



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

The Federation of St Elphege's RC Schools is a 3 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 age or ability, are catered for through a carefully differentiated curriculum with lessons, activities, tasks and visits.

This document outlines the school's provision for those children who may be described as having 'special educational needs' 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 they are defined in our SEN policy. A copy of this can be requested from the school office or accessed through the school website. The schools work closely and in tandem with parents and carers throughout the child's time at the schools.

Information and Guidance/Points of Contact

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

- The school regards the liaison between home and school as pivotal in the child's development. The 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 the interventions needed for your child and appropriate differentiation in class.
- Pupils who have significantly greater difficulty in learning than the majority of children of the same age, or a disability that makes it difficult to take advantage of normal school facilities are identified as having SEN.

Key staff include the following:

- Mr M Jones DHT (Pastoral)
KS1 and KS2 Mrs R Duffy AHT and Mrs K Jones DHT (Curriculum)
Early Years Coordinator. (Yr N to R)- Mrs Louise Heaton
English coordinator- Miss Charlotte Menezes
Maths coordinator - Miss Nicola Sanders
Early years SENCo- Mrs D McHugh
Infant and Junior School SENCo- Mrs F Herzog
Inclusion Lead - Mrs T Christoforou
In cases of Children Looked After (CLA) contact Mr M Jones DHT (Pastoral) who is also the schools Designated Safeguarding Lead. He may consider contact with Virtual Head for Children Looked After (Sutton Local Authority)
- If concerns continue please arrange a meeting with SENCo -Mrs F Herzog or Early years SENCo- Mrs D McHugh to discuss next steps through the School Office 0208 669 6306
- Further concerns can be addressed to the Executive Head Teacher - Mrs F Hawkes .
- The school has an governor who is responsible for SEN who can be contacted through the school - Ms A Manning
- Any Complaints need to be addressed to the Chair of Governors in the form of a letter- Mr T Tamplin

Assessment, Planning and Review/Partnerships for Progress

- *How does the school know how well my child is doing?*
- *How will I be kept informed about how well my child is doing?*
- *How regularly will I be updated on my child's progress?*
- *Will I know if my child is not making progress and what will happen?*

- Home visits are made by class teachers and support assistants to all children entering our Early Years provision. Any concerns about your child should be discussed with them at this time.
- Baseline assessments will be made on entry into the early years which will assist in assessing your children's needs.
- Health visitors and / or the School Nursing service will be contacted if advice is required after seeking parent's approval.
- Ongoing monitoring is carried out by all teachers from Nursery to YR 6 of rates of progress and pupils who are not making progress are identified.
- Our Class Teachers' maintain tracking sheets and progress grids which are reviewed termly at pupil progress meetings with members of the

senior leadership team SLT.

- Information regarding your child's progress is shared at parent and pupil meetings in the Autumn and Spring terms.
- An end of year final report is issued to parents/ carers.
- Additional support may be provided via appropriate resources after discussions with key staff, SENCo, parents/carers and the pupil.
- Appropriate individual / group interventions are delivered by both the class teacher and by teaching assistants.
- Additional support will be documented on an Individual Educational Plan (IEP) and/or the School's Provision Map for EY, KS1 or KS2.
-In the case of a LAC child who may have special educational needs, a Personal Educational Plan (PEP) is also drawn up in consultation with the Corporate Parent.
- External support may be sought for children continuing to experience significant difficulty including referral to Educational Psychology and/or CAMHS (Child and Adolescent Mental Health Service). The school uses The London Borough of Sutton document 'Graduated Support for Special Educational Needs 2011' and the SEN Code of Practice 2014 to support their decisions.
- The impact of this additional support will be reviewed regularly and you will be invited to be part of this review during parent consultation meetings held at the school.
- 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 a request for assessment through an Education Health Care Plan (EHCP) may be requested.

Curriculum and Teaching Methods (including groupings / interventions)

- *What is the curriculum and how is it taught?*
 - *How will the curriculum be adapted to meet the needs of my child?*
 - *How flexible can teachers be in meeting the needs of my child?*
 - *Is there any additional support available to help my child reach his/her expected outcomes?*
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- Children have access to a broad and balanced curriculum, and have equal opportunity to an education that is appropriate to their needs.
 - The children are given regular opportunities to evaluate their learning and may be involved in setting future targets.

- We develop a partnership with parents and carers so that their knowledge, views and experience can assist us in assessing and providing for their child.
- Early Years use the EYFS 2014 document to inform all planning, lessons and activities.
- The school meets the requirements of the New National Curriculum for key stages 1 and 2 making links across the subjects where applicable.
- Teachers are skilled at adapting curriculum plans to meet the needs of all pupils.
- Planning takes account of individual pupil needs with outcomes identified on planning.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups with the view to aid progress and with independence as an outcome.
- Diagnostic testing and assessment may be provided to determine a child's difficulties and identify areas for support.
- Interventions may vary and address speech and language, literacy, maths and behaviour or emotional difficulties. Interventions include WORD AWARE and Talking Partners.
- The school utilize a Multi-Sensory Learning Programme in the Infants - which is supported through software on computers. 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 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.

Access to Learning and the Curriculum

- *Are there any special features or strategies to help children learn?*
- *How do I know my child's particular need will be met?*

- 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 and 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.
- In cases of children with medical needs, good links are maintained with the School Nursing Service. Medical Needs are accommodated in line with the

statutory guidance, 'Supporting pupils with medical conditions 'APRIL 2014' and Healthcare plans are put in place.

- The school have a dedicated Pastoral Deputy Head Teacher and a Deputy Head responsible for Curriculum who work closely together, under the Executive Head teacher's direction, to ensure high expectations and progress.
- A positive behaviour policy operates throughout the school and is employed by all staff working in the school.
- The schools have been identified as a 'Teaching School' with Specialist leaders of Education (SLE) in both English and Maths.
- The executive HT is recognised as a National School Leader.
- The school's Inclusion Lead, Mrs Christoforou, holds the National Award for SEN

Clubs and Extra Curricular Activities.

- Breakfast club Monday - Friday commencing at 7.45 am to 8.30 am (limited numbers of children aged from 6 to 11-due to staffing and safety ratios.)
- Friday AFTER SCHOOL commencing at 2.30 p.m. and finishing at 4.30 p.m.
- Infant Choir Thursday 3.30p.m.-4.30. pm
- Junior Choir Thursday 3.30p.m. - 4.30 p.m.
- Dance club (ball room and modern) Wednesday 8.00 a.m.- 8.30 a.m.
- Wider opportunity music lessons.
- Private tuition Guitar and Piano lessons on school premises
- SPORTS Clubs at various times throughout the school year - football, netball, tag rugby, athletics, cross country, tri golf, street dance, cheerleading, bike club, hockey, basketball and multi skills.
- Osmington Bay residential YEAR 5
- Isle of Wight residential YEAR 6

Tests and Assessments : Access Arrangements

- *What arrangements are available for pupils to access tests and assessments?*
- *How will I know if my child qualifies for additional support or time to access tests?*

- Diagnostic/specialist assessments may be carried out by the SENCo where required and advice from appropriate agencies accessed if necessary.
- For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. The SENCO will talk to you if she feels that your child would benefit from these arrangements.
- Children at the end KS2 who have secured placement in special schools and those pupils who may be working at a level below that of the tests can be withdrawn from SATS.

Social and Emotional Support

- *How does the school help my child to feel comfortable and safe and manage social situations?*
- *How does the school help develop my child's social and emotional skills?*
- *What is the school's policy on bullying?*

- The school has a strong ethos of pastoral care.
- Meetings between parents and their class teachers can be made by contacting the school. Our teachers are approachable and conscientious.
- The School operates an 'open- door' policy- the DHT (Pastoral), the DHT (Curriculum) and the Executive Head teacher may be available at the beginning and the end of the school day to speak with parents and carers and if not appointments can be made via the office. 0208 669 6306
- The school are keen to offer pastoral advice and the school has access to an EIPS (Early Intervention and Prevention Service) worker who can support and advise in various matters.
- The school have expertise in delivering group support to develop social skills and to enhance self-esteem and SEAL (Social Emotional Aspects of Learning Programmes) is employed throughout the school.
- The school have 4 (ELSA) emotional literacy support assistants who are able to deliver 10 week programmes for those children experiencing social and or emotional difficulties.
- Where children meet the criteria, the school can access further specialist support through the Behaviour Support Agency, ASD, Speech and language, Stammering service, Educational Psychology, EIPS and CAMHS if required.
- Seasonal Lunchtime and breakfast clubs (some with nominal fee) & after-school clubs are offered.
- In the case of those children experiencing behaviour difficulties visual timetables and pictorial support cues may be employed.
- The school's Positive behaviour policy and Anti Bullying Policy and procedures are rigorously employed and ensure support for vulnerable groups or an individual is provided.
- Children in Year 6 are supported in their transition for high school and the SENCO makes arrangements to ensure important information is shared with the new school.
- Multi-agency meetings may be arranged to create a more detailed transition plan and for some pupils extra visits to their new school can be organised.

Accessibility to Premises and Facilities

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*
- *How do I know my child will be able to access all 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 which provide access for the disabled.
- Reasonable adjustments may be made in consultation with Executive Head Teacher, the SENCO 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.

Working with others

- *Who does the school work with?*
 - *how are these accessed*
 - *referrals; criteria*
- *How does the school work with other agencies?*
- *How will I be informed?*

- In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.
- Educational Psychology Service
- Learning Support Service
- Sensory Impairment Service
- Speech Language Communication Service
- Autistic Spectrum Disorder Service
- Special Educational Needs Team
- Occupational Therapy
- School Nurse
- Jigsaw
- Child and Adolescent Mental Health Service
- Social Care
- Voluntary Agencies

The school propose to work with any or a combination of these agencies to secure support for children when required.

Transition

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

- In the case of Nursery, Reception and where possible new pupils to school, home visits will be made from member of staff prior to commencement.
- At the end of KS 2 visits are arranged for Year 6 children to visit the school and for High school teachers to meet the children at school.
- Transition booklets are completed in certain cases and where it is deemed advisable
- Consideration is given to Alternative Provision and the school liaises with the Local Authority SEN Department and Parents/ Carers.
- In the case of children with EHC plans, the SEN Borough Advisor is invited to attend all Year 5 Annual Reviews
- At all times there is close communication with parents/carers

When moving between classes and phases:

An information sharing meeting will take place with the receiving teacher. Pupil support plans will be shared and introductions to any specialist support equipment such as writing slopes or Move'n'sit cushions made. All children at St. Elphege's school meet their new teacher in the summer term. However, if appropriate, there will be additional opportunities for your child to visit the new class and meet the teacher and other key staff. For some children the use of a social story (a kind of photo story) may be used to explain the changes.

When moving to secondary school:

Our SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.

The full range of local support available to support your child both within and outside of school can be found in Sutton's Local Offer

<http://localoffer.sutton.gov.uk/>

Policies: See the following policies on our website • SEND Policy • Medical Needs Policy • EAL Policy • Behaviour Policy • Anti-Bullying