



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
- Half termly tracking of all pupils' progress
- Phase meetings (school is broken into groups: Nursery & 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 all classes to support class teachers to deliver QFT
- Two parents' evenings, plus reports in the final term (Parent's Evenings will be virtual during the Autumn term due to COVID 19)
- Parents welcome to make an appointment to meet with their class teacher or Inclusion Manager after school (All meetings will be virtual during the Autumn term)
- Early Years observations
- Provision map is updated regularly by Inclusion Manager
- Outside agencies recommendations put in place and followed
- Use of specialist SEN 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 IEP meetings for children on SEN profile
- Reception Lunch Club for key children

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 SEN 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.



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 SEN 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 two 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
- Lunch Club for key pupils in Years 1 – 6 (currently not available as children are in year group bubbles)
- Mindfulness lessons for each 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.
- Parent Support Advisor is available to support parents and carers.
- Early Years and Key Stage One children have the opportunity to have fruit as a snack in the mornings and nursery + reception have drinking water available all day.
- All children are encouraged to bring in their own bottle of water
- Reception and Key Stage One 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
- Advice from specialist schools for children with difficulties such as Autism, ADHD
- Advice from the Enfield Advisory Service for Autism and online training for staff
- School buys back into Child and Adolescent Mental Health Service (CAMHS) to offer families initial access to the service
- Advice and support from Behaviour Support Service (SWERL) in school and individual work with families
- Regular liaison with the school nurse
- 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
- Twice weekly Kangaroo Club – gross motor skills (currently being carried out during outdoor lessons during COVID 19) and fine motor skills bags for identified children



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), etc. 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 (these clubs are not taking place during COVID 19). We have an after school and breakfast club.

How accessible is the school environment?

- Nursery and Reception are in separate buildings - both on the ground floor
- School is on one level for years one to four
- A lift is available for years five to six if and when necessary
- New hall with kitchen for breakfast and after school clubs
- Disabled toilet available in main school building and in the new 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
- A sensory room is available

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 with 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 Nursery to Reception and the Reception to year one 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

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 e-safety, healthy eating, growing up, managing feelings etc.
- Parent Support Advisor offers mentoring to key pupils
- Counselling available from outside agencies

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- TAs 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 SEN 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 half 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 Management Team tracks progress of children on a half 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. (Not during the Autumn term due to COVID 19)
- 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 at the start and end of the school day
- Through the Inclusion Manager, referrals to other agencies for support are available
- SEN TA and Parent Support Advisor are available for support and advice
- All meetings during the Autumn term are to be arranged by booking an appointment via the school office, most of which will be virtual

Inclusion Manager: Jane Bolton (Assistant Head) NASENCO award

SEN Support Service: SENDIAS Tel: 0208 373 6273

With God's love, we live, learn and grow together