



St Robert Southwell RC Primary School Special Educational Needs and Disabilities Offer

“Support for disabled pupils and those who have special educational needs is managed very effectively by the school’s Inclusion Manager, who carefully checks the progress of these pupils and organises high quality extra help for them. As a result, these pupils make good progress.” (Ofsted 2013)

Parent Information

We are a fully inclusive school, which ensures that all pupils achieve their potential, personally, socially, emotionally and academically, in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which the school supports all of our pupils, including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision in order to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we have specific needs based plans and pupil profiles, which help support individual pupils’ development and progress.

Children at St Robert Southwell make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND policy and Disability Accessibility Plan are under review. If you would like further information about what we offer here at St Robert Southwell then please do not hesitate to contact us directly.

Please see below St.Robert Southwell School’s SEND Offer:

1. How can I let the school know I am concerned about my child's progress in school?

As a school we are keen to work with parents;

- If you have concerns about your child's progress, initially you should speak to your child's class teacher.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the **Inclusion Manager (Mrs Egan)**
- If you are still not happy, you should speak with the Headteacher.
- If you have any further concerns and believe the school has not addressed these adequately, you should write to the chair of Governors, at the school address.

2. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals, to support your child's learning.

3. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget allocation for special educational needs and disabilities, in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the **Inclusion Manager** discuss all the information they have about SEND in the school, including:
 - the children already getting extra support
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as necessary.

4. *Who are the other people providing services to children with SEND in this school?*

Directly funded by the school:

- Parent Support Worker
- Highly trained Teaching Assistants
- Developmental Teacher
- Specialist support teacher for children with Down Syndrome
- Bereavement Counselling (as needed)
- Volunteer Readers
- Parent Forum- to discuss school policies and procedures
- Specific Learning Difficulties Consultant

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy, for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy, at School Support level

5. *How are the teachers in school helped to work with children with SEND, and what training do they have?*

- The Inclusion Manager's job is to support the class teacher in planning for children with SEND.
- The school has a plan for all staff, to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as ASD, and speech and language difficulties.
- 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 BOAT. There are also online training materials, such as the Inclusion Development Programme.

6. 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 your child's needs are met.
- Where staff have been specially trained, they can adapt or modify the teachers' 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.
- Planning and teaching can be adapted on a daily basis if necessary, to meet your child's learning needs.

7. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term.
- If your child is in Year 1 or above, but is not yet at age-appropriate 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.
- At the end of each Key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed, using Standard Assessment Tests (SATS). This is something the government requires all schools to do, and Year 6 results are published nationally.
- Children identified at School Support will have an individual support plan, which will be reviewed, with your involvement, every term, and the plan for the next term agreed.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress with any individual work and in any group that they take part in.

8. What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, and to share information about what is working well at home and at school so similar strategies can be used.
- The Inclusion Manager and Parent Support Worker are 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.
- Individual support plans will be reviewed, with your involvement, each term.
- Where the school deems it to be appropriate, homework will be adjusted as necessary to meet 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.

- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

9. What support is there for my child's overall wellbeing?

As a Catholic school the support we provided is underpinned by our ethos and shared vision.

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- We have a delegated Safeguarding staff member who is able to address any concerns regarding the wellbeing of individuals in our school.

10. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the Welfare Officer, via the school office, if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis Mrs Lynott our Welfare Officer, generally oversees the administration of any medicines.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. First Aid training is updated when required and many of our staff have Paediatric First Aid Training.

11. How is St. Robert Southwell School accessible to children with SEND?

- All children will have an assessment on entry to the school.
- The building is largely accessible to children with physical disability, with use of a lift to gain access to the first floor in the new building. The ground floor of the school building is accessible via ramps.
- We ensure that teaching resources and equipment used are accessible to all children, regardless of their needs.
- Extra-curricular provision is accessible to all children, including those with SEND.

- The lighting in the teaching areas has been improved as building works have been undertaken.

12. How will we support your child when they are leaving this school, OR moving on to another class?

We recognise that transitions 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 contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
 - If your child would be helped by a book to support them in understanding about moving on, then it will be made for them.
- In Year 6
 - The Inclusion Manager will discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.
 - We write social stories with children, if transition is potentially going to be difficult.
 - When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
 - We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on, and all needs are discussed and understood.
 - If your child has an EHC Plan, an annual review will be planned as a transition meeting to which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views, on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have individual support plans discuss and set their

targets with their class teacher.

- There is an annual pupil questionnaire, where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has an EHC Plan, their views will be sought before any review meetings and they will be invited to attend, if this does not distress them.
- At St.Robert Southwell, 'pupil voice' is very important and we allow children to contribute to their Annual Review, both in person and in written format.

14. What support is there for behaviour, avoiding exclusion, and increasing attendance?

- As a school we have clear boundaries and focus on reinforcing good and expected behaviours.
- If a child has behavioural difficulties an Individual Behaviour Log is written, together with the child and parents, to identify the specific issues, put relevant support in place, and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour, with an adult. This helps to identify why the incident happened and what the child needs to do differently next time in order to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the Headteacher and followed up if attendance figures cause concern. We have a 'soft start' approach to morning school, which allows pupils to arrive between 8:30 and 8:55, when registers close, this has reduced the number of late arrivals.

15. How will my child be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, and may ask for parents to accompany children, where necessary.
- A risk assessment is carried out prior to any off-site activity, to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.
- The Inclusion Manager is available to meet with parents to discuss additional needs or concerns, and to devise a plan which will ensure your child can take part as fully as possible.

16. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs have

their needs met to the best of the school's ability with the funds available.

- We have a team of LSAs, who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an LSA.
- The SEN budget and money from Pupil Premium is used to finance specialist teacher support for SEN interventions.
- Children with an EHC Plan will have additional support to ensure the needs of the pupil are met, as described in the plan.

17. What specialist services and expertise are available at or accessed by the school?

- Our Inclusion Manager is fully qualified and has many years experience in SEND.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services, including locality teams, and social workers.

18. What training have the staff supporting children with SEND had or are currently having?

- We have several members of staff trained to deliver speech & language/ Occupational Therapy programmes, and they receive ongoing support from our speech & language/Occupational therapists.
- Support staff have received training in 'Communication Keys' (SALT programme)
- Five of our LSAs have gained the ELKAN Level 2 award.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.
- A high number of staff have had training from BOAT, in supporting ASD children.
- Some staff are trained to deliver Lego Therapy.
- A number of Teachers and LSAs have received 'Positive Handling' training.
- All staff have ongoing training in developing the 'Inclusive Classroom.'

19. What if I need to complain?

Parents have the following rights of redress, should the school board of governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure

- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision, rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)

Glossary

SEN Special Educational Needs

SENCO Special Educational Needs Co-ordinator

LA Local Authority

IEP Individual Education Plan

EHC Education, Health and Care Plan

NHS National Health Service

BOAT Brent Outreach Autism Team

EPS Educational Psychology Service

BDHIS Brent Deaf and Hearing Impaired Service

BVIS Brent Visual Impairment Service

ASD Autism Spectrum Disorder

SATs Standard Assessment Tests

LSA Learning Support Assistant

HI Hearing Impairment

VI Visual Impairment

GP General Practitioner – doctor

OFSTED Office for Standards in Education, Children's Services and Skills