

SEND School Offer 2023-24

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

How school identifies:

- Pupil Progress meetings
- Information from previous schools and nurseries
- Termly tracking of all pupils' progress
- Phase meetings (school is broken into groups: Reception, Y1 & 2, Y3 & 4, Y5 & 6)
- Referrals from outside agencies e.g. Educational Psychologist and Occupational Therapist
- Visits to pre- schools or other settings prior to child starting at St. Andrew's

What parents should do if they have concerns:

- Initially speak to the class teacher and raise concerns
- Set short term targets with the class teacher and review (time limit given)
- If still concerned arrange a meeting with the Inclusion Manager (Jane Bolton)

How will the Early Years setting/school support my child?

In class support:

- Class teacher to deliver Quality First Teaching (QFT) on a daily basis
- Additional adult in most classes to support class teachers to deliver QFT
- Two parents' evenings, with a written report in the final term
- Parents are welcome to make an appointment to meet with their class teacher or Inclusion Manager after school
- Early Years observations
- Provision map is updated regularly by Inclusion Manager
- Outside agencies recommendations put in place and followed
- Use of specialist SEND Teaching Assistant
- Learning Support Assistants who work with individual children with Education Health Care Plans (EHCP)
- All interventions are monitored regularly by the Senior Leadership Team to ensure effective provision
- 3 Individual Education Plan (termly) meetings for children on SEND profile

How will the curriculum be matched to my child's needs?

- All lessons offer children the opportunity to work at an appropriate level for their development
- Use of ICT to support learning opportunities e.g. iPads, laptops, large keyboards, voice recorders, cameras
- Variety of recording methods

How are we supporting children with SEND to be independent?

As children settle to work, LSAs are encouraged to leave them for short periods of time to enable them to work independently. We also encourage support staff to involve children in small group work so that they work with other children in a collaborative manner.

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How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All parents and carers are able to make an appointment to speak to a member of staff as necessary
- Children who have additional needs will be on the SEND register and have a child profile which will be reviewed three times a year
- Children with an Education, Health and Care plan (EHCP) will have a yearly review meeting and three target review meetings in a twelve-month period. If required, additional meetings may be arranged.
- Opportunities for parents and carers to take part in courses run at school by other agencies.

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

- Learning Mentors available for identified pupils
- Mindfulness lessons for some KS2 class, throughout the year, on a rolling programme
- PSHE programme including Mental Health and Well-Being is taught in all year groups
- Welfare Officer and Inclusion Manager to support parents in drawing up health care plans to support their child's medical needs in school.
- Children are encouraged to attend school regularly. The EWO can provide support where required.
- Early Years and Key Stage One children have the opportunity to have fruit as a snack in the mornings
- All children are encouraged to bring in their own bottle of water
- All children have the opportunity to have hot free school meals

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

- School buys back into the Educational Psychology Service (EPS) to support children with learning difficulties
- Advice from a speech and language therapist for children with an EHCP and advice from an Occupational Therapist on request
- Advice from specialist schools for children with difficulties such as Autism, ADHD
- Online and face to face training for staff
- School can refer children to Child and Adolescent Mental Health Service (CAMHS) to offer families initial access to the service
- Advice and support from Behaviour Support Service (SWERRL) in school and individual work with families
- School nursing service can be accessed through a referral
- Whole staff training for differing medical conditions e.g. epilepsy, diabetes
- Referrals can be made via the Inclusion team to other agencies using the Early Help Form

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What training are the staff supporting children and young people with SEND had or are having?

There is a full Continuing Professional Development programme (CPD) planned on a yearly basis. This includes inviting specialist staff from outreach services e.g. Russet House (autism), Waverley (profound and severe learning difficulties).

Training is planned for groups of staff or individuals based on the needs of the school. Recent training includes: safeguarding, prevent, diabetic, epilepsy and asthma training.

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

- Parents and carers are invited to support on trips where appropriate.
- Children are well prepared before a trip and risk assessments are completed
- We run regular after school clubs and we ensure that children with needs have equal access
- We have an after school and breakfast club.

How accessible is the school environment?

- Reception classes are in separate buildings both on the ground floor
- School is on one level for Years 1 to 4
- A lift is available for Years 5 and 6, if and when necessary
- Small hall with kitchen for breakfast and after school clubs
- Disabled toilet available in main school building and in the small hall
- Number of staff speak a variety of languages that is reflected in our community and are available to translate
- Occupational therapist may recommend specialist equipment to meet the needs of individual children
- Sensory room is in the main building

How will the school prepare and support my child to a new setting /school or the next stage of education and life?

- Planned transition at the end of all years including visits with new class teacher
- Early Years home visits or meetings in school with the teacher for all new children and for children with SEND
- Early Years transition has an established gradual transition programme for Reception to Year 1, which is to prepare the children for the next stage in their education
- Photographs of staff and new classroom to take home
- Additional visits and meetings with pre-school settings and secondary schools as appropriate and relevant photographs to take home of buildings and staff
- Transition books created as appropriate

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How will the school support my child's overall health and well-being and manage any medical or attendance needs?

- PSHE (Physical, Social, Health Education) lessons are taught weekly which tackle a range of issues including safer internet, healthy eating, growing up, managing feelings etc.
- Referrals to CAMHS can be made
- We have limited access to a school counsellor
- Support staff are available to talk to children with emotional or friendship issues
- Our full time Welfare Assistant manages medical needs and creates individual care plans for children with specific medical needs
- Our attendance officer checks attendance and Senior Managers work with families to support good attendance

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated according to individual, class, year group and whole school needs. This takes into account pupil test results as well as social, emotional and behavioural needs. Progress of children is carefully monitored through termly pupil progress meetings and adjustments to programmes are made.
- We ensure that we follow all recommendations highlighted in Education Health Care Plans

How is the decision made about what type and how much support my child young person will receive?

- Multi-agency meetings are held with other professionals to discuss the needs of children and families within our school.
- Support is allocated dependent on the individual needs of the children, in conjunction with parents, carers and other professionals.
- The Senior Leadership Team tracks progress of children on a termly basis.

How are parents involved in the school? How can the pupil be involved?

- Discussions are held with parents and carers at all stages of their child's time while at St. Andrew's Primary School. School staff are happy to liaise and make decisions jointly with parents and carers regarding their child's needs. Staff will give guidance through Individual Education Plans as to how parents can help at home.
- Staff offer regular workshops to inform parents about our curriculum and to demonstrate ways to help their child.
- Children complete a survey every year to identify any key issues
- Each class has school council members to raise concerns and issues with Senior Management.

Who can I contact for further information or if I have a complaint?

- Class teachers should be approached initially by parents and carers either at the end of the school day or by appointment
- Appointments are available with all members of the Senior Leadership Team
- The Welfare Officer is available by appointment
- Through the Inclusion Manager, referrals to other agencies for support are available
- SEN TA is available for support and advice

Inclusion Manager: Jane Bolton (Assistant Head) NASENCO award

SEN Support Service: SENDIAS Tel: 0208 373 6273