

We will work together to ensure each child in our school achieves their full potential as a child of God and a valued member of the community.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT 2018/19

<p>Brief description of school, phase, size, any special/resourced base provision on site</p>	<p>The school is two form entry (with exception of current year 4) with a vibrant collection of families from a vast range of ethnic backgrounds many of whom speak English as a second language. We believe that educating students from vastly different backgrounds, with different talents and abilities alongside one another, creates a more rounded, socially open citizen and a more cohesive society. Parents are friendly and work well with the school and are aspirational for their children and appreciate the huge effort the school puts into their children's education. They attend parents' evenings etc. but many have little extra time to give to the school.</p> <p>There is a high proportion of children with special educational needs. There are currently 19 children with Education Health Care Plans (EHCP). The school employs a large number of LSAs/mentors & additional professionals to assist in ensuring they all develop & progress to the best of their abilities.</p>
<p>Specialist provisions on site:</p>	<p>The school has a Language Resource Base for up to 15 children with diagnosed Developmental Language Disorder (DLD). From September 2018 this will be located in a specialist new building. Admissions are made via the Local Authority admissions panel.</p>

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and 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 supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The following information 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
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>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 and assessing the progress of your child & identifying, planning & delivering any additional help your child may need e.g. targeted work, additional support, adapting resources etc & discussing amendments with the SENDCo as necessary. • 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 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 & for all the pupils they teach with any SEND <p><i>To contact: speak to teachers at the end of a school day to arrange an appointment or telephone the school to arrange appointments. The school number is 020 7735 2781</i></p>	
<p>The Special Educational Needs Coordinator Mr Downing (SENDCo)</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • Coordinating 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 get a consistent, high quality response to meeting their needs in school. • Writing Individual Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term. • 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 planning your child's support. • Liaising with other people who come into school to help support your child's learning e.g. Speech & Language Therapy, Educational Psychology, Occupational therapy, ASD support, School Nurse/Doctor, Visual/Hearing Impairment Service. • Providing specialist support for teachers and support staff in the school so they can help your child • Ensuring the provision requirements outlined in EHCP's are met by the school 	

	<ul style="list-style-type: none"> • Ensuring children have sufficient individual help within classes and any additional resources that maybe needed – work stations, computer programs, adapted equipment etc. • Updating the school’s SEND register, (a system for ensuring all the Special Educational, Physical and Sensory needs of pupils in this school are known and understood), class profiles and termly Provision Map making sure that there are excellent records and communications of your child’s progress and needs. • Preparing an Education, Health and Care Plan where needed. • Organising training for staff so they are aware/confident about how to meet the needs of your child/others within ABS. <p>To contact: <i>by telephoning the school to make an appointment directly with Mr Downing</i></p>
<p>Learning Support Assistant (LSA)</p>	<p>A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities or may provide specialist support in a particular area for example literacy. Whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.</p> <p>A child may receive support from a number of adults, and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult.</p> <p>We welcome regular dialogue between parents on how a child’s day has been & actively encourage continued feedback. LSAs may liaise directly with professionals but all communications additionally go to the SENDCo</p>
<p>Head teacher Mrs. Ovenden</p>	<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. She delegates responsibility to the SENDCo 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 ensure that the Governing Body is kept up to date about all issues in the school relating to SEND <p>To contact: <i>by telephoning the school to make an appointment.</i></p>
<p>SEND Governor Frank Roberts</p>	<p>He 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 SEND 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>To Contact: <i>write to the SEND Governor via the school office, please enclose your letter in a sealed envelope.</i></p>

HOW COULD MY CHILD GET HELP IN SCHOOL?:

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

- 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?
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What are the different types of support available for all children, children with SEN and /or disabilities in this school?

<p>Class teacher input via good/outstanding classroom teaching.</p> <p>Where the class teacher & the school SENDCo, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN</p>	<ul style="list-style-type: none"> • Teachers will have the highest possible expectations for your child/all pupils in classes. • All teaching is based on building on what your child already knows, can do/understands. • Putting in place different ways of teaching and assessment 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 yourchild. <p>Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a Learning Support Assistant to help with a particular difficulty.</p>	<p>All children in school receive this.</p>
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<p>Support.</p> <p>Specific small group work. This group may be Run in the classroom or outside. Specialist groups run by outside agencies e.g. Speech & Language therapy,</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 additional support or interventions. • The class teacher will plan with you & the SENDCo interventions to support your 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
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<p>Occupational therapy groups &/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 & Language therapy (SALT) Service. 	<p>child's learning. These interventions will have clear targets to help your child make more progress.</p> <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 & decisions, & asked to come to a meeting to discuss your child's progress & help plan possible ways forward. <ul style="list-style-type: none"> 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 or will work with your child. 	
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<p><i>Support provided through an Education, Health & Care Plan (EHCP).</i></p> <p>This means your child will have been identified by the class teacher/SENDCo as needing a particularly higher level of individual & small group support which cannot be provided from the resources already delegated to school.</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.</p>	<ul style="list-style-type: none"> If, despite the good & outstanding class room teaching, the intervention groups and referrals to outside agencies to advise & support that the school has provided 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 & Care Plan (EHCP). This is a legal process. You can find full details about it on the Lambeth Local Authority (LA) web site at www.lambeth.gov.uk/localoffer This process is carried out in full partnership with you & your child. After the school has sent in the request to the LA (with a lot of 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. If this is the case they will ask you & all professionals involved with your child to 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>
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<p>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) <p>Outside agencies such as the Speech & Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS.</p>	<p>write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEND Support in School & provide further support to you and the school to ensure your child's needs are met.</p> <ul style="list-style-type: none"> After the reports have all been sent in, a plan to which you & your child will contribute will be prepared. It is called an Education Health & Care Plan because it brings together all of the educational health & social care needs that your child may have in one plan. The school will try to ensure to put in place the support identified in the plan. The progress your child makes with the support identified will be regularly reviewed 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 allocated a place in our school by the LA & 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 Team meeting (MAT) 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 visit your child if they are attending another provision or school
- 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
- Following the settling in period, the class teacher/SENDCo will arrange an early meeting with you to review your child's learning and progress.
- Staff will then hold regular meetings in school to monitor the progress of your child & invite you into school at least 1/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 concerns are being managed & feel your child is still not making progress please speak to the SENDCo/Head teacher.

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 SENDCo. 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 Pupils Progress Meetings between each class teachers and a senior staff member in the school to monitor termly assessment results and 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 which 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 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?

<p>Directly funded by the school</p>	<ul style="list-style-type: none"> • 2 learning mentors to support children with social and emotional needs • 1 Emotional Literacy Support Assistant to provide small group and 1:1 support • Independent child psychotherapist to provide a counselling service to the school • Independent Speech and Language therapist to provide a service to the school • Independent Educational Psychologist input to provide a service to the school • Independent Occupational Therapist and handwriting support • 1:1 or small group teachers • Lambeth Drama Therapy service
<p>Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • Information, Advice and Support Service (to support families through the SEN processes and procedures)
<p>Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • School Nurse • Mary Sheridan Centre, school doctor, ARDs • CAMHs

Voluntary agencies	<p>The contact details for the support services can be found on the school website www.archbishop-sumners-primary.lambeth.sch.uk The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families http://www.lambeth.gov.uk/localoffer</p>
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How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENDCo’s job is to support the class teacher in planning for children with SEND.
 - 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 & experience, ensuring consistency of the school’s approach for children with 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 Head teacher or SENDCo

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.
- Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary and will be given appropriate training.
- 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 have we made this school physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps
 - 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 trains staff to meet the differing needs of the children.
 - 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 please make contact with the SENCO. *Contact school telephone number 02077352781*

How will we measure the progress of your child in school? And 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 an assessment of age-expected attainment given in reading, writing, mathematics 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 in Year 1 and above, but is not yet at National Curriculum age-expected attainment levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for doing this is SATs papers/Teacher Assessment. Children in receipt of SEND Support have an Individual Education Plan (IEP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Educational Health Care Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- 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

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 children are doing at home & we can inform you about what is happening 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 SENDCo (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 SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- 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 & your child.

In addition:

- We regularly hold 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 SEND Support Plan 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.
- Our weekly newsletter 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.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team.

They will ensure that you fully understand the process.

How will we support your child when they are leaving this school OR when moving on 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 SENDCo 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 invited to meet with the new teacher before the move takes place.
 - Information will be passed on to the new class teacher in.
 - If your child would be helped by a book to support them understand ‘moving on’ then it will be made for them.
- In Year 6
 - Our SENDCo will contact the SENDCo of their secondary school
 - Your child will attend a small group in school, to support their understanding of the changes ahead.
 - This may include creating a ‘Personal Passport’ which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

SP	Personal Learning Plan
E	Education Health & Care Plan
K	SEN Support
NSA	SEN Support no specialist
SEN	Special Educational Needs
SEND 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
SENDCo	Special Educational Needs & Disabilities Coordinator
ASD	Autistic Spectrum Disorder
Date implemented: November 2018	

