Our Lady and Saint George's Catholic Primary & Nursery School

Special Educational Needs & Disabilities (SEND) INFORMATION REPORT

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1. **How does the school know if pupils need extra help?**

All children in the classroom have access to Quality First Teaching and differentiated activities which carefully match their needs and should move children forward relative to their starting point. Regular in-class teacher assessment of reading, writing and maths informs the teacher of any gaps in a pupil's learning and the next steps needed to move a child's learning on. Other assessment tools currently used are:

- Spelling (weekly tests)
- Mental maths (weekly tests)
- Reading and spelling of Key Words (first 100)
- DFE Spelling Lists for Year 3 and 4 and for Year 5 and 6
- Phonic knowledge (Read Write Inc. termly assessments
- Termly standardised assessment in reading and maths (NFER tests)
- Lexia assessment

An initial trigger for concern may be where despite Quality First Teaching, children's termly progress is slow relative to their peers and their yearly progress in a subject is likely to be below working within plus at the end of the year. This may be due to missing education such as through illness, persistent lateness or absence but may also signal difficulties or delay in underlying skills such as:

- The understanding and use of language
- Visual/auditory memory
- Attention and listening skills
- Phonological awareness and phonic knowledge for reading and spelling
- Fine motor skills
- Information-processing skills
- Understanding of concepts, e.g. numeracy
- Emotional, social and mental health

Your child's teacher will inform you, at the earliest opportunity, of any concerns they have about your child's progress. As you know your child best, the teacher will ask for your views and for any information which will help build a clearer picture of your child's strengths and weaknesses. Our teachers are skilled in adapting activities to suit most learners but in order to clarify what the barriers to learning might be, further assessment may be needed such as:

- Language communication profiles (assess against age-typical development; individual communication skills scores from 0 – 3)
- Reading accuracy, fluency and comprehension (PM reading benchmarking and York Assessment of Reading Comprehension)
- Mathematical Skills (Sandwell Maths assessment)
- Phonological awareness Special Educational Needs & Disabilities (SEND) INFORMATION REPORT(PhAB Phonological Awareness Battery of tests)
- Strengths and Difficulties Questionnaire (for social, emotional behaviour)
- Behaviour checklists, e.g. ADHD, Autistic Spectrum Disorder

It may be necessary to seek advice and support from external support services such as speech and language therapy, occupational therapy, physiotherapy, educational psychology and child and adolescent mental health. The school Special Educational Needs Coordinator (SENDCo) will seek consent from parents and carers to refer their child to these services.

2. What should I do if I think my child may have special educational needs?

Do come and speak to your child's teacher in the first instance. He or she will have a clear understanding of your child's needs, be able to describe any adaptations being made and the progress your child is making. You or your child's teacher may suggest you both meet with the school SENDCo who will be able to provide further advice or undertake additional assessments needed to clarify the barriers to learning and progress. With your consent, the school SENDCo will also be able to signpost or access additional support from outside agencies who will work in partnership with the school and family in providing more individualised advice and generate an SEN Support Plan. You may also get advice from the Waltham Forest Parent Forum. If we think your child's needs are more complex, needing extra support which we cannot provide, we might ask for your child to be assessed by the Local Authority for an education, health and care plan (EHCP). This is called a referral for statutory assessment.

3. How will the school support my child and how will the curriculum be matched to meet my child's needs?

After consulting with parents/carers and the child, your child's teacher with the support of the SENDCo will consider your child's strengths, areas of need and any gaps or barriers to their learning before deciding on an appropriate individualised learning programme or adaptations which will address any gaps and/or help them make good progress. The expected (targeted) outcomes by the end of, for example, the term/half term will be agreed and planned for. They should be clear and linked directly to targeted provision which may be:

- Further adapted/simplified activities, and differentiation of resources possibly from an earlier year group
- The use of alternative learning materials/ special equipment i.e. visual, tactile, 'concrete' materials and instructions to reduce 'memory load'
- The use of technology to support delayed fine motor skills, e.g. for writing tasks
- Frequent, repetitive short tasks to support consolidation and retention of key knowledge, e.g. letter formation, phonic knowledge, reading/spelling of key words, number bonds etc.

- Additional adult support to re-explain and focus your child on an activity
- Inclusion in a language stimulation group to support verbal and social communication
- Adapted seating for a child with physical difficulties
- In class support for small groups with an additional Teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or other adult.
- Individual class support / individual withdrawal
- Study buddies/cross-age tutors
- Homework/learning support club
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

The teacher will ensure that all teachers and support staff working with your child are aware of their needs, the support being provided and any teaching strategies and approaches.

4. **How will both the school and I know how my child is doing?**

We strongly encourage you to attend all termly parent consultation evenings as this is a critical opportunity for you to find out about your child's learning and development. Your child's teacher will meet with you, your child and possibly the SENDCo at least termly to share your child's progress against their targets, and for you all to agree on the next steps for the following term. For some children, it may be necessary to have more frequent feedback such as a daily Home-School communication book or to share a weekly behaviour-reward sheet. You can request to meet with your child's teacher and/or the SENDCo as regularly as you feel you need to. If your child has an Education, Health and social Care Plan (EHCP), this will be reviewed at least annually at a Person Centred Review. School staff, family members and representatives from external services will be invited to share their views and contribute to action planning with your child and their needs at the heart of the decision-making process.

5. **How will you help me to support my child's learning?**

Do keep a lookout for 'Strengthening families, strengthening communities' parenting courses hosted by the Waltham Forest Adult Learning Service in literacy and maths as well as Positive Parenting courses (Strengthening Families, Strengthening Communities), information meetings and workshops in phonics, mathematical calculations and supporting your child in reading. We have also run successful Stay and Play sessions for young children aged 2-4 and their parents/carers, learning

about how they can improve their children's play skills as well as communication and language skills.

- Each term, all year group **curriculum maps** are published detailing what the children will be learning in each subject.
- **Home learning tasks** and ideas are put on Google classroom and your child's teacher can advise you on other helpful home learning tasks which will complement the support given in school.
- Children that require additional support in maths are given **15 mins a Day Maths** tasks to complete with parents every evening.
- Daily **reading** with an adult is essential in all year groups, including Year 6. Ask the teacher for tips in developing comprehension skills.
- There are a range of web based learning sites that the children can access at home including **Lexia** for selected children Reading/Phonics), **Mathletics, Times Tables Rockstars** (maths programmes), **Spag.com** (spelling, grammar and punctuation), **Oxford Owl Reading** online and **Accelerated Reader/MyOn**)

If possible, ensure your child completes homework in a quiet environment with no distractions such as TV/phone in the background. Little and often is best, with increasing time spent on tasks as your child gets older. If your child has been identified as having a special educational need or disability, such as Autistic Spectrum Disorder, ADHD, etc and you want to know more about the condition, there are specialist organisations and services that can help i.e National Autistic Society, Dyslexia Association, Scope, NASEN www.nasen.org.uk.

6. What support will there be to support my child's overall well-being?

We want our children to be happy to come to school and enjoy their learning. All staff receive regular child protection training so that they are able to support the well-being of the children. Any incidents of bullying in school are taken seriously and dealt with immediately. Please see our **Anti-Bullying** and **Behaviour Policies** for further information. We provide Class Circle Time, and for some children weekly sessions with Brentwood Catholic Children's Society (BCCS) social worker/counsellor. Children presenting with serious emotional, social and mental health concerns can be referred to the Child and Family Consultation Service (CAMHS) for assessment and support. Children at risk of mental or physical harm are immediately referred to Children's Social Care. To find out more please refer to our **Safeguarding Policy**.

In order to ensure that we fully support pupils with health needs, our support staff receive regular first aid training. Children with medical conditions such as Sickle Cell, Type 1 Diabetes, severe allergies etc. have Health Care Plans which ensure appropriate medical preparation and responses so these children access and enjoy the same opportunities at school as any other child. Our School Nurses regularly attend the school to provide auditory and visual screening, healthy weight

management sessions for Year 6 pupils. Please refer to our **Supporting Pupils with Medical Conditions Policy** and our **Health and Safety Policy**. In addition we also have Cycling Proficiency Training, Anti-Bullying assembly, CAFOD assemblies and workshops. We use Ten:Ten assemblies which link them with our Catholic ethos.

7. What specialist services or expertise are available at, or accessed by the school?

- We receive regular visits weekly from a speech and language therapist. During a visit, the therapist may review children already on their caseload, assess any children newly referred to the service, meet with parents and staff to discuss a child's Care Plan or provide specific advice towards desired outcomes
- The school also funds 3 visits per term from an educational psychologist. Our psychologist works in various ways to support children, their families and staff though consultation sessions, assessment, observation and training sessions
- We regularly access Flourish Outreach Service for advice and support for children with special educational needs.
- We fund one weekly visit from a Brentwood Catholic Children's Society (BCCS) social worker/counsellor to deliver talking therapies for emotional, social and mental health support
- We also have an EMHP(Educational Mental Health Practitioner) two days a week from CAMHS who will be working with families
- We are able to refer particularly vulnerable children to Child and Adolescent Mental Health Services (CAMHS) and/or the Child and Family Consultation Service
- We work in partnership with Early help to support vulnerable children and families in need
- We have two trained ELSAs (Emotional Literacy Support Adult) on staff.

8. **What training have the staff had (or are having) who are supporting pupils with SEND?**

Many of our staff have been trained to support children presenting with a range of difficulties:

Trained staff	Programme / Intervention / Expertise
4	Trained to deliver **Read Write Inc**. one–to–one phonic programme
3	Trained to deliver **Inference Training** (reading comprehension skills)
All Teaching Assistants	Trained to deliver weekly **Language Communication Programme** – all year groups
1	Trained to deliver Y6 weekly **Secondary Starters** transition programme
All Teaching Assistants	Trained in **Bucket Therapy** to support children with ASD in school
3	Trained in **Lego Therapy** to support children with communication difficulties in school
3	Trained to deliver Nuffield Early Language Intervention **(NELI)**
4	Trained in **Language for Thinking** – supporting language development in the classroom
1	Play Therapy (play therapy UK)
1	1:1 and group Counselling (BCCS)
2	**ELSAs** (Emotional Literacy Support Adult)

Our staff have had recent training in:

- 1:1 phonics
- Inference Training (reading comprehension)
- Differentiation
- Identifying and supporting Reluctant Talkers and children with Selective Mutism
- Awareness-raising and providing support for children on the autistic spectrum
- Precision Teaching
- Colourful Semantics – colour-coded sentence structure
- Bucket Therapy
- Lego Therapy
- Art Therapy
- Positive Handling

Our staff members include teachers who are new to our school this year, so revisiting the following areas will form part of our future training this year:

- Read Write Inc. phonic training (now available online for all staff)
- Dyslexia awareness and supporting children in class
- Supporting children's speech, language and communication skills

9. **How will my child be included in activities outside of the classroom including school trips?**

In advance of a trip, thorough risk assessments are undertaken and in partnership with parents and carers, school staff plan the best way they can ensure all children are able to access off-site activities and residential trips safely and enjoyably. This may be through the following:

- accompaniment of an additional member of staff
- smaller groups, transport to/from the station
- use of a buggy at a location
- Any medication is taken along and administered when necessary during the trip

10. **How accessible is the school environment?**

- Our school is made up of two separate buildings
- The Lower Site (pupils 2 – 7years) and Upper Site (pupils 7 – 11 years). The Lower Site consists of a ground floor premises which is fully wheelchair accessible, including classrooms and a toilet. The Upper Site has accessible classrooms on the ground floor of the building
- We have 2 adjustable classroom chairs which can be tailored to individual seating needs
- Where possible we will make reasonable adjustments to our building in order to support access needs
- The school has interactive whiteboards in every classroom and there is access to chrome books and an ICT suite for all children as well as iPods

11. **How will the school prepare and support my child to join the school, transfer to a new school/setting or the next stage of education?**

To help your child to feel welcome we personalise the transition process, using a range of different strategies in order for parents and carers to share their knowledge of their children's strengths and weaknesses, and to discuss how we can best support their children in our school. These may include:

- A tour of the school for prospective new children and their families
- A visit to the child's current setting (SENDCo, Class Teacher, 1:1 Teaching Assistant if appropriate)
- A meeting with the SENDCo, child and parent/carer; and if the child attended another setting, a transition meeting with the previous school to discuss pupil needs and organise transition arrangements
- Creating a Transition Booklet with pictures from both old and new settings including key areas of the school (classroom, dining room, playground, Head Teacher's room) as well as the staff and their names. Parents and carers use the book to discuss the changes that are going to happen
- Full pupil records and SEN information are transferred with the child once they have started the school. During the summer term of Year 6, a special 10-session Secondary Starters programme is run to support the transition of SEN pupils into secondary school

12. How are decisions made about what type of support and how much support my child will receive?

When Quality First Teaching is not enough the new SEN Code of Practice sets out a principle of a graduated response where support is focused on individual need and personal outcomes. This approach is a cycle through which earlier decisions and actions for SEN support are revisited, refined and revised with a growing understanding of the child's needs and of what will support the child in making good progress and securing good outcomes. Class teachers are at the heart of this approach with the support, guidance and leadership of the SENCo and specialist staff. Information that teachers can draw upon to establish a clear analysis of pupil's needs are:

- The teacher's assessment and experience of the pupil
- Information on pupil progress, attainment, and behaviour
- The child's development in comparison to their peers
- The views and experience of parents
- The child's own views
- Advice from external support services

Following assessment of a child's needs, the planning of additional/different targeted support takes place in consultation with the parent/carer and the child, with actions and targets agreed and clearly recorded in a School SEN Support Plan. It is most important that everyone is absolutely clear about the outcomes parents, school staff and the child wants from any SEN support that is provided – not how many hours of Teaching Assistant or other staff time will be provided. Some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist). After a period of work with the child, the support and outcomes are reviewed and refined and the cycle of **Assess – Plan – Do – Review** continues until the child has no further need of SEN support.

If the school thinks your child has complex or long-term needs which cannot be met in mainstream education or needs help from social care and health services, then he or she may need an assessment for an Education, Health and Care (EHC) Plan. An EHCP is a legal document. It contains a description of your child's needs and the support he or she needs from education, health and care services. An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the Class Teacher with appropriate additional support where specified

The school, a health professional (or other person involved with your child) or you, can ask for an assessment for an EHCP. Find out more about a referral here.

13. Who can parents contact for further information?

Your first point of contact for information about your child's learning needs is usually the Class Teacher. If you would like further information or are considering whether your child should join our school, you are welcome to contact the school Special Educational Needs Coordinator (SENDCo)-

Ms Charlotte Yates on **020 85208500** or office@olsgschool.org

You can also find all the information and advice you need about SEN and disability services in one place, quickly and easily via Waltham Forest's Local Offer. This is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25. The Local Offer was developed with parents, carers, and children and young people with SEN and disabilities to meet their needs. The services your child will get will depend upon his or her individual needs. In each of the categories you see on the homepage of the Local Offer online (for example education or health), you will find information about the types of services your child might qualify for and how and where you might get them.