

Special Educational Needs & Disabilities (SEND)

SEND Information Report for St Robert Southwell Primary School

(in accordance with section 65(3) of the Children and Families Act 2014)

St Robert Southwell School is a mainstream school and it is our intention to provide the opportunities for every child to develop their abilities to the fullest possible extent, and equip them with the values, knowledge and skills necessary for them to lead a worthwhile life in society.

At St Robert Southwell School we believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEN will be secured in partnership with parents, children, the Local Authority and other partners.
- Maintaining children's safety and wellbeing is central to their development.

The following information conveys how we put support in place for all pupils with SEN, including the areas of need below:

- Learning difficulties
- Communication difficulties
- Autistic spectrum
- Specific Learning Difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health.

What is the Local Offer?

The LA Local Offer

• The Children and Families Bill was implemented in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs / Disabilities (SEND) aged 0-25 years. This is the 'Local Offer' and the Local Authority describes the provision for children with SEND in Brent Schools at: www.brent.gov.uk/localoffer .In addition St. Robert Southwell Catholic Primary School describes their own provision in the School SEND Information Report below. • The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This refers to the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to make.

Where is the Local Authorities' Local Offer published?

Brent LA Website <https://www.brent.gov.uk/localoffer>

SEND Policy 2016

	Whole School response – Quality First Teaching	Target support for individuals or small groups (short/medium term)	Specialised individual support (medium/long term)
Teaching Approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress, support will be put in place.</p> <p>Formal pupil progress meetings between class teachers and the Core Leadership Team (CLT) are held termly, where the progress of every child is discussed.</p> <p>Each classroom has displays to support children's learning.</p> <p>All teachers are teachers of children with SEN. Therefore, teachers will make provision within the classroom for children who require additional support.</p> <p>Parents are kept informed about their child's progress at parents' evenings twice a year and a written report in the summer term.</p>	<p>Assessment for Learning (AfL) is used to support planning for different levels of attainment.</p> <p>Differentiated learning means that the learning is matched to the ability of the child.</p> <p>Small groups maybe supported by either the class teacher or the Learning Support Assistant (LSA) as appropriate.</p>	<p>Learning is adapted to meet the individual children's needs.</p> <p>There is careful targeting of individual support and interventions for pupils with an Individual Education Plan (IEP)</p> <p>Support and interventions are put in place for children who are not making progress.</p>

	Children will have full access to the National Curriculum and Religious Education. The	Interventions link directly to the National Curriculum and targets are written to support children in	The school responds to any concerns raised by parents. The Special Educational Needs
--	--	---	--

<p>Learning/Curriculum approaches</p>	<p>National Curriculum will be differentiated to take account of children's particular need and will be modified to suit children's academic and personal development.</p>	<p>catching up.</p>	<p>Coordinator (SENCO) may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. IEPs are written and reviewed by the pupil, class teacher, SENCO and parents as appropriate</p>
<p>Support</p>	<p>At St. Robert Southwell the needs of children with SEN are addressed during transition meetings between current and receiving teachers in school. For children starting or leaving our school, there are meetings with teachers and the SENCOs at the link secondary schools. All staff are made aware of specific needs of the child and are advised on teaching strategies for Quality First Teaching. Instructions are simplified and supported with visual aids where possible with checks for understanding.</p>	<p>We offer opportunities for over learning and consolidation of concepts. Regular opportunities to access individual and small group work through flexible grouping are provided to develop independence and organisational skills, which includes working on targets agreed with the child. We have an LSA in most classrooms during the school day. The LSA will usually carry out the interventions and support the child in transferring the skills they have learned into their class learning.</p>	<p>Children with SEN may also be supported by outside agencies, such as Educational Psychologists or Speech and Language Therapists. Parents are always consulted before a referral to an outside agency takes place. We also receive Outreach support from local special schools. The primary contacts for these agencies are the SENCO and Headteacher, although class teachers and LSAs are also involved.</p>

<p>Environmental and physical resources</p>	<p>St. Robert Southwell Catholic School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p> <p>The school has an Accessibility Policy and 3 year Accessibility Plan which is reviewed and amended annually or according to need.</p>		
<p>Behavioural and emotional</p>	<p>St. Robert Southwell Catholic School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses the Social and Emotional Aspects of Learning (SEAL) materials for circle times and class Acts of Worship.</p> <p>To promote positive behaviour, we have reward systems in place, including stars given out to individuals by individual adults in the school, House point celebration afternoons, learning behaviour awards and celebration assemblies (each week)</p>	<p>At St Robert Southwell, we have social skills groups (Wednesday Group) and lego therapy at lunchtimes for particular children, in order to develop children's social skills. Some children may have a home link behaviour diary for short periods of time to get their behaviour back on track.</p>	<p>Children can have an Individual Pastoral Plan (IPP) which has targets to improve behaviour. The targets are reviewed at least termly.</p> <p>We can receive support from the Inclusion Support Team (BST) who provides support and advice to school staff and parents, as well as working 1:1 with the child.</p> <p>Some children receive a weekly session from a play therapist, in order to support emotional difficulties.</p>

How are the Governors involved and what are their responsibilities?

- For further information the SENCO is available to discuss support in more detail.
- The SENCO reports to the Governors every term to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support they need in order to make progress.

What support will there be for my child's overall well-being?

All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. We have a structured PSHE and SRE programme in place.

What is the pastoral, medical and social support available in the school?

The SENCo has overall responsibility for writing medical care plans. These are reviewed annually or as required. All staff have access to a Medical Needs record which is updated according to need. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class

teacher liaises with the SENCO for further advice and support. This may be working alongside outside agencies such as Health and Social Services and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time, using the Social and Emotional Aspects of Learning (PSHE/Caritas) materials

- We celebrate children's achievements from both in and out of school in assembly times.
- There are many opportunities for our children to take part in the wider life of St. Robert Southwell school. We have sports teams, a very successful choir who take part in many events in our community.
- We have a school parliament where the children discuss important issues to the school community and organise fund raising events for both local and national charities.
- We offer a wide range of extra-curricular school activities which take place before school, during lunch time and afterschool. The children can take part in lots of activities like team games, cooking, maths, drama, dance and music.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day.
- The school welfare staff generally oversee the administration of any prescribed medicine.
- Dedicated staff have regular training and updates of conditions and medication affecting individual children, so that they are able to manage medical situations.
- Delegated staff are Emergency First Aid trained.

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

At St. Robert School we have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils. We also have sanctions in place for **repeated** low level disruptive behaviour (level 1-3 times) or behaviours exhibited at level 2. A behaviour log is issued, discussed and signed by the adult and child and the actions discussed. If 3 logs are issues, a meeting is held with the child's parents/carers. A level 3 incident will involve an immediate meeting with parents.

- We can get advice and support from the Inclusion Support Team, who will provide support and advice to school staff and parents, as well as working 1:1 with the child.
- Attendance of every child is monitored on a daily basis by the Admin team. Lateness and absence is recorded and is reported to the Headteacher.

<p>How will my child be able to contribute their views?</p>	<p>We have a school parliament, divided into sub committees, which is an open forum for any issues or viewpoints to be raised.</p> <ul style="list-style-type: none"> • Our IEPs are pupil friendly, which means they are written with the children in child speak. They are reflective about what they find tricky and can identify their next steps with support. • We have an annual pupil questionnaire, in which we seek the viewpoints of the children. Children are given opportunities to respond to questionnaires on our website. Competitions are held, e.g. learning behaviours • If your child has a Pastoral Support Plan (PSP) or an ECHP, they will give their contribution before and during a review meeting
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school we work closely with outside agencies. Local Authority Provision delivered in school Brent Outreach Autism Service (BOAT) Educational Psychology Service <input type="checkbox"/> Sensory Service for children with visual or hearing needs <input type="checkbox"/> Parent Partnership Service <input type="checkbox"/> Advice from LA Consultant for pupils with Complex Needs as budget/ need determines</p> <p><u>Health Provision delivered in school</u> <input type="checkbox"/> Speech and Language Therapy <input type="checkbox"/> School Nurse <input type="checkbox"/> Physiotherapy</p> <p><u>Additional purchased services include:</u> Down Right Excellence and Dyslexia services (Natalie Myers)</p>

What training have the staff supporting children with SEN had or are currently having?

Our Acting SENCO is an experienced qualified teacher, who holds the National SENCO Accreditation (NANSENco)

The SENCO attends SEN briefings and updates regularly.

All staff receive regular training and updates for the main categories of SEN, especially in delivering reading, spelling and phonics programmes.

Recent training includes:

- Social & Emotional-Lego Therapy
- Supporting children with autistic spectrum disorders-BOAT
- Working with vulnerable children-specific staff only
- Supporting children with medical needs-focus on epipens
- Supporting children with Intimate Care Plans
- First Aid

3 staff members have received Makaton training

We also work closely with other professionals such as advisory teachers and therapists, which helps to skill staff working as 1:1 support.

<p>How will my child be included in activities outside of the classroom, including school?</p>	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips.</p> <ul style="list-style-type: none">• A risk assessment is carried out prior to all off site activities to ensure everyone is safe.• We will also help to prepare your child for any changes in their day.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none">• The school site is wheelchair accessible with a large disabled toilet.• There is a lift available for adults and students in the new building• A changing plinth has been ordered (September 2016) to meet the needs of children who require intimate care plans

How will the school prepare and support my child when joining the school and transferring to a new school?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDco will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate

If your child is moving to another school:

- We will contact the school SENDco and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDco from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

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. IEP s will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on then one will be made for them. If your child has a Statement of SEN / EHC plan and is supported by a TA, a full handover will be facilitated between the adults.

In

In Year 6:

- The SENDco will discuss the specific needs of your child with the SENDco of the secondary school. A transition review meeting will take place with the SENDco from the new school and in many cases

	<p>you will be invited / involved <input type="checkbox"/> Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. <input type="checkbox"/> 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. <input type="checkbox"/> If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.</p>
How are the school's resources allocated and matched to children's SEN?	<ul style="list-style-type: none">• We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.• We have a team of LSAs who are funded from the SEN budget. They deliver the programmes designed to meet the children's needs.• The budget is allocated on a needs basis. The children who have the most complex needs are given the most support

What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32*?

- Your first point of contact would be your child's class teacher to share any concerns.
- You could also arrange to meet our Acting SENCO – Ms Fiona Montgomery.
- Read through the SEN Policy on our website.

Brent Parent partnership 0208 937 3434

Who should I contact if I am considering whether my child should join the school?

Contact the School Office on 0208 204 6148 to meet with the Headteacher – Ms Honor Beck or the Acting SENCO – Ms Fiona Montgomery, to arrange a visit to discuss how the school could meet your child's needs

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

	<ul style="list-style-type: none">• 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)
--	---