

St John's Angell Town C of E Primary School



85 Angell Road
Brixton
SW9 7HH
T: 0207 274 4847
E: admin@st-johns.lambeth.sch.uk
W: www.st-johns.lambeth.sch.uk

Headteacher: Mr Martin Clark
Deputy Head: Mr Patrick Williams
Assistant Head: Ms Denise F Byrne

Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Located in Brixton, St John's Angell Town Primary School is an inclusive one-form entry, Voluntary Aided Church of England Primary School, for children aged 3 - 11 years old.

Specialist provisions on site:	<p>Our Inclusion Team is a qualified and experienced team of individuals, who focus on the unique child at the heart of all it does. We have a full-time Learning mentor who is experienced in delivering programmes for children experiencing behavioural, social and emotional difficulties; as well as, inducting pupils new to the school and new to the country. The SENCO in role is currently studying to achieve The National Award for SEN Coordination, as this is a legal requirement for all SENCO's.</p> <p>Our team of skilled Teaching Assistants have experience of delivering intervention sessions that impact children's progress and attainment. They have received training in Lego therapy, Makaton and PECs communication systems, speech and language therapy and occupational therapy techniques.</p> <p>Outside agencies such as: the Educational Psychologist, School Nurse, Speech and Language therapist, Autism Outreach Worker, Play Therapist, Teacher of the Visual impaired and advisory teacher of the deaf, also contribute in supporting children with needs and provide specialist advice to staff.</p> <p>On site, various children of differing needs have access to a sensory room used for, calming, exploration and as a stimulus to support, develop and engage the senses.</p>
---------------------------------------	---

All Lambeth maintained schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are encouraged to be as inclusive as possible, ensuring that the needs of a pupil with a Special Educational Need or Disability are met within a specialist or mainstream setting.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) and how can I talk to them about my child if I need to?</p>		
<p>Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p>	<p>S/he is responsible for:</p>	<ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Writing Individual Education Plans (IEP's) or Special Needs Support Plans. These will be shared with you regularly and your input will be central to what these plans contain. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and in order to make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p><i>Class teachers can be contacted at the beginning or end of the school day, or you can arrange an appointment by telephoning the school.</i></p>

The Special Educational Needs Co-Ordinator (SENCO)

Nickola Roye has the role of SENCO; wherein she,

- Coordinates all the support for children with Special Educational Needs and or Disabilities (SEND), and develops the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaises with all the other professionals who may come to school to help to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updates the school's SEND records and provision maps, and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supports your child's class teacher to write Individual Education Plans (IEP) or Special Educational Need Support Plans that specify the targets set for your child to achieve.
- Organises training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Makes sure that you are:
 - Fully involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Fully Involved in reviewing how they are progressing
 - Fully involved planning your child's support.

The SENCO is able to be contacted at your convenience, due to an 'open door policy'. If available, Nickola will see you if she possibly can. Alternatively, you can telephone the school office to make an appointment.

Teaching Assistant

Most classes have Teaching Assistants (TA) in place to support the teacher in delivering a differentiated curriculum to all children. If your child has significant need or an Education Health Care Plan (EHCP) then they may have a Teaching Assistant assigned to them as their key focus. This TA may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area. The class teacher and SENCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions pupils require.

Teaching Assistants can be contacted at the beginning or end of day, or by telephoning the school office to make an appointment.

<p>Headteacher</p>	<p>A child may receive support from a number of adults, and a conversation with the class teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school, we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.</p> <p>Mr Martin Clark is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. He delegates responsibility to the SENCO and class/subject teachers, and is responsible for ensuring that your child's needs are met, and that they make the best possible progress.</p> <ul style="list-style-type: none"> • He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>The Headteacher has an 'open door' policy. Mr Clark will see you when you come in if he possibly can. If he is unable meet with you at that time, he will make an appointment at his earliest convenience. You can also make an appointment by telephoning the school office.</i></p>
<p>SEND Governor</p>	<p>Canon Reverend Rosemarie Mallett is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • 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 school's SEN funding is appropriately spent. • 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. <p><i>The SEND Governor can be contacted in writing via the school office.</i></p>

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will receive support that is specific to their individual needs, which may be provided by the class teacher or:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
Class teacher input via outstanding classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Learning Assistant to help with a particular difficulty. 	<p>All children in school receive this.</p>
Where the class teacher and the SENCO conclude that a pupil requires additional targeted SEN support.	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • You will be immediately informed and be a full partner in planning and reviewing additional support or interventions. • The class teacher will plan with you and the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Learning Support Assistant/teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. • At this point, you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. ○ A group or individual work in school run by an outside professional. • You will always be involved in decisions about how the support will be used and what strategies that will be put in place. • You will be provided with the contact details for any agencies or services outside the school who are working with your child. 	
<p>Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support, which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> • If good classroom teaching, participation in intervention groups, referrals to outside agencies, and support that the school has provided from its own resources has not been effective, and your child needs further or more specialist input, the school or you can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth website at www.younglambeth.org • This is done in partnership with you and your child. After the school have sent the request to the Local Authority (with information about your child, including some from you), the LA will decide whether they think your child’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

<p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs, how they will be met, and the long and short-term outcomes that are being sought. Your child will also contribute to his/her views. If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. After the reports have all been sent in, an EHC Plan to which you and your child would have contributed to will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have into one plan. The school must make its best endeavours to put in place the support identified in the plan. With the support given, the progress your child makes will be reviewed regularly and targets changed accordingly. 	
<p>How will we support your child with identified SEND starting at school?</p>		
<ul style="list-style-type: none"> If your child has been allocated a place in our school by the local authority and they have a SEND, <u>please contact us as soon as you receive the offer,</u> as we may not have details of their needs at this stage. We will invite you to visit the school with your child to have a look around, speak to staff and meet the key person who will work with you and your child while they are in the school. If your child is starting with us in the Early Years, it is likely that a member of our Early Years staff will make a home visit with the SENCO. If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts Your child's key person may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the school Foundation Stage 1 class (nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception) We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting. 		

- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns, we recommend that you initially speak to your child's class teacher, at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy, you can speak to the school SEN Governor Reverend Rosemarie Mallet.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with the SENCO. If you have raised the concern, the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress, which is another way your child may be identified as not making as much progress as expected.
- If your child is identified as not making progress, you will be informed and the school will make a decision about whether to monitor this or set up an intervention group session. These groups may take place for a short period or over a longer period of time. Please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning
- If your child is still not making expected progress the school will discuss with you:
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school

- Learning mentors
- Counselling
- Educational Psychologist
- Additional Occupational Therapy for targeted groups,
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- 1:1 or small group teachers or tutors
- Dance and Play therapy (in some cases)
- Learning and Behaviour Consultant
- Specialist Support Teacher

B. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).

C. Provided and paid for by the Health Service

- School Nurse

D. Voluntary agencies

- National Autistic Society
- MENCAP

The contact details for the support services can be found on the school website and on the Lambeth Local Offer (via Lambeth website)
 The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEN. She is a qualified and experienced teacher who is to qualify with the postgraduate certificate in SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues, or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? How will I know about this?

- Your child's progress is reviewed formally every term and consideration is made as to whether your child is working below, at or above age related expectations in reading, writing and maths. Progress in other areas, such as attendance, engagement in learning and social, emotional and behavioural development are also taken into considered and communicated to you.
- The class teacher formally monitors your child's progress three times a year.
- If your child is in the summer term of Year 1 (or above) and not yet achieving National Curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller, but significant steps of progress. These levels are called 'P levels'.

- At the end of each key stage one and two (year 2 and year 6), all children are more formally assessed. The school aims to make this as stress free as possible especially for younger children and for those with SEND. You will be notified in advance of these assessments.
- Children who are in receipt of a SEND Support Plan or have an IEP 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, including parents involved with the child's education.
- The SENCO will organise termly Multidisciplinary meetings, where school based staff and outside agencies meet to discuss the progress, attainment and provision of children with SEND.
- The SENCO will also check that your child is making good progress in individual learning and with participation in small group activities.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Parent meetings/conference days
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school, and can share what is working in both places.
- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The person involved directly, or where this is not possible, in a report, will discuss information from outside agencies with you. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEP's will be reviewed termly, of which you will be notified and have the opportunity to contribute your suggestions.
- Home Learning will be adjusted as needed to your child's individual needs
- If it has been agreed to be useful for you and your child, a home/school contact book may be used to support communication with you.

In addition:

- We regularly host workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The IEP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan the Children's Services SEN Team can also support you. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- Our school building is fully accessible to children with physical disabilities via ramps and a lift.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to support children with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.
- If you have a specific concern regarding accessibility, please see the *School Accessibility Plan* or contact the SENCO on 020 7274 4847.

How will we support your child when they are leaving this school or moving to another class?

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

- If your child is moving to another school:
 - We will talk with your child to identify how they are feeling about the move, and discuss with them how to make it as positive an experience as possible.
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
 - Where possible we will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - You will be advised who the new teacher is before the move takes place and you are encouraged to make an appointment to discuss concerns with them.
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
 - If your child would be helped by a social storybook to support them to understand 'moving on' then it will be made for them.

- In Year 6
 - Our 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.
 - Where possible your child will visit their new school on several occasions and in many cases, staff from the new school will visit your child in this school.

Reviewed and Updated October 2017

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder