

St. Bartholomew's Primary School Information report

Meeting the Needs of Pupils Special Educational Needs and Disabilities

At St Bartholomew's Church of England Primary School, alongside quality first teaching (QFT) and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with SEND. Our Deputy Head for Inclusion will oversee the assessment and support of all school-based interventions and liaise with external professionals, ensuring appropriate support and interventions are implemented and reviewed.

All interventions and provisions provided are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and remove any barriers to learning. Our staff follow tailored and universal continuous professional development programmes, in order to aid a structured whole school approach to learning.

This document is designed to help you in considering how our school will be able to meet the needs of your child. However, due to the personalised and highly differentiated nature of St Bartholomew's support for learners with SEND, the programmes set out here are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teachers/service availability.

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1. INFORMATION AND GUIDANCE

<i>Who should I contact to discuss the concerns or needs of my child?</i>	
Class Teacher	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> ○ Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivering any additional support. ○ Contributing to/devising personalised learning plans to prioritise and focus on the next steps required for your child to improve their learning. ○ Applying the school's SEN policy.
Deputy Head for Inclusion (SENCO) Mrs Cathryn Johnston	<p>If you have concerns about your child you should speak to your child's Class Teacher first. You may then be directed to the SENCO who is responsible for :</p> <ul style="list-style-type: none"> ○ Coordinating provision for children with SEN and developing the school's SEN policy ○ Ensuring that parents are: <ul style="list-style-type: none"> ● Involved in supporting their child's learning and access ● Kept informed about the range and level of support offered to their child ● Included in reviewing how their child is doing ● Consulted about planning successful transition to a new class or school ○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Headteacher Mrs Sara Davies	<p>He/she is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEN</p>
Governing Board	<p>They are responsible for: Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN across the school. The named governor is Bettina Carlyon.</p>

2. ASSESSMENT, PLANNING AND REVIEW

<i>How can I find out about how well my child is doing?</i>
<p>We include children in all aspects of their learning and progress and seek to involve them in any discussions where appropriate. We include them at Annual Reviews as well as any discussions regarding their behaviour. We encourage children to take responsibility for their learning and the choices that they make. We are committed to developing children as resilient learners.</p>

Ongoing monitoring takes place by Class Teachers alongside the Senior Leadership team to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support may be put into place to provide enhanced resources and targeted small group and/or individual support to help overcome identified difficulties. The views of the pupil about their support will be given consideration at this stage.

This additional support is documented in an individual provision map/behaviour support plan. In consultation with the Deputy Head (Inclusion) and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their needs. In some cases Learning Support Assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to assist with transitions to the next stage in their education.

Review meetings are held at least termly as part of the progress meetings.

In addition, parents, relevant external agencies and, when appropriate, pupils are invited to attend review meetings pertaining to their child's needs and their contribution is valued.

The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are recorded and actions put in place.

If your child is continuing to have significant difficulties, further external expertise may be requested.

3. TESTS AND EXAMINATIONS

What access arrangements are available?

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and application of these arrangements. Only tests and assessors authorised by the school and recognised by DfE can be used to assist with access arrangements for year 6 children doing the SATS tests.

4. CURRICULUM AND TEACHING METHODS (INCLUDING GROUPINGS AND INTERVENTIONS)

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

St Bartholomew's School embraces Quality first teaching and teachers are well skilled at adapting lessons to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways so that all children can access their learning, make progress and be challenged.

Grouping arrangements are organised flexibly with opportunities to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Regular monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

5. TYPES OF INTERVENTION

Access to learning and the curriculum:

- Access to learning support staff in all year groups
- High expectations apply to all children and differentiation is used so that all children can access the learning
- Regular interventions run by the Class Teacher and support staff overseen by the SENCO
- Booster programmes for year 6

Strategies and programmes to support speech and language where recommended by clinical decisions:

We work alongside the Speech and Language Therapy Service based at Kaleidoscope. We have commissioned a speech and language therapist, Naomi Young who visits the school to complete assessments and advise staff. The SENCO liaises with her and the staff to determine which child/ren would benefit from her support.

We also employ a specialist support assistant who delivers programmes in consultation with speech and language therapists covering a range of the following:

- Speech development, vocabulary development, using and understanding language, social skills and raising self-awareness and self-esteem
- Assessments for children using a range of recognised tests to identify specific needs
- Individually tailored speech and language programmes
- Guidance to parents
- Resources such as vocabulary books and visual prompts for children to use in class

We also have support staff trained to deliver Lego Therapy and Vocabulary groups.

Strategies to support and develop literacy:

We use a range of informal and standardised assessments to determine what support a child may need. The following programmes are taught throughout the school and monitored regularly.

- Rapid Phonics programme
- Fischer Family Trust Literacy
- Focused reading programmes including: Rapid Readers, Inference training, High 5, Comprehension
- Teaching, advice and strategies for dyslexic learners
- A range of spelling schemes and identified interventions where appropriate
- Weekly vocabulary scheme which is pre taught and followed up for children with SEND
- Pen Pals Handwriting including additional handwriting interventions
- Precision teaching
- Touch typing

Strategies to support and develop numeracy:

We use the concrete, pictorial, abstract model to teach the maths curriculum. This systematic approach is designed to give all pupils the time to make connections, notice mathematical patterns and really understand mathematical concepts.

In addition, we provide small group intervention programmes including:

- Counting Kids
- Numicon
- Power of 2 Plus 1
- Year-based booster groups
- RAPID maths

Provision to facilitate and support access to the curriculum:

- Differentiation and scaffolded work
- Teaching Assistants working with groups
- Multi-sensory teaching and reinforcement of key skills
- Planning that takes account of a range of learning styles
- Use of visuals throughout the school
- Working walls and workstations in each classroom

Strategies and support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Visual timetables for class and individuals
- Opportunity for children to peer- assess and self- assess their work

6. PASTORAL SUPPORT and WELL BEING

Our pastoral Learning Mentor, Mrs. Miles is available to support parents and children. She is based in our 'Nurture Room' where children can talk to her, be involved in social skills groups or just be in a place that they can be nurtured and supported.

The pod is used twice weekly for 'Time2talk' and mindfulness activities also take place during lunchtime.

We have also commissioned work with the CASSEL centre to work with individual children. This involves a therapeutic approach where children can be supported with social and emotional needs. 2 counsellors come to our school on Tuesdays and Wednesdays who work with individual children.

We use resources from Young Minds. The SENCO is trained to deliver Academic Resilience to staff and parents.

Alex Miles and Cathryn Johnston are both trained Mental Health First Aiders.

We are working alongside, 'Place2be' to develop our whole school Mental health and well-being strategy to support all our children.

Regular training and workshops take place to raise awareness.

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Social skills groups
- Class Dojo points
- Therapeutic interventions such as , 'Drawing and Talking', Lego therapy, Emotional literacy games, Forest School and Sand tray
- Sensory boxes available to support children in class or if feeling anxious
- Daily monitoring of Behaviour for Learning incorporating children with focused pastoral support programmes
- Enrichment activities in each class every Friday afternoon
- Pastoral team and SENCO with an "open door" policy to give support to parents, carers and children
- Special Table – where children are given an opportunity to eat lunch with senior staff
- Play leaders taken from KS2 who work with EYFS/KS1 children during playtimes
- Child of The Week achievement certificates – for each class, each week
- Personalised social stories
- Year 6 children are allocated a mentor/ buddy from school staff at the start of year 6 who will mentor and support each child in year 6
- Staff have been trained in ALERT which helps to support children with sensory issues and emotional regulation

Mentoring activities:

- The learning mentor supports several children who need daily support and encouragement
- She also oversees the School Council who meet alternate weeks

Strategies to reduce anxiety and to promote emotional wellbeing and develop resilience (including communication with parents):

- Mediation for parents and children
- Pastoral support programmes
- Therapeutic interventions such as Drawing and Talking; sand-play , Emotional literacy games, gardening
- Early Help assessment tool to signpost and provide support for parents

Strategies to support and modify behaviour:

- Individualised pastoral support programmes
- Conflict resolution/restorative justice policy
- Circle time in class or in small groups
- Class dojo points

Support and supervision at unstructured times of the day (including personal care):

- Care plans written in conjunction with medical professionals
- Medical needs board in staff room
- Play time buddies
- Circle of friends

Planning, assessment, evaluation and next steps:

- Use of Boxall Profile or Strengths and difficulties assessment which identifies behaviour difficulties and gives action points for further intervention
- Regular consultation with all staff regarding children who are vulnerable and may need additional care and support

In addition to the above we also have Forest School area and vegetable plot which may be used to meet the specific needs of children as well as to offer a place where children can relax, let off steam and be offered a therapeutic approach to enable them to access the curriculum. We use the school 'pod' to deliver mindfulness sessions or a quiet place for reflection.

7. INCREASING ACCESSIBILITY – GETTING ABOUT

Access to strategies/programmes to support occupational /physiotherapy needs:

- Recommended equipment is available to support children with access needs, including stair lifts, a ramp, toilet adaptations, sloping boards/pencil grips (for handwriting) and wobbly cushions (for help with sitting)
- Individual programmes written for children and carried out by support staff such as , Write From the Start and PenPals handwriting scheme

Access to modified equipment and ICT:

- 'Talking tins' for children to dictate a short sentence and to be played back to aid writing
- i- pads
- Each year group has In print installed to provide signs and symbols
- Clicker writing programme

8. PARTNERSHIPS WITH EXTERNAL AGENCIES

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

- Medical professionals - who will write care plans and give advice and support for managing children's specific health needs

Liaison/Communication with Professionals/Parents:

- Attendance at Team Around the Child (TAC) meetings and preparation of reports
- Deputy Head for Inclusion available at all Parent's evenings
- Pastoral team available to give advice to parents about specific needs, including workshops for parents
- Regular review meetings as required
- Referrals to outside agencies as required

Agency

Description of Support

Educational Psychology Service

We have an allocated Educational Psychologist from Lewisham. A planning meeting takes place termly with the SENCO to identify which children need specific assessment

	or support and advice is given to teachers and support staff where needed.
Social Eyes- Paul Cabb	We liaise with Paul to support children with social and communication difficulties.
Sensory Support Service	The sensory support service offer support and advice for children who are hearing or visually impaired.
Lewisham Outreach Service	Behavioural advice to support our pastoral team and Class Teachers as well as to offer in- school intervention for identified children.
SPELD team	Specialist teacher for dyslexia to assess children for specific learning difficulties and can offer advice and training to the school
External agencies	School may refer as required and implement recommendations following specialist assessment <ul style="list-style-type: none"> • Speech and Language Therapy from Kaleidoscope (0207-138-1100) • School Nursing team for immunisations, Looked after children and Child protection • Paediatric Services/Occupational /Physiotherapy- from Kaleidoscope • CAMHS (Child and Adolescent Mental Health Service) from Kaleidoscope
SENDIAS LEWISHAM (Support for parents)	Special Educational Needs and Disability Information Advice and Support provides independent information, advice and support for parents/ carers of children aged 0-25 and young people with a special educational need and disability (SEND) lewishamSENDIAS@family-action.org.uk (020 8698 2202)
Professional responsible for children who are looked after	Teacher in Charge oversees and monitors provision for children who are in the care of the Local Authority via the Lewisham Virtual School -(020 8314 8413)
Voluntary agencies	We can also signpost parents to the following voluntary organisations: <ul style="list-style-type: none"> • Lewisham Young Carers (020 8699 8686) info@carerslewisham.org.uk • Kelvin Grove Children's Centre Kirkdale, SE26 6BB (0208 613 0172) • Eliot Bank Children's Centre Thorpewood Avenue, SE26 4BU (0208 325 4600) • Signal Autistic Trust (07946 632 477) admin@signalfamilysupport.org • Bromley and Bexley Dyslexic Association-(0208 315-2526) • Lewisham Mencap lewisham.mencap@btconnect.com

9. TRANSITION

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition as below.

When starting school:

- Early Years team and SENCO liaise with nursery and pre-school settings, visit children in their setting
- Members of the senior leadership team meet with every parent/ carer and child prior to starting at St. Bartholomew's Primary school to discuss expectations and any concerns
- Induction day and stay and play sessions for children starting school

When moving to another school:

- We will contact the new school's SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.

When moving classes in school:

- An information sharing meeting will take place between year groups in the summer term
- Opportunities to visit the new class / teacher will be made available.
- A 'Passport' for the child moving to a new class will be written by the teacher, Deputy Head or support staff and shared with the child and parent.
- Some children will be allocated a 'pen portrait' which outlines their specific needs and how staff can support them most effectively.

When moving to secondary school:

- The Deputy Head will attend the primary/secondary Transition Day Meeting to discuss the specific need of your child and the nature and level of support which has had the most impact.
- In some cases additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from staff of the new school to our school.

10. STAFFING EXPERTISE

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Dyslexia and strategies to support dyslexic learners
- Speech and language difficulties
- Social and communication difficulties
- Behaviour for learning
- Differentiation in the classroom- planning for a range of needs
- Use of i-pads
- Inference skills
- Autism
- Attachment and mental health

The Deputy Head for Inclusion actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and suggests improvements to the school's policy to support pupils with SEN. She is also a member of NASEN (National Association of Special Educational needs)

The school is a member of the Whole school SEND strategy and part of the SEND advocates programme.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including autism, dyslexia, and counselling skills.

Who do I talk to if I have concerns with my child's support or progress?

If you have a concern, speak to the Class Teacher in the first instance. The Senior leadership Team and pastoral team are also available to discuss any concerns you may have.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

- The Local Authority Local Offer- [www.lewisham.gov.uk/ sen@lewisham.gov.uk](http://www.lewisham.gov.uk/sen@lewisham.gov.uk)
- The DfE Code of Practice- www.education.gov.uk