



Special Educational Needs and Disability (SEND) Information Report for Children with SEND

Mission Statement. As an Anglican School, we seek to nurture faith and inspire success. Through innovative teaching and working together we foster independence, respect for one another and a love of learning. A varied, inclusive curriculum supported by the message of the Gospel, provides each child with the opportunity to achieve and make a positive contribution to society.

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 school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within the school and ways in which parents, children and young people may access the support required. A glossary of the most used SEND terms is available at the end of this report.

[Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?](#)

1. The Special Education Needs/Disabilities Co-ordinators (SENDCo)
Mr Philip Jones/Miss Amanda Chaloner

Responsible for:

- The strategic vision of SEND and inclusion across the school.
- Leading the educational development of the school and ensuring that each child's educational programme meets their individual needs.
- Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.
- 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.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are progressing
 - Involved in planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology 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) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensuring children receive high quality intervention and training staff to deliver them.

2. The Head Teacher-Mr Jackson

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND. He delegates responsibility to the SENCO 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.
- He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

3. SEND Governor- Marc Richeaux

Responsible for:

- 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 SEN 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.

4. The Class Teacher

Responsible for:

- 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 on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- 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 and for all the pupils they teach with any SEND.

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

1. Quality First Teaching by the class teacher (universal support)

For your child, this means:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Learning Assistant to help with a particular difficulty.
- Formally assessing your child's progress six times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.

2. Targeted Intervention (targeted support)

- These may be run in the classroom or in sessions outside of whole class learning.
- They may be delivered by a teacher, Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA)
- We have a Learning Mentor (LM) who works across the school to support children with behavioural or emotional needs.
- Children will engage in group or individual sessions with specific targets to help them to make progress.
- All interventions are planned under the guidance of the SENDCo and class teachers.
- All interventions are monitored and reviewed by the SENDCo, Deputy Head teacher (DH), Senior Leadership Team (SLT) and class teachers.
- We run interventions that have been proven to be successful (evidence based interventions)

3. Specialist groups run by outside agencies

- Speech and Language Therapy (SALT)
- Educational Psychology (EP)
- Occupational Therapy (OT)
- School Nurse
- Larkhall Autism Outreach
- Lambeth Hearing Support Service (LHSS)
- Child and Adolescent Mental Health Services (CAMHS)

In addition to this, St Leonard's:

- Provides weekly SALT sessions that are delivered by a private, qualified therapist.
- Provide access to Lambeth OT support 3 times a term.
- Supplement the amount of sessions offered by Lambeth Educational Psychology Service, to increase the amount of support for children, staff and parents.
- We are also looking to commission a service to provide counselling and emotional support to children, staff, parents and families.

What would this mean for my child?

1. For your child this would mean:

- You may be asked to give your permission for the school to refer your child to an outside agency e.g. Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better
 - Set clear targets with will include the professionals specific expertise.
 - Setting an intervention group run by school staff under the guidance of the outside professional e.g. social skills group
- If a child does not respond to the above support and interventions over time, they will receive an SEND support plan with involvement from the parents. This document will outline the child's needs and targets will be set alongside parents and external agencies, using the graduated approach of 'Plan, Do, Assess, Review'. This is done in preparation for an application for an EHC plan.



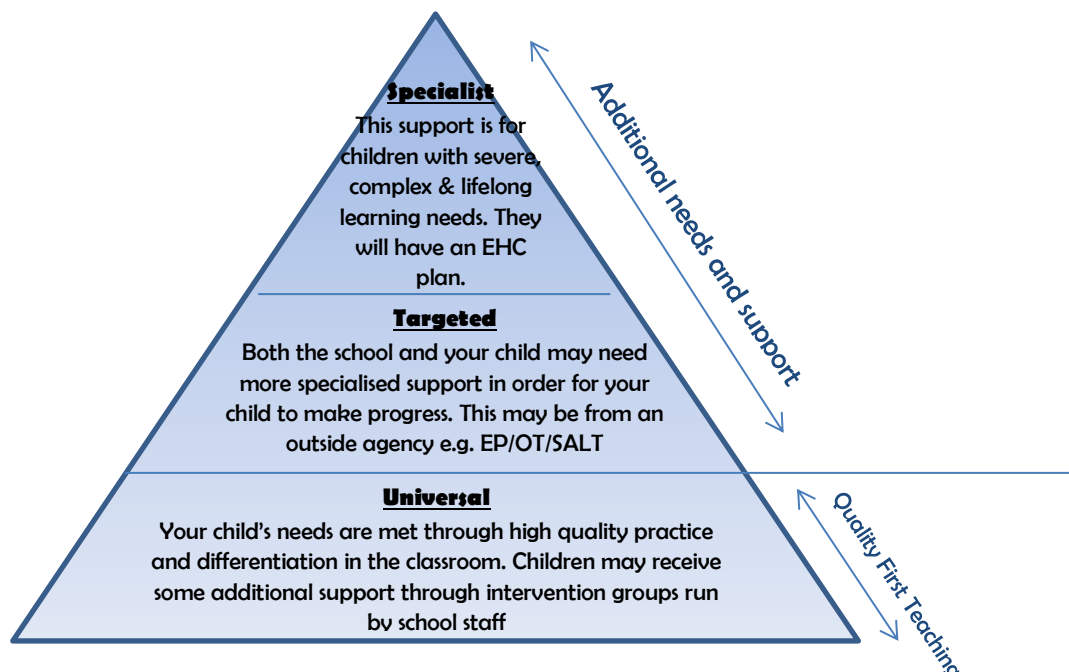
2. Specified Individual Support (specialist support)

- This is provided for children with a Statement of Special Educational Needs or an Education Health and Care Plan (EHCO). EHC plans came into action in September 2014 and replaced a Statement of Special Educational Needs. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong.
- Children will continue to receive:
 - Quality First Teaching
 - Targeted Interventions
 - Support from outside agencies such as SALT, EP, OT

In addition to this:

- Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the ASD Outreach Team (Larkhall)
- The EHC plan will outline the cost of support needed to provide your child with individual or small group support from additional staff such as a Learning Support Assistant (LSA) and how the support should be used.
- The Lambeth Local Offer Website contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

<http://www.younglambeth.org/local-offer/landing-pages/send-team.html>



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 local authority and 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 or outside agencies are involved in supporting your child, a Multi-Agency Team (MAT) meeting will be held to discuss your child's needs. We will share strategies used, and ensure provision is put in place before your child starts school.
- The SENDCo may make a home visit with the class teacher.
- The SENDCo may visit the current setting your child attends if applicable.
- We may suggest adaptations to the transition period to help your child to settle more easily, but these will be agreed with you at the MAT meeting.
- The staff will closely monitor the progress your child makes and discuss this with you.

How can I let my child's school know if I am concerned about the progress at 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 the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Head teacher.

How does the school identify a child as having a specific SEND learning difficulty?

1. The teacher continually assesses the needs of all children in their class
2. Every child is formally assessed six times a year.
3. Meetings are held with teaching staff, SENDCo and the Deputy Head. We discuss the progress of all children and identify any children who are not making their best possible progress.
4. Interventions are then planned and set for the children.
5. These are reviewed and if a child has not responded to the intervention, we will speak to the parents and review the intervention.
6. A meeting will then be set with the SENDCo and referrals to relevant outside agencies may be made.
7. If a child continually requires a significant amount of support and they are not responding to interventions and support from outside agencies, they will receive an SEND support plan. This document will outline the child's needs in preparation for an EHC plan.

How will the school let parents know if they have any concerns about a child's learning?

- If your child is identified as having a potential SEND need the school will set up a meeting to discuss this with you in more detail.
 - Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have.
 - Then the school may suggest that your child needs some agreed individualised support in school. They will let you how the support will be used and what strategies will be put in place.
 - If further investigating is needed, a meeting will be set with the SENDCo who will discuss the next steps with you.

How are the staff at St Leonard's supported and trained to work with children with SEND?

- The SENDCo will support the class teacher in planning for children with SEND. The SENDCo holds the National Qualification for Special Educational Needs Coordination.
- A programme of staff training is set in school. This may include training on SEND issues or to support identified groups of learners in school, such as SALT, OT, dyslexia.
- Whole staff training to share knowledge, strategies and experience, to ensure 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. the ASD Outreach service, SALT service and medical 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.

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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences.
- Specially trained support staff can implement the teachers modified/adapted planning.
- Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
- Teaching will include any targets or suggestions made by outside agencies, when appropriate
- If a child has an IEP, SEND support plan or EHC plan, the targets set in these documents will be incorporated into the learning in the classroom.

How does St Leonard's measure my child's progress and how will I know?

- Your child's progress is continually monitored by his/her class teacher.
- Their progress is reviewed formally six times per year.
- Parents evenings are held twice per year and your child's targets will be shared with you.
- Formal end of year reports are provided
- SALT targets are reviewed termly by the therapist and these are shared with you
- If your child has an SEND support plan, we will review and set targets up to three times a year.
- If your child has an EHC plan, they will receive an Individual Education Plan (IEP). This sets and reviews targets six times a year.
- The progress of children with an EHC plan is formally reviewed at an Annual Review meeting with all professionals, including parents, who are involved with your child's education.

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

- Talk to your child's class teacher regularly so we can help you support your child at home.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book is used to support communication with you.
- Access class blogs or the Interactive Learning Diary (for EYFS parents only) regularly to keep up to date with learning in school.
- Our termly 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.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.
- Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.
- Our Speech and Language Therapist is available after school every Thursday to discuss progress and targets with you. You will find her on the playground at 3:20 every Thursday.
- IEPs are written and reviewed alongside parents, for children with specific needs.
- Your child will receive a learning card if they have specific targets within any of the four areas of SEN: Learning and Cognition, Communication and Interaction, Physical and Sensory and Social, Mental & Emotional Health.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths.
- If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEND team. They will ensure that you fully understand the process.

Is St Leonard's physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps and a lift.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- The school is currently seeking advice on building a sensory room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.
- The staff working in the specialised provisions are highly trained in these areas.

How will St Leonard's 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:
 - Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
 - 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:
 - If your child has an EHC plan, the SENCO from the secondary school will be invited to attend the annual review meeting or a transition meeting.
 - We will run transition sessions for your child which will support their understanding of transitions and any changes ahead.
 - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

Glossary of Terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CAF	Common Assessment Framework
BESD	Behavioural, Emotional and Social Difficulties
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination disorder
EAL	English as an Additional Language
EP	Educational Psychologist
PPG	Pupil Premium Grant
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review

KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs/Disabilities Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment
EYFS	Early Years Foundation Stage