



# ***The Federation of St Elphege's and Regina Coeli Catholic Schools***



## **St Elphege's School Information Report for Children with Special Educational Needs**

The Federation of St Elphege's Catholic Schools is a three form voluntary aided mainstream school which caters for children from 3 to 11 years old. At all times the needs of our children, whatever their ability, are catered for through a carefully differentiated curriculum with lessons, activities, tasks and visits.

This document outlines the schools provision for those children who may be described as having 'Special Educational Needs' or SEND at some stage of their school life. Wherever possible most of the children's needs will be met within our school, however sometimes the help of outside specialists will be sought and strategies utilized in school.

The Federation aims to provide for the special educational needs of all our pupils as defined in our [SEND Policy](#). A copy of this can be requested from the school office or accessed through the website. The schools work closely in tandem with parents and carers throughout the child's time at the school.

### **Information and Guidance/Points of Contact**

Who will I contact to discuss the concerns or needs of my child?

**A parent or carer's first point of contact is always the Class Teacher** – who monitors the progress of children, their cognitive development and their behaviour. The Class Teacher will liaise within the school with key staff about interventions needed for your child and appropriate differentiation in class. When extra support is required the teacher will complete an individual provision map which they will discuss with you throughout the academic year.

The class teacher will consult with the Literacy and /or Maths coordinator and the SENDco. (Special Educational Needs and Disabilities coordinator) and other key staff.

#### **Key staff names:**

**The Executive Head teacher:** Mrs Frances Hawkes

**SEN Governor:** Ms Annie Manning

**Inclusion Leader** - Mrs T Christoforou and **SENDco** Mrs F Herzog

**Designated Safeguarding Lead/LAC** Mr M Jones DHT ( Pastoral)

**Early Years and KS1 Coordinator Acting DHT** – Ms R Duffy

**KS2 (Curriculum)** – Mrs E Brown DHT

In cases of Looked after children (LAC) consider contact with Virtual Head for Children Looked After Children (Sutton Local Authority)

**Chair of Governors:** Mr Tom Tamplin

**Our SEND policy can be found on our school website-**

<http://www.stelphagesrcschools.org.uk/download/get/federation-special-educational-needs-policy-/47>

## Partnerships for Progress

### Assessing, Planning and Review

*How does the school know how well my child is doing?*

All pupils are monitored throughout the academic year by their teachers. Once identified as requiring additional SEND support, pupils will receive an enhanced package of interventions to remove barriers to learning and put in an effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will have access to in order to make good progress and secure positive outcomes. Depending on the needs of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

### Informing parents and carers

*How will I be kept informed about how well my child is doing?*

As a first step parents will meet with teachers regularly throughout the academic year at their Parent Consultation Evenings. You will be notified whether your child is receiving additional interventions on a regular basis for a specific barrier to their learning. A Provision Map will be completed to identify the intervention (s) and the child's area of need.

If after a period of time the interventions alone are not successful, you will be formally notified that your child will be placed on the **SEND register** where his/her progress and provision can be monitored more closely. Teachers' will monitor and review this additional support which will be discussed with you primarily at Parent Consultation evenings or more regularly if required.

### Updates on progress

*How regularly will I be updated on my child's progress?*

Information will be provided regarding your child's progress throughout the year. This process will start early in the academic year when parents whose children are identified as SEND will meet with their child's new class teacher to exchange information and address any concerns. After that your child's progress will be discussed at Parent's Consultation Evenings.

In between these meetings parents are welcome to make an appointment with the class teacher should there be any changes in circumstances or fresh concerns.

### If a child is not making progress

*Will I know if my child is not making progress and what will happen?*

Once identified as requiring additional SEND support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as a Speech And Language Therapist. The SENDCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

A comprehensive use of assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

### **If a child is not making progress (cont.)**

*Will I know if my child is not making progress and what will happen?*

If, despite an increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources, an application for assessment through an Education Health Care Plan (EHCP) may be requested.

The SENCO will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

### **Curriculum**

*What is the curriculum and how is it taught?*

We teach pupils using a Learning Challenge Curriculum which links children's learning through a range of different activities across all subject areas. It is an approach to curriculum planning which is now being used in over 1,000 primary schools in England. The approach is based on securing greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point

In designing the curriculum, teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly, the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Early Years use the EYFS 2014 document to inform all planning, lessons and activities. Please read a summary of our Learning Challenge Curriculum from our school website.

<http://stelphegerschools.org.uk/learning-and-teaching/our-curriculum>

### **Adapting for child needs**

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

Teachers are skilled at adapting curriculum plans to meet the needs of all pupils. We have high expectations and aspirations for every child regardless of any barrier to their learning:

- Planning takes account of individual pupil needs and children with outcomes identified on planning.
- Grouping arrangements either at carpet time or on tables are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups or at times individuals, with the view to aid progress and with independence as an outcome.
- Interventions may vary and address speech and language, phonics, literacy, maths and behaviour or emotional difficulties. More recently the school has received training using the TRACKS Literacy programme. TA's have been trained by a Speech Therapist to deliver the Visualising Verbalising programme. Two TA's have been trained to deliver a Lego Therapy intervention.
- The school utilizes a Multi-Sensory Learning Programme for Literacy and hand-writing in the Infants – which is supported on computers and iPads. It is a programme specifically designed by one of our staff and recognised throughout the UK.
- The staff attend training in a variety of areas of SEND to address children's needs particularly in the acquisition of phonics and maths.
- Children with EHC plans may be provided with individual learning support to meet their needs, within budgetary constraints.

### **Teacher flexibility on child needs**

*How flexible can teachers be in meeting the needs of my child?*

All teachers adapt curriculum plans to support and extend all pupils.

- Teachers will differentiate their planning to cater for the needs of individual pupils within the class, in small groups or on a one to one basis.
- Guided groups are used to 'pre-teach' or 'over teach' subjects if pupils struggle in order to maximise learning opportunities for all.
- Additional adults may be used to support groups with the view to aid progress and to encourage independence.
- Diagnostic testing and assessment may be provided to determine a child's difficulties and identify areas for support.

### **Additional support**

*Is there any additional support available to help my child reach his/her expected outcomes?*

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If outside professionals are not already involved and with the agreement of parents, the SENDCO will make a referral to a specialist agency.

- Staff attend training in a variety of areas to address children's needs particularly in the acquisition of phonics and maths.
- Children with EHC plans may be provided with individual learning support in class to meet their needs and support their access to the curriculum.

### **Learning strategies**

*Are there any special features or strategies to help children learn?*

Quality First Teaching, differentiated to meet pupil need, is provided across the schools.

- If necessary some classes/pupils may be allocated support staff and have access to guided group interventions.
- Effective strategies may be used to support/develop literacy including reading, writing, spelling, phonics and maths.
- Baseline evaluations and starting points with evaluations of interventions are made in order to assess progress. Progress is discussed at regular meetings between staff and management.

### **Meeting child needs**

*How do I know my child's particular need will be met?*

All teachers continuously assess every child throughout the academic year. These assessments are discussed regularly with key members of staff each term in order that children who are struggling meet their targets. Parents will be informed if children are falling below Age Related Expectations and at that time we will discuss how best to support the child. If appropriate, additional support can be provided in order for them to achieve their potential.

### **Access to exams**

*What arrangements are available for pupils to access tests and assessments?*

If a child has SEND they will be provided with as much support as possible to ensure that they are able to access tests and assessments. Decisions regarding the appropriateness of formal assessments such as SATs will be made collaboratively with teachers, parents/carers and if necessary using advice provided by external agencies. Access Arrangement Entitlements are part of normal classroom practice. The school regard the liaison between home and school as pivotal in the child's development .

### **Additional support or time for exams**

*How will I know if my child qualifies for additional support or time to access tests?*

If the child meets the threshold based on the government's current guidelines at the time of the examination, the school will provide additional support. This support can include extra time, a reader in certain tests, as well as other suitable access arrangements.

### **Comfort, safety and socialising**

*How does the school help my child to feel comfortable and safe and manage social situations?*

At St Elphege's we encourage children to speak to adults about any concerns they have. The school has 2 ELSA (Emotional Literacy Support Assistants) who are able to deliver 10 week programmes for those children experiencing social and or emotional difficulties .

- Seasonal Lunchtime and breakfast clubs (some with a nominal fee) & after-school clubs are offered to children from year 1 as appropriate to the child's needs.
- In the case of those children experiencing difficulties with routines and transitions, visual timetables and pictorial support cues may be employed.
- The school's Positive Behaviour and Anti Bullying Policies and procedures are rigorously employed and ensure support for vulnerable groups and or individuals.
- Children with SEND are represented in after school activities, such as netball, code club, football, cross-country etc.

*How does the school help develop my child's social and emotional skills?*

The school aims to ensure that all children who need to develop in any way, including developing their social and emotional skills, has ample opportunities to do this whilst with us. Provision measures to achieve this work will look very different for each individual.

If a child is identified as requiring support to develop their emotional or social skills, additional support will be available to them from an ELSA or another member of staff, and this can include:

- One to One or small group mentoring sessions which aim to support children in coping with school situations including learning and social activities.
- External agencies who specialize in supporting pupils with emotional and behavioural difficulties will be sought to provide advice to the school where required.
- Lunchtime club will be offered to children and, where appropriate, the Inclusion Leader may advise that a particular club might be suitable for certain children in order to provide them with opportunities to develop their social ability.

### **Early Help Support in the Community (Tier 2)**

*Examples : please include any ELSA ( Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills,*

We offer:

ELSA support to identified children.

Draw and Talk

Lego Therapy

Lunchtime Clubs

The school have two members of staff who are experienced and can work with families when they need support and or advice.

Sutton College has provided parent workshops in Rhyme, Make and Play, Little Learners Maths and a second Paediatric First Aid Course. We have had great feedback from those who participated.

The SENDco Mrs F Herzog has been trained as a children's counsellor.

## **Bullying**

*What is the school's policy on bullying?*

It is incredibly important to us that no child is bullied and we will place every measure in order to avoid this occurring. The school behaviour and anti-bullying policies rigorously employed and will be adhered to at all times and are available for parents/carers to view if they are concerned about anything regarding their child's behaviour or the behaviour of others.

Our anti-bullying policy can be found on the school website

<http://www.stelphesrcschools.org.uk/download/get/anti-bullying-policy-rev-jan-2016/47>

## **Disability support**

*What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*

The school is predominately a single storey building with a lift for the disabled provided in the Year 6 block.

- The school has ramps and provides wheelchair access.
- The school have 3 toilets for disabled access.
- Reasonable adjustments may be made in consultation with Executive Head Teacher, the SENDco and the Premises Manager – Miss A Cunniffe .
- The school ensures that it executes its duties in accordance with and is compliant under the Equality Act 2010.

## **Accessing lessons**

*How do I know my child will be able to access all lessons?*

- Reasonable adjustments may be made in consultation with Executive Head teacher, the SENDCO and the Premises Manager – Miss A Cunniffe.
- The school ensures that it executes its duties in accordance with and is compliant under the Equality Act 2010.

## **Who we work with**

*Who does the school work with?*

When appropriate we work with:

Educational Psychology Service

- Learning Support Service
- Sensory Impairment Service
- Speech Language Communication Service
- Autism Spectrum Disorder Service
- Special Educational Needs Team
- Occupational Therapy
- School Nurse
- Jigsaw4U
- Child and Adolescent Mental Health Service
- Social Care

## **Working with other agencies**

*How does the school work with other agencies?*

The schools have established long and productive working relationships with all the agencies referred to above. Written referrals are always completed and parental approval sought following meetings with the SENDco.

## Informing parents and carers

*How will I be informed?*

The SENDco or class teacher will make initial contact with the parents by a telephone call since the school pride themselves on building close relationships with parents/carers. Written referrals will then be completed and parental approval sought following meetings with the SENDco. Meetings with the relevant support workers employed by these agencies will be arranged through the SENDco .

## Helping your child settle with confidence

*How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

In Early Years the SENDco meets with the previous nursery teachers to provide a smooth transition and handover of information. The school liaises with The Local Authority Area SENDco where appropriate to provide support with strategies to help pupils settle in prior to commencement.

The school will provide a transition book for those SEND children who find change difficult in order to ease any anxieties.

At the end of KS2 visit arrangements are made for Year 6 children to visit their Secondary School and for High School Teachers to meet the children at St Elphege's.

- We are happy to provide extra transition help using Social Stories to help children settle into their new classroom particularly over the summer term.
- Consideration is given to Alternative Provision and the school liaises with the Local Authority SEND Department and Parents/ Carers.
- In the case of children with EHC plans ,the SENDBorough Advisor is invited to attend all Year 5 Annual Reviews
- At all times there is close communication with parents/carers

## Extended School Day

*What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care.*

At St Elphege's for children from year one we offer both breakfast and afterschool clubs. Breakfast club starts at 7.45 and Monday to Thursday after-school club ends at 6.00pm. On Fridays the club ends at 5.00pm. Alongside this we have a variety of clubs that children can attend such as Drama, code, gymnastics and football to mention a few. The full list can be obtained using the link below.

<http://www.stelphagesrcschools.org.uk/parents-carers/clubs>

## Policies

Please see-

- SEND Policy

<http://www.stelphagesrcschools.org.uk/download/get/federation-special-educational-needs-policy-2016-/47>

- Equalities Policy <http://www.stelphagesrcschools.org.uk/download/get/equality-policy-and-plan-november-2016/47>

- Positive Behaviour and Anti – Bullying Policy

<http://www.stelphagesrcschools.org.uk/download/get/positive-behaviour-policy-rev-jan-2017/47>

- Disability Access Plan

<http://www.stelphagesrcschools.org.uk/download/get/equality-policy-and-plan-november-2016/47>

