Assistant who has many years of experience working with children with Speech and Language difficulties. She works alongside the Speech and Language Therapist. She is responsible for:

- Reporting to the SENCO and Speech and Language Therapist
- Creation of resources recommended by the Speech and Language Therapist
- Delivery of programmes and activities suggested by the Speech and Language Therapist or SENCO
- Communicating with Class Teachers



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#### **Literacy Intervention Team – Julia Simson, Ljiljana Kristic and Razia Alam**

The Literacy Intervention Team have all completed accredited training to enable them to support children with literacy needs. They are responsible for:

- Creation or organisation of resources to support literacy
- Planning and delivery of targeted intervention to individuals or small groups of children
- Carrying out assessments/review tests (High frequency word reading or spelling assessments).
- Contributing to meetings with regards to specific children where this is appropriate.
- Contributing to target setting for children
- Reporting to the SENCO and Class Teachers

#### **Maths Intervention Team – Hilary Leake and Stella Phipps**

The Maths Intervention Team are responsible for:

- Creation or organisation of resources to support maths
- Planning and delivery of targeted intervention to individuals or small groups of children
- Carrying out assessments/review tests
- Contributing to meetings with regards to specific children where this is appropriate.
- Contributing to target setting for children
- Reporting to the SENCO and Class Teachers

#### **Specialist 1:1 Tutoring – Hilary Leake**

Ms Leake is a qualified teacher and Specialist Dyslexia Teacher. She is responsible for:

- Planning and delivery of 1:1 tuition to identified pupils in Years 5 and 6
- To tailor writing tuition according to the individual's needs and in consultation with the Class Teacher.
- Providing children with strategies to support their written work and enable them to meet classroom learning objectives

#### **Pupil Development Centre – Stella Phipps**

Mrs Phipps works to develop self-esteem, self-confidence and social skills of pupils. She provides social, emotional and behavioural support.

- Providing support for new arrivals to the school
- Leading a lunchtime club
- Supporting children with social, emotional or behavioural difficulties in school through 1:1 sessions, small group sessions or in class sessions.
- Working with the London Bubble Theatre Co to deliver 'Speech Bubbles' sessions to Yr1 and 2 pupils

#### **School Nurses – Anita Sarkodie and Barbara Gray**

The school nurse visits St Mary Magdalene Primary School on a regular basis and is available to meet parents by appointment. To arrange a visit contact the SENCO or Laura Johnson in the school office. They are responsible for:

- Liaising with the SENCO and other members of staff
- Writing and reviewing individualised Health Care Plans for children aged 5 and over.
- Providing training for members of staff (e.g. epilepsy training or anaphylaxis training)
- Carrying out Health reviews for children on Child Protection Plans or children who are Looked



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After.

- Attending meetings for children where there are safeguarding concerns
- Contributing to ECHPs where a child has a medical need
- Liaising with parents regarding medical needs

#### **Volunteer for the Administration of Medicines – Laura Johnson**

Laura is responsible for the safe storage of medicine in school. You can contact her directly at the school office. She is responsible for:

- Liaising with the SENCO, school nurse, parents and teaching staff
- Ensuring safe storage of medicine
- Ensuring administration of medicine is recorded appropriately

### **Wider World of School; Approaches to extra-curricular activities and pastoral care**

#### **Admissions**

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with statements or Education Health Care Plans (EHCPs) have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHCP are admitted via the normal school admissions criteria.

- The School admits pupils on the basis of family membership of a Christian church; and of family residence in the immediate community.
- In the event of over-subscription, criteria are applied which give weight to the presence of siblings in the School; to special educational needs; and to proximity to the school.
- The School does not specialise in any particular provision, nor does it have any special units.

Detailed information and guidance of how to apply for a place at St Mary Magdalene both if your child has an ECHP plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>  
Supplementary forms are available from the school office.

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

#### **Environment and reasonable adjustments**

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?  
Most children with SEND are supported through the regular opportunities provided to all children – high quality teaching, excellent play opportunities and supportive staff.

- The school building is a single storey building, which allows easy access generally.
- Teachers adapt classroom layouts to cater for children with special needs and or a disability.
- There is a toilet for people with disabilities, a hoist and changing bench and shower facilities.
- Use of electronic equipment such as lap-tops and ipads are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.



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- Writing slope boards, writing grips, alternative scissors (e.g. loop scissors) use of 'wobble cushions' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an Accessibility Plan that is reviewed regularly: [http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS\\_Accessibility.pdf](http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS_Accessibility.pdf)

#### **Pastoral Support/Unstructured parts of the day**

What support is available at less structured times of the day (e.g. playtime, lunch)?

We know that some children find less structured times in the day more challenging. We have zoned our playground – we have a ball zone, a quiet zone, etc. – so that children feel comfortable playing as they would like to play during break and playtimes; and also to not interfere unduly with the play of other children. Where it's necessary, we can provide additional support to these children to facilitate access to playground equipment, encouraging them to play with others and helping the children learn how to resolve conflicts independently.

Strategies to support the development of pupils' social skills and enhance self-esteem include:

- Regular 'celebration of success' opportunities particularly during 'Praise and Share' Collective Worship
- Playground buddies
- Wide range of after school activities
- Access to the Pupil Development Centre
- Lunchtime club
- For some children specific lunch time support

#### **Behaviour Support**

Positive behaviour in schools is essential, and we have a Whole School Behaviour policy:

<http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS-Behaviour.pdf>

We always try to encourage good behaviour through setting high expectations, forming good relationships with parents/carers and sharing children's positive behaviour and attitudes to work.

We do this in the following ways:

- School reward and sanctions system as set out in the Whole School Behaviour policy
- A children's version of the Behaviour Policy [http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS-Behaviour-Childrens-Version\\_final.pdf](http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS-Behaviour-Childrens-Version_final.pdf)
- Postcards sent home to parents to celebrate exceptional behaviour choices
- Individualised positive behaviour reward systems for individual children with particular needs
- Pupil Development Centre Support
- Lunch time club
- Behaviour Support Advice accessed (Summer House Pupil Referral Unit)
- Access to LA's Educational Psychologist or CAMHS where deemed necessary
- Pastoral Support Plans
- Regular reviews with Parents

A small number of children benefit from an individualised approach to managing their behaviour. We use a Pastoral Support Plan, which outlines the goals we share for the child, how they will get there and how we will know it is working. These plans include what the child will do, what the parent/carer will do and what the school will do to foster the shared sense of responsibility.



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St Mary Magdalene CE Primary School recognises that children with SEN may find it more challenging to express their opinions and views. They may be at greater risk of bullying. The school works actively to create an environment in which this is less likely to happen. The school's Christian core values: Peace, Unique, Love, Wonder, Trust, Honesty, Thankfulness, Forgiveness, Compassion and Hope are key to creating an ethos where all staff and children care for each other. Children are taught about how to live by the core values during Collective Worship, and in class. These actively include prevention of bullying and how to manage situations if they occur.

We have a robust and consistent approach to bullying which makes it clear that bullying will not be accepted. Children with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For further information about how we deal with bullying please see our Anti-Bullying Policy:

<http://www.smmsprimary.co.uk/wp-content/uploads/2014/12/SMMS-Anti-Bullying.pdf>

The school also organises a number of events/training throughout the year to prevent bullying such as:

- Anti-bullying workshops
- Anti-bullying week

#### **Medical Needs**

We work in close partnership with the School Nursing team to support pupils with medical conditions in school. The following are in place:

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Trained paediatric first aiders (to support children)
- Trained First Aid at Worker (to support adults)

#### **Intimate Care/Toileting Needs**

It is our intention to develop independence in each child, however there will be occasions when help is required. Staff will work in close partnership with parent/carers and medical professionals to share information and provide continuity of care.

- The school has an Intimate Care policy that sets out procedures that should be followed to support children who have toileting issues.
- There is a changing unit within the disabled toilet.
- Parents will also be encouraged to attend 'Poos and Pees' (workshops for parents to support toilet training of children with special needs) or CAMHs (Child Adolescent Mental Health- when toileting difficulties appear to be emotionally related).

#### **Visits and events**

We strongly encourage all children to participate in school trips and school journeys – these are an important part of your child's time at St Mary Magdalene School. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and wellbeing when off-site. In Year 2, children have a residential at Arethusa and in Year 6, the children go to Wick Court Farm in Gloucestershire for a week. Again, if you have any concerns about your child going on school journey, please speak to your child's teacher or Miss Campbell.



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#### **Extra-Curricular Activities**

The school provide a wide range of extra-curricular activities that are available for children who attend the school. Laura Johnson in the office co-ordinates this provision. After School and or lunch time school activities may vary but currently include:

- Creative Dance club
- Cooking club
- Gospel Choir club
- Sports/Multi Skills club
- Judo

Contact the school office if you are interested in your child enrolling for one of our after school clubs.

#### **Approaches to Teaching and Learning**

##### **Curriculum and Teaching Methods**

##### **How will teaching be adapted to meet the needs of my child?**

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets 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. This may include providing additional materials/ resources/additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the SENCO or outside staff. Homework is differentiated for maths and literacy to ensure that it is at an appropriate level. More information on the school's homework procedures can be found in the Homework Policy.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability combinations to maximise learning opportunities for all. This will also include challenge activities for the more able children. 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. Some interventions may change as progress and needs are monitored.

##### **Types of Intervention**

How will my child's access to learning be supported?

##### **In class**

- Alternative recording methods
- Visual timetables, Now and Next boards, Communication tools, basic makaton for class & individuals
- Differentiated activities
- Extension or challenge activities
- In class support programmes
- Access to learning support staff in class
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.



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- Guided reading programmes in all classes
- Regular teaching of phonics in Reception and Key Stage 1
- Use of IT programmes in class to reinforce strategies
- Ability setting
- Use of practical resources to support learning

#### **Withdrawal support**

- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible.
- Access to a specialist dyslexia teacher offering advice both to staff and parents
- Beanstalk Readers (volunteer reading support 1:1)
- Year 2 and Year 6 Booster Programme
- Small group intervention programmes for reading, writing and maths
- KS2 Phonics catch-up programme
- 1:1 writing tuition
- Pupil Development Centre support
- SEN PE and Extra PE

#### **Staffing Expertise**

##### **How skilled are staff in meeting the needs of my child?**

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEN and medical needs.

The SENCO attends training sessions and SENCO forum meetings to enable the sharing of best practice and to ensure the school is up to date with current local, national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

The SENCO has completed the National Accredited SENCO award.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Head Teacher.

#### **Information about early identification and assessment**

##### **Assessment**

##### **How can I find out how well my child is doing in school?**

The Class Teacher is responsible for the **assessment** of all the children in the class on a day-to-day basis, within the agreed record-keeping and assessment procedures of St Mary Magdalene Primary School.

Baseline assessments are completed in Reception and Year 1. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEND identification. SEND



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children in the Early Years are assessed using the EYFS framework from birth to 5.

The progress and attainment of all children is tracked and monitored carefully. The school uses a range of assessment strategies and resources. Details of these can be found in the school's Assessment Policy. B-squared summative small step assessments are used to monitor the progress of children with severe to profound special needs.

The progress of all children is discussed termly in **Pupil Progress Meetings**. These meetings include the Head Teacher, Deputy Head Teacher/SENCO and the Class Teacher. Class Teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. The child may then be placed on an additional tracker system and will be reviewed half termly.

In consultation with the SENCO and parent/carers, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour. Additional support may be put into place to provide targeted support to help to address any concerns. This may be through class support or intervention out of the class. At this stage a child may simply need short period of intervention to boost their learning and progress.

#### **Parent/Carer/Teacher Meetings**

Parent/carers can contact the Class Teacher to request information about how well their child is doing in school at any time. Termly parents' evenings will provide opportunities to discuss how your child is doing in school. Miss Campbell is happy to attend where necessary or arrange a separate meeting to discuss a child's progress or parent's concerns.

A written report for each child is sent to parents, once a year at the end of the summer term. An 'Assessment Record' is also provided showing pupil's attainment levels. Reports celebrate successes and outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for Literacy and Numeracy are also set. Opportunity is given for parents to discuss the report with the class teacher.

#### **Test Access Arrangement**

For some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. Miss Campbell can inform you about eligibility for these arrangements at Year 6.

### **SEND SUPPORT including students with ECHPs**

#### **Procedures for considering if a child has SEN**

##### **Early Identification**

The school aim to provide early identification and assessment of children's needs in order that appropriate support can be put into place. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

The SEND Code of Practice 2014 states that this can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline



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- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It should be noted that lack of progress does not automatically mean the child has SEN. Other barriers to learning such as poor attendance or punctuality, difficulties related to having English as an additional language, bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary.

If a child's development is causing concern, despite differentiated learning opportunities, the Class Teacher will raise concerns with the SENCO and provide evidence to support their concerns. Initial concerns may have been raised with the Class Teacher by a parent/carer or another professional. Concerns regarding lack of progress may also be identified within **Pupil Progress Meetings**. The Class Teacher will inform the child's parents/carers of their concern and gather any relevant information about the child.

### **Information on the schools graduated approach - Assess, Plan, Do, Review**

#### Assess

The Class Teacher and SENCO will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Numeracy Assessments including: Sandwell tests, Assertive Maths etc.
- Observations of behaviour
- Outside assessments may be accessed at this point for difficulties.

Following these assessments a decision will then be made by the Class Teacher, parent/carer and SENCO to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

#### Plan

- Where it is decided to provide a pupil with SEND support the parent/carers will be notified usually by the Class Teacher directly and in writing from the SENCO.
- The Class Teacher and SENCO in consultation with parent/carers will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff are made aware of any strategies/interventions to be used with the child.
- Parent/carers will be asked to support the child at home and where relevant advice and support will be provided by school staff.

#### Do

- The Class Teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child.
- The Class Teacher will work **closely** with the Teaching Assistant, Intervention Staff or Learning Support Assistant to plan and assess the impact of interventions and how they are linked to class teaching.



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#### Review

- **The impact** of support offered, interventions used and targets set will be reviewed by the SENCO, Class Teacher and Support staff involved in supporting the child.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with clear information about the impact of the support and interventions during Class Teacher/parent/carer meetings, enabling them to be involved in the next steps.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative means of support is used.

*Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.*

#### **Education Health and Care Assessments and Plans**

##### **Education Health and Care Assessments Plans/Statutory Assessment**

If a child has severe SEND needs then the school or the parent/carer may decide to request a Statutory Assessment. The SENCO collates the school evidence and relevant documentation to send to the Local Authority, in accordance with Local Authority procedures. During the time that these procedures are being followed, the Class Teacher, SENCO and specialist will aim to meet the needs of the child through personalised planning. The writing of ECHPs will be completed in consultation with parent/carers, the SENCO and a representative from the Local Authority.

##### **Children with Education Health and Care Plans (ECHPs) or Statements**

When a child has an ECHP or a statement of Special Educational Needs, the ECHP or statement specifies the child's learning objectives and what provision should be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The SENCO, with the support of the Head Teacher and Class Teacher and in consultation with other adults (including the parent/carers) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's ECHP or Statement.

##### **Annual Reviews for children with ECHPs or Statements**

A formal Annual Review Meeting, involving the SENCO, Class Teacher, Parent/carers and any specialists involved with the child will be held annually. Pupils, when appropriate, are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the Annual Review Meeting are sent to the Local Authority, parent/carers and other attending parties by the SENCO. The presence of a Local Authority representative



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will always be requested at key times of transition (e.g. Reception, Year 5).

Where possible and if there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

#### **Mediation Services/SEND Tribunal**

If parent/carers are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

#### **Arrangements for supporting transitions for pupils with significant SEND**

Arrangements are made for the transition of children with SEN. Transition – both into school and from St Mary Magdalene to other schools – is an exciting time for families, but can raise some concerns too. The school recognises the need for partnership between schools/settings to ensure as smooth a transition as possible, working together towards agreed common objectives:

- To ensure continuity in the curriculum,
- To ensure progression in the challenges which the pupils face (enabled through the effective transfer of information between schools)
- To provide a thorough induction programme.

When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- In some cases additional multi-agency meetings (TAC- Team Around the Child/ TAF –Team Around the Family) may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school.
- A member of the LA SEN Inclusion Team is invited to the school to attend the Transition Review meeting of any child with a statement/ECHP and to help the child prepare for a successful transition.
- Visits to St Mary Magdalene School are encouraged, to talk about the particular needs of SEN children who are transferring and to meet the children personally.

When moving classes in school:

- The whole school has a Transition Afternoon in the summer term where children are given an opportunity to meet their new teacher and classroom
- An Transition Meeting will take place where the current Class Teacher shares information with the new teacher
- Additional opportunities to visit the new class and teacher are encouraged and planned in where necessary
- A transition book may be created and sent home with parent/carers to read during the holiday period

When moving to our school

- It is the school's policy to meet the child and his/her parents/carers prior to the transition date
- The Headteacher meets with all in year admissions



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- Where there is a SEND need the SENCO will where possible attend a transition meeting at nurseries or schools/previous settings
- Early Years Practitioners will conduct a home visit
- A 'Teddy Bear's Picnic' afternoon is held where new Reception children and their parents are given an opportunity to meet with the Head Teacher and Reception staff
- Appropriate support will be deployed to meet SEND needs which may include a reduced, adapted or modified timetable, use of social stories etc
- Where possible, it is arranged for the child to visit St Mary Magdalene with a key worker or SENCO prior to entry
- St Mary Magdalene SENCO will attend the Annual Review for statemented pupils/those with an ECHP prior to transition
- Support staff or a 'buddy' will be provided to help children settle into class where appropriate

Further information can be found in the school's Transition Policy.

#### **Information about funding and resources**

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

#### **SEND Budget**

In addition, the Local Authority delegates specific funding to schools to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school. This provision can take a number of different forms. E.g. allocation of human resources, curriculum adaptation, etc.

#### **Children with Statements/ECHPs**

Formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. Band 5, 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support these children's needs using delegated funding mentioned above. The school will now finance the first £6000 of any future ECHP from the SEND budget.

Support is provided for children with ECHPs or Statements as specified in their ECHP or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

#### **Pupil Premium**

Pupil premium funding is also used to meet the needs of children who are eligible for free school meals or have been at any point in the last 6 years:

- looked after for 1 day or more
- adopted from care
- left care under: a special guardianship order, a residence order or a child arrangement order

#### **External Agency/Specialist Provision**

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare Officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.



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The **Common Assessment Framework (CAF)** is used by the SENCO when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

#### **Information on where to find further support**

**Southwark's Local Offer:** FURTHER INFORMATION about support and services for pupils and their families can be found at the following website: <http://localoffer.southwark.gov.uk/>

**Southwark's Information Advice and Support Team** (SIAS - formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://www.southwarkparentpartnership.co.uk/> Address: **Parent Partnership, 160 Tooley Street, London SE1 2TZ** You can email them at the following email address: [parentpartnership@southwark.gov.uk](mailto:parentpartnership@southwark.gov.uk) or Tel: **020 7525 2886 or 020 7525 2866 or 020 7525 5211**

**Southwark Parent Carer Council (PCC)** a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF). **Telephone: 02075251106 or 07944107019** [www.Southwarkpcc.org.uk](http://www.Southwarkpcc.org.uk) Information: [info@southwarkpcc.org.uk](mailto:info@southwarkpcc.org.uk)

**Contact a Family** is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parents to get in contact with other families, both on a local and national basis. The Southwark services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons, quarterly newsletter and monthly email. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/> Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF, Email: [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk) Tel: 020 7358 7799**

**KIDS:** Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers). **KIDS London: 7-9 Elliott's Place, London N1 8HX Website: [www.kids.org.uk](http://www.kids.org.uk) Tel: 020 7359 3635**

#### **KIDS London SEN Mediation Service**

is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: **0207 359 3635**



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### *Special Educational Needs and Disability (SEND)*

#### **Complaints procedures**

In the event of parents wishing to make a complaint when they have concerns about an issue to do with special needs the procedure is as follows:

- Talk to the SENCO – if the matter is not resolved...
- Write to the Head Teacher outlining areas of concern

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.