

St. Francesca Cabrini Primary School

SEND Policy



'Education of the Heart'

Respect-Love-Trust-Prayer-Excellence



St Francesca Cabrini Primary School

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

Brief description of school, phase, size, any special/resourced base provision on site:

St Francesca Cabrini Catholic Primary School has transitioned from a two form entry school to an average sized primary school with a Nursery. School currently has 210 pupils on roll and 52 part time Nursery places (26 FTE).

The School is in the Borough of Southwark and welcomes pupils from the Parishes of St Thomas the Apostle, Nunhead, St William of York Brockley, St James the Great Peckham and St Mary Magdalene Brockley as well as many Parishes in neighbouring Local Authorities Lewisham, Lambeth and Bromley.

The School is in the Trusteeship of the Missionary Sisters of the Sacred Heart of Jesus in the Archdiocese of Southwark. The core values of Love, Respect, Trust and a dedication to Prayer and Excellence underpin all the work that goes on in this school.

The school is a welcoming and inclusive school and identifies provision for pupils with special educational needs and/or disabilities as a strength.

St Francesca Cabrini Primary School welcomes pupils with a wide range of ability. Pupils with SEND are well supported and achieve as well as, if not better, than their peers. We, as a school, aim to use our best endeavours to secure the special education provision for which this is required. This provision is **additional** to and **different** from that provided within the differentiated curriculum to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

What are special needs (SEN) or a disability?

At St. Francesca Cabrini Primary School we use the definition for SEN and/or disability from the SEND Code of Practice (2014).

Special Educational Needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.*

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘..... **A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to day activities**’.

Pupils will be identified as being eligible for SEN Support when insufficient progress is being made, despite receiving differentiated approaches and learning arrangements **normally** provided as part of high quality, personalised teaching.

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

- If parents have concerns relating to their child’s learning then please, initially, discuss these with your child’s class teacher. This then may result in a referral to the school SENCO whose name and details are listed below
- Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate by contacting the School Office.
- All parents will be listened to. Parents views and aspirations for their child will be central to the assessment and provision that is put in place for their child

A. People who support children with Special Educational Needs – and/or disabilities in St Francesca Cabrini Primary School :

If your child has a special educational need and/or disability (SEND) the following people are here to support you.

School based information	People	Summary of responsibilities
Class Teacher	Ms J. Rice Miss Y. Thompson Mrs M. Rutherford Mrs P. Roberts Mrs A. Ellis Mr D. Murphy Mrs D. Smith Mrs V. Hazelton	He/ She is responsible for: <ul style="list-style-type: none"> • Making sure that all children have access to high quality 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 (such as targeted work, additional support, adapting resources) and discussing amendments, with the SENCO, as necessary. • Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. • 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

<p>Teaching Assistants</p>	<p>Miss Meade Miss Marsh Miss Ijoyah Mr O’Grady Miss Griffiths Mrs Brown Miss Cameron</p>	<p>need to be made to enable them to be included and make progress.</p> <ul style="list-style-type: none"> • 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. <p>A Teaching Assistant may provide targeted support to a child with special educational needs and/or disabilities, or may provide specialist support in particular areas, for example literacy or numeracy. Teaching Assistants work under the direction of the class teacher and SENCO and participate in all meetings around pupil progress, SEND support plans/IEPs, Annual Reviews of Statements/Education, Health and Care Plans (EHCP)</p> <p><i>NB. The school operates a class team approach whereby Teachers and Teaching Assistants, together, support all pupils with their learning.</i></p> <p>You can contact the teacher by: Writing a letter or telephoning the school to make an appointment.</p>
<p>SENCO</p>	<p>Headteacher/Deputy Headteacher (Interim)</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school’s SEND Policy to make sure all children receive a consistently by high quality response to meeting their needs in school. • Making sure that you are: <ul style="list-style-type: none"> • 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 in planning your child’s support. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology, Professionals relating to specific areas such as Hearing or Visual Impairment and

Autistic Spectrum Disorder.

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) 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
- Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEPs) that specify the targets set for your child to achieve
- Preparing an Education, Health and Care Plan where needed
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school
- Implementing high quality sensory integration within the school, including: Switch On! sensory circuit
- Co-ordinating the delivery of Emotional Literacy (ELSA) to pupils within the school
- Delivering Makaton training to staff and parents due to the school's 'Makaton Friendly' status
- Increasing awareness of conditions such as sensory processing difficulties within the local community through events, such as SKIPATHON!
- Supporting children with their social skills, and communication/interaction ability through interventions including: LEGO® play (LEGO® based therapy).
- Supporting the mental health and emotional well-being of children.

You can contact the SENCO by: telephoning the school office to make an appointment.

Headteacher	Mrs Maria Lawton-Quin	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. S/he delegates responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p>You can contact Mrs Lawton-Quin by telephoning the school office or by writing or e-mailing: office@stfcabrini.southwark.sch.uk</p>
Speech and Language Therapist (SaLT)	Miss Elizabeth Collings (Early years and KS1)	<p>The Speech and Language Therapist is based in school for 1 day a week and is responsible for:</p> <ul style="list-style-type: none"> • Screening and assessing pupils for a Speech and Language disorder • Liaising with the SENCO to plan and model teaching assistant led interventions • Deliver direct support to targeted pupils • Meet with parents to discuss their concerns and exchange information • Lead training for staff and advise on effective strategies for use in the classroom <p>Contacted by telephoning the school</p> <p>You can contact the Speech and Language Therapist by telephoning the school office to arrange an appointment.</p>
Higher Level Teaching Assistant (HLTA) for SEN	To be appointed	<ul style="list-style-type: none"> • Liaise with parents • Attend IEP/Annual reviews • Advise on how pupils can be supported at home • Review the provision of home/school communication • To carry out assessments under the direction of the SENCO.

SEND Governor	Mrs Anna Strappelli	<p>The SEND Governor 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>You can contact by: writing to the SEND Governor via the school office.</p>
Pupil Development Centre (Behaviour and Learning Support)	Mr R. O'Grady E.L.S.A. Emotional Literacy Support Assistant	<p>This member of staff is responsible for working with the Class teacher to remove any barriers to learning by:</p> <ul style="list-style-type: none"> • Supporting pupils to achieve their full potential by helping them with concentration, organisation and promoting positive attitudes to learning • Delivering interventions that develop social skills, physical fitness and raise self-esteem • Providing emotional support to children and supporting parents.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the wide range of needs for all learners
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored in a number of ways that includes:

1. Classroom observations by the Headteacher, Deputy Head and SENCO.
2. On-going assessment of progress made by pupils with SEND.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
4. Regular meetings, including at the beginning and end of the academic year, between SENCO and class teams (class teacher/teaching assistant) to exchange information and provide advice and guidance on meeting the needs of pupils with SEND
5. Termly evaluations of the quality and effectiveness of interventions provided.

- All pupils have individual aspirational national curriculum targets, set in line with national outcomes. Parents are informed of these via the reporting system and also at termly Parent's Evenings.
- Pupil's attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between class teams, Deputy Headteacher and/or SENCO.
- Additional action to increase the rate of progress is then identified and recorded that this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil
- Where it is decided, during early discussion, that special educational provision is required to support increased rates of progress, parents will be informed that the school considers the child may require SEN support and their partnership sought in order to improve attainment.
- Action relating to SEN support will follow an **ASSESS, PLAN, DO and REVIEW** model:

1. **ASSESS:** Information on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be kept informed and invited to this early discussion to support the identification of action to improve outcomes
2. **PLAN:** If review of the action taken indicates that 'additional to and different from' will be required, then the views of all involved including the parents and the pupil (where appropriate) will be obtained and appropriate evidence based interventions identified recorded and implemented by the class teacher with advice from the SENCO

3. **DO:** SEN support will be recorded on a plan which will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil (where appropriate) will be consulted on the action they can take to support the attainment of the desired outcomes. This will be recorded and a date set for reviewing attainment and progress.
4. **REVIEW:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

B. How could my child get help in school? :

- **Children in school will get support which is specific to their individual needs. This may be all provided by the class teacher through quality first teaching involving task differentiation and personalised teaching. However, if the pupil continues to make little progress the class teacher will consult with the SENCO over additional interventions, which may involve external agencies. These Local Authority agencies may include the Educational Psychology Service (EPS), Autistic Spectrum Disorder (ASD) Advisory Support, Outreach Team or Sensory Services (for students with a hearing or visual impairment) Early Help Team which includes Social Worker, Family Support Health Advice.**

If after significant intervention, the child still requires more support the school will apply for a statutory assessment and that may result in an Education Health and Care plan (EHC) being drawn up for the child in order to meet their particular needs.

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 good/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 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 	All children in school receive this.

<p>Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</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 impairment) 	<p>from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Teaching Assistant to help with a particular difficulty.</p> <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 the 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. • Interventions may include small group work or individual sessions that focuses on a specific aspect of your child’s learning. • Where small group sessions are put in place they will be run by a Teaching Assistant/teacher or an outside professional (like a Speech and Language Therapist) using a structured 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 runs by school staff under the guidance of the outside professional e.g. Speech and Language Support. ○ A group or individual work in school runs by an outside professional. • You will always be involved in decisions about how the support will be used and 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
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<ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychology Service (EPS) 	<ul style="list-style-type: none"> • what strategies will be put in place. • You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. 	
<p><i>Support provided through an Education, Health and Care Plan (EHCP).</i> 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. 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 impairment) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS Child and Adolescent Mental 	<ul style="list-style-type: none"> • If, despite the good and outstanding class room teaching, the intervention groups and referrals to outside agencies and support has provided by the school from its own resources to enable your child to make progress, 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 Southwark’s Local Offer at http://www.localoffer.southwark.gov.uk/ • This process is carried out in full partnership with you and your child. After the school has sent in the request to the Local Authority (with supporting detailed information about your child, including some from you), the LA will decide whether your child’s needs as described in the information provided, are sufficient to need a statutory assessment which will result in an E.H.C. Plan. • If this is the case they will ask you and all professionals involved with your child to write a report, to which your child will contribute, outlining your child’s needs and how they will be met and the long and short term outcomes which are being sought. • If the Local Authority, do not think your child needs this, they will ask the school to continue with the SEN Support in School and, may provide further support to you and the school to ensure your child’s needs are met. • After the reports have all been submitted, an Education and Health Care Plan (EHC Plan) will contribute 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 which your child may have in one plan. • The school is required to make every effort to put in place the support identified in the plan. • The progress your child makes with the support identified will be regularly 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

Health Service)	reviewed, adapted and changed according to the progress your child makes.	
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How will we support your child with identified SEND starting at school?

- If your child has been offered a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer 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 and speak to staff and meet the key person who will work with you and your child while they are in the school.
- If other professionals are involved, a multi-agency meeting (MAM) will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts
- 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 MAM meeting
- 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 you speak to your child’s class teacher initially, and 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
- If you are not happy that the concerns are being managed, you should make an appointment to meet the Headteacher.

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 the termly parents’ evenings when you will be informed of your child’s progress and any additional support being provided.
- Pupil progress meetings with each class teams and senior leaders are held regularly to ensure all children are making good progress. This is

another way your child may be identified as not making as much progress as expected.

- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support or teaching 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 can work together, to better support your child at home/school.

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Teaching Assistants • Learning mentors • Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • Intervention on an individual or small group basis
<p>A. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures). • Early Help Team
<p>B. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> • School Nurse • CAMHS • Community Paediatrician • Physiotherapy • Occupational Therapy
<p>C. Voluntary agencies</p>	<ul style="list-style-type: none"> • National Autistic Society • MENCAP <p>The contact details for the support services can be found on the school website www.stfrancescacabrini.com and on the Southwark Local Offer website: http://www.localoffer.southwark.gov.uk/ The Southwark Local Offer Web site contains full information of the services available to children, young people and their families under the Southwark Local Offer.</p>

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

- The SENCO's role is to support the class teacher in planning for children with SEN.
- The school has a school improvement 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 which 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 at St Francesca Cabrini , please speak to the SENCO.

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 or Individual Education Plan
- Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs and increase your child's access to the full curriculum.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy, Religious Education and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also identify smaller but significant steps of progress. The levels are called 'P levels'. All children's progress is reviewed termly through rigorous written tests and teacher assessment, and work scrutiny. In addition by half termly pupil progress meetings are held with the Class teacher, Deputy Headteacher and SENCO

- At the end of each key stage (i.e. at the end of E.Y.F.S., Year 2 and Year 6) all children are more formally assessed. The schools strategy for doing this is Teacher Assessment and external testing through SATs. SEN pupils who need additional support during tests and exams have specific access arrangement made for them. If normal practice, for example, is that the pupil requires a reader, scribe, uses a laptop for everyday writing in class, requires additional time, early opening of a paper, the paper to be translated or the test to be modified e.g. enlarged, then this is done for them. If a child is working below the required level for testing then a request for disapplication is made. Detailed information about each access arrangement and how it can be used is available on the DfE's website at www.education.gov.uk/ks2. Summative assessments (tests) occur at defined periods during the academic year such as pre-determined SATs tests and optional tests, QCAs, at K.S.2. Class teachers ensure those with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with you about whether or not it is appropriate for your child to participate.
- Children in receipt of SEND Support have an IEP or SEN Support Plan (SSP) which will be reviewed termly with your involvement, and adapted and changed for the following term.
- 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 also monitor that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports
 - Termly Parent/Teacher interviews

What support do we have for you as a parent of a 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 your child 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.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and strategies suggested by outside agencies for your child.
- IEPs will be reviewed with your involvement at least termly.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We plan to hold regular workshops for parents of all children in the school, for example in relation to Reading, Phonics, Maths. Sensory Integration, and Makaton sign language. We will be happy to discuss any necessary adaptations for your child.
- The IEP/PEP will include ideas of 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. You can contact these Professionals through the school office.
- Our weekly newsletter and regular Curriculum Information to Parents includes ideas of ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.
- We will be happy to consider any ideas in order to support your child. Please contact the SENCO to discuss any suggestions you may have.

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

Please find below a list of further support or information:

Southwark Local Authority provides full information and support around its local **offer** and attached services. See their website:

<http://localoffer.southwark.gov.uk/> Telephone 02075255000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.

[sias@southwark.gov.uk/](mailto:sias@southwark.gov.uk) Telephone : 02075253104

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. Telephone: 02073593635 www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in 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 Telephone 02073587799

southwark.office@cafamily.org.uk

ADDISS The National Attention Deficit Disorder Information and Support Service. provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals. Telephone :02089522800

www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone:0151 2372661

www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. Telephone: 020 7771 3491 www.nas-southwark.comemail: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people. Telephone:08088003333 www.scope.org.uk Info response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise. Telephone: 0208704 5935 www.smallsteps.org.uk

Information: info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome Telephone: 02077019 Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome. Tele: 0333121300

www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service. Telephone: 02088701407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position. Telephone: 01462454986 www.dyspraxiafoundation.org.uk Information: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible. Telephone: 08088008880 www.ndcs.org.uk
Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old. Telephone: 020 8458 3259 www.resourcesforautism.org.uk
Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Tele: 01732592500
www.rlsb.org.uk Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Telephone: 08088025544 www.youngminds.org.uk Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children. Telephone: 0207843 1900 www.councilfordisabledchildren.org.uk Information: cdc@ncb.org.uk

Southwark Carers an Independent Charity with over 5,000 carers currently registered, they provide information, advice and support to carers across

Southwark. Telephone: 02077084497 www.southwarkcarers.org.uk Information: info@southwarkcarers.org.uk

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: 020 7525 1106 or 07944 107019 www.Southwarkpcc.org.uk Information: info@southwarkpcc.org.uk

Southwark Young Carers Project - A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem. Telephone: 020 7703 6400 www.Actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter.

Telephone: 02077012826 Information: www.kids.org.uk/Event/southwark-sibling email: natalie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service. Telephone 07923103243 corrine.turner@family-action.org.uk

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

- Much of the school is accessible to children with physical disability.
- Class allocations can be adapted to ensure rooms are accessible for children with some disabilities
- One toilet has been modified to ensure accessibility for visitors with a disability
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment; small adaptations have been made to meet the needs of individual students where possible.
- We are not wheelchair accessible.
- 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.
- Some specialised provision is provided for children with particular difficulties e.g. workstations for children with ASD.
- If you have a specific concern please make contact with the SENCO.

What support will there be for the overall well-being of pupils children?

- We provide an evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within the areas of the curriculum
- We have a clear anti-bullying policy. All children are taught about what bullying means and what to do if they see or experience bullying. They know it is unacceptable and breaks the school rules. We have had various events and activities to support this in school: anti-bullying week, talks for staff, parents and children on cyber bullying. Bullying is also covered in year 6 Citizenship, House Meetings, PSHE and SEAL programmes and assemblies
- The school council is elected by the pupils to be their ‘voice’ and has regular meetings with the Deputy Headteacher
- The school considers and acts on, when appropriate to, the views of parents
- The school is currently applying for Healthy School status
- The school is audited annually for its provision in regard to ensuring pupils’ safety by external agencies
- The school has a Pupil Development Centre to provide emotional support for pupils in distress and/or in conflict
- Pupils with medical needs have a detailed Health Care plan compiled in partnership with the school nurse and parents
- Staff who administer and supervise medications, will have received verified training from the school nurse
- How will my child be included in activities outside the classroom including school outings and extended trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as possible
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided extra curricula activity

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

For SEND pupils transferring to secondary school we have the following arrangements in place:

- 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 and invite them to attend the year 6 annual review of your child's statement /EHC plan
- Where possible the SENCO/TA will accompany you and your child on a visit to the new school, in advance of the move.
- Some Year 7 Heads of year from local secondary schools also attend a handover meeting in the summer term before transfer.
- All year 6 pupils follow a very thorough transition programme to prepare them for secondary transition
- 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 invited to meet with the new teacher before the move takes place and s/he is invited to attend the annual review
- 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 relevant IEP will be shared with the new teacher.

The local authority's Local Offer is published at:

<http://www.localoffer.southwark.gov.uk/>

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 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 Therapy
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
ADD/ADHD	Attention deficit disorder/ attention deficit hyperactivity disorder
VI/TOVI	Visual Impairment/Teacher of the Visually Impaired
HI/TOHI	Hearing Impairment/Teacher of the Hearing Impaired

Reviewed annually – Next review Spring term 2023
 To be Ratified by Governing Board at the next meeting (Spring 2022)