



Special Educational Needs Information Report 2022-2023

At St Martin's we have developed an inclusive approach in all we do, to ensure that all children thrive on their learning journey.

Quality First Teaching is at the heart of our approach and this includes working in partnership with Learning Assistants and other professionals to ensure that timely support is effective.

All staff are responsible for the Inclusion of children in their learning. There are statutory duties placed onto the school and to facilitate the implementation of policies and procedures, the Inclusion team work together with the governing body and the Leadership team of Frays Academy Trust to ensure these are met. The Inclusion Team are:

Mrs J Coates - Headteacher
Mr Rowden – Deputy Headteacher
Ms Hodis - EYFS Phase Leader
Ms Atwood – KS1 Phase Leader
Ms Mohammadi – KS2 Phase Leader
Miss K Higgins – SENDCo/ Assistant Headteacher
Learning mentor- Miss Alexis
Ms. Akhter – HLTA specialist resource provision

We work with outside agencies from the NHS and currently we have:

Alice Harjadi – Speech Therapist
Keziah Harding – Occupational Therapist
Ms Stevenson-Educational Psychologist

School funded therapists are:

Alexandra Glazebrook - School Funded Speech & Language Therapist
The OT Practice - School Funded Occupational Therapy Service

Roles and Responsibilities of the Inclusion Team

The role of the SENDCo

The SENDCo is responsible for the operation of the special educational needs policy and co-ordination of specific provision and resources to support individual children with SEND.

Tier 1 children have an Educational and Health Care Plan which is a statutory document. It is the SENDCo's responsibility to coordinate the information for teachers so they can implement the targets in the EHCP. In partnership with teachers and therapists, strategies and therapies are organised to meet the needs of the children.

Tier 2 children have outside agencies involved and are making progress towards their targets. These children will have therapies to be implemented and resources may need to be purchased to support them.

Tier 3 children have a need that can be managed with quality first teaching. Where children are not making expected progress or have had discontinued provision these children are monitored at tier 3.

Over the time a child is in school, they might move between all three tiers. This will take place after assessments and observations have taken place alongside discussions with other professionals where appropriate.

Learning Mentor-Ms Alexis

The Learning Mentor helps to remove any barriers that may hinder a child's learning or affect their overall well-being. They will work closely with our pupils to ensure that they are not becoming overwhelmed and disengaged with the learning process. They offer a range of interventions to help children cope with some of life's challenges, for example: Bereavement/loss, self-esteem, anger management and relationships with parents.

Education Psychologist – Ms Stevenson

The Educational Psychologist will work in partnership with parents, teachers, social workers, doctors and others to ensure that all children can properly access their education. They will work in a variety of ways including observations, interviews and assessments of the child as well as writing reports to make formal recommendations on action to be taken. The Educational Psychologist is in school for 15 days every academic year.

Speech and Language Therapist- Talking Toolbox and NHS

The School Funded speech and language therapist is in school twice a week to work with identified pupils on their speech and language skills. Their role includes identifying difficulties as well as devising, implementing and revising relevant programmes of support. Speech and Language Therapist will also support staff with relevant training and advice.

The NHS funded therapist has a caseload that includes children with an EHCP.

Occupational Therapist- The OT Practice and NHS

We have two types of therapists working in the school. The school funded OT is in school termly to work with pupils on their physical development and sensory difficulties. Their role includes identifying difficulties as well as devising, implementing and revising relevant programmes of support. They will also support staff with relevant training and advice.

The NHS OT has the same role and will also contribute to the EHCP application process.

Specialist SEND provision

The Oasis (SRP - Special Resource Provision) provides support for children with complex autism. Responsibility for placing and funding pupils in the unit lies with SENAT (Special Educational Needs Assessment Team) at the Local Authority. Children need a statement or EHCP (Education and Health Care Plan) and a diagnosis of Autism, in order to receive a place in The Oasis. The Oasis has an allocation of 12 places. The suitability of a placement in The Oasis would initially be discussed during an Annual Review or meeting with the SENDCo at your child's school. A referral from your child's school, supported by a Local Authority Educational Psychologist, would need to be made to SENAT (Special Educational Needs Assessment Team) who then make the decision as to whether a placement is appropriate following a consultation with the school. Visits can be arranged once a placement in an SRP for complex autism has been recommended. Contact the school Administration office to arrange a visit. Timetables for children in the SRP are tailored to meet individual needs but most of the pupils with this place would share time between their mainstream classes and the SRP.

Children with ASC are welcomed into the school and are expected/aspire to achieve up to 80% of their time in class. Support is given in the classroom and provision is made in learning Pods to ensure that all children are learning together.

Therapies are planned for and take up the 20% of the time when children are not in with their class. This of course varies as we work on individualised interventions for each child.

The class teacher will work with the inclusion team and will oversee, plan and teach each child with SEND (Special Educational Needs and Disabilities) in their class to ensure that progress in every area is made. Whilst in The Oasis, children will follow a highly individualized and bespoke curriculum designed to ensure high quality outcomes and allow children to reach their full potential.

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessments and test results. As a school, we track children's progress using data tracking systems, 'Target Tracker' or through BSquared, whichever is appropriate. Children in The Oasis may not make the same academic progress as their peers due to their specific learning needs, but high expectations are set and their progress and attainment is measured and reported to parents.

Pupil voice is an active part of our monitoring cycle and is used to develop the provision for each child.

Below is a glossary of SEND terms:

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CCG	Clinical Commissioning Group
CoP	Code of Practice
CP	Child Protection
CYP	Children & Young People
DCD	Developmental Co-ordination Disorder
DH/DOH	Department of Health
EAL	English as an Additional Language
ECHP	Education Health Care Plan
EP	Educational Psychologist
FIS	Family Information Service
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
JSNA	Joint Strategic Needs Assessment
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Frequently asked Questions

Below are St Martin's Primary School's responses to these questions.

1. What should I do if I think my child may have special educational needs or needs extra help?

Please have a conversation with your child's teacher to clarify the areas of concern. They can support you in making the right decisions on how to move forward. This should be done by arranging an appointment with the class teacher via the school office. Please be aware that you may also be invited into school should there be any concerns by the class teacher and the SENDCo may also be invited to be present at this meeting.

2. How does St Martin's Primary School know if children need extra help?

We know when pupils need help if:

- Careful monitoring and tracking of data show the child is not making sufficient progress
- There are barriers to progress that need to be addressed
- Concerns are raised by parents/carers, teachers, Teaching Assistants, the pupil's previous school, nursery or playgroup
- A child is performing below age expected levels where there is no obvious cause for this to happen
- There is a change in the pupil's behaviour or any behaviour concerns
- A pupil asks for help

3. How will I know how St Martin's Primary School supports my child?

- Where appropriate, you will be given a learning plan outlining the provision that is in place. Your child will be making small steps progress towards their targets.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. You would expect to hear that your child is making progress with the interventions in place. They will be regularly reviewed by all involved, in order to ascertain the effectiveness of the provision and to inform future planning.
- Any additional support a child receives is recorded on the school provision map. All additional support is planned in accordance with the SEN Code of Practice's 'Assess, Plan, Do, Review' model and individual progress is tracked using Learning plans and/ or Behaviour Support Plan (BSP) dependent on the type of additional support they are receiving.
- Pupil passports may be shared with adults who work in conjunction with a child.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of St Martin's Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the

- Accessibility plan and all other statutory policies as defined by the Department for Education. There is an annual safeguarding audit, which will be completed by the safeguarding governor and the Frays Academy Trust Inclusion Strategy Manager.
- If you have any queries related to interventions please do not hesitate to contact the class teacher or SENDCo.

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

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however where needed this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or adapted scissors.
- Pupil voice is also an important aspect of curriculum planning.

5. How will I know how my child is doing?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- You will also be able to discuss your child's progress at Parents Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office or by emailing smartins@fraysacademytrust.org or sendco@fraysacademytrust.org
- We operate a home/school link book for children who require it, which comes home daily so that comments from parents and teacher can be shared and responded to when needed.
- If a pupil has an EHCP tracker or BSP (Behaviour Support Plan) these will be reviewed with the pupil, teacher and parents each term and new targets will also be agreed at this meeting.
- Regular telephone calls to parents/ carers to ensure clear and open lines of communication.

6. How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages in the school diary, at parents' evenings or at the end of the school day.
- A member of the Inclusion Team may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed in some way.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of work/activities are normally provided that can be used at home.
- Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged

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

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties including: time with the Learning Mentor, support from class teachers or designated adults, access to a therapy dog, access to the sensory room where appropriate.
- The Inclusion Team are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Pupils with medical needs

- If a pupil has a diagnosed medical need, a detailed Care Plan is compiled by our Welfare Officer in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff will receive regular asthma/epipen/epilepsy training delivered by the school nurse. For those pupils who have significant medical needs i.e. feeding tube, training will be provided for specific adults by a specialised person.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.

8. What specialist services and expertise are available at or accessed by the School?

- At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:
 - Child Protection Advisors
 - CFACS (Child, Family & Adolescent Consultation Service)
 - Educational Welfare Officers
 - Local Authority SEN Support Services this includes the following:
 - Language Advisory Service
 - Service for Sensory Impairment (Hearing/Vision)
 - Social Services
 - Child Development Team (Hillingdon Hospital)
 - Occupational Therapy Team
 - Speech and Language Therapy Team
 - School Nurse/Community Nurse

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

All staff receive training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional, behavioural and needs.
- Speech and Language difficulties
- Training from the Occupational Therapist
- Child Protection
- Safer handling training

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- Risk assessments are carried out and procedures are put in place to enable all children participate. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- The school site is wheelchair accessible.
- There are disabled toilets large enough to accommodate changing and 1 toilet is also fitted with shower
- The school is on 2 levels however there is a passenger lift to get to the upper floor
- 3 Disabled parking bays on site
- Portable hoist and tracking hoist

12. How will the school prepare and support my child when joining St Martin's Primary School or transferring to a new school?

St Martin's Primary School understands what a stressful time moving school can be therefore many strategies are in place to enable a pupil's transition to be as smooth possible.

These may include:

- Close liaison with feeder playgroups and private nurseries.
- The school has a comprehensive induction process for all new admissions.
- Where it is considered needed the school may link up with the child's previous school to support a smooth transition.
- Additional visits are also arranged for those pupils who may need more time in their new school before making the transition there.
- A member of the Inclusion Team may meet with parents/carers prior to their child joining the school.

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

- 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 adults who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs and individualised programmes.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if they have raised a concern at another time during the year.
- If any concerns are raised The Inclusion Team may carry out some further assessments which may result in additional intervention being allocated to your child.
- Where a pupil qualifies for Pupil Premium payments, then that funding will be used to support that pupil's learning.

14. How is the decision made about how much support my child will receive?

- The class teacher alongside the Inclusion Team will discuss the child's needs and what support would be appropriate
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels
- This will be planned alongside and in discussion with all those involved with the pupil including the pupil themselves and the parents.

15. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- Annual reviews
- During discussions with The Inclusion Team and other professionals, including the Headteacher

16. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Your child's class teacher	Via stmartins@fraysacademytrust.org or, book a meeting ahead of time through the office.
Phase Leaders	Miriam Mohammadi Emily Attwood Harriet Hodis
SENDco	Kelly Higgins sendco@fraysacademytrust.org
Headteacher	Jo Coates stmartins@fraysacademytrust.org
SEND Governor	Mr Edward Decross-Gonzaleas
Contact Parent Partnership	www.hillingdonparentpartnership.org.uk
Contact SENDIASS	https://www.hillingdonsendiass.co.uk sendiass@hillingdon.gov.uk

17. Who are SENDIASS?

Hillingdon SENDIASS is a free, confidential and impartial support service for parents and carers, children and young people up to 25 years where the child or young person has or may have special educational needs.

SENDIASS (Special Educational Needs Disabilities Information Advice and Support Service) is a free, confidential and impartial service for parents and carers, children and young people up to 25 years. The Service provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with SEN and/or disabilities, about education, health and social care. The service can offer face to face, telephone advice as well as casework and representation when needed. We offer support to parents of children with special educational needs and those who have been excluded or are at risk of being excluded from school.

The service will work with parents and young people together but also provides a service directly and separately to young people aged 16-25. The service encourages partnership between parents, local authorities, schools and voluntary bodies to improve outcomes for children and young people with SEN or disabilities. Hillingdon SENDIASS can provide help and support to parents/carers or young people in the Education, Health and Care Plan (EHCP) process.

18. How will you safeguard my child with additional needs?

- Delivering a tailored PHSE and RSE curriculum to support the emotional development of our pupils and awareness of positive relationships
- Regularly reviewed policies and procedures around intimate care and support with personal tasks
- Regular professional development opportunities for staff working with pupils with additional needs
- Provision to support the development of communication for verbal and non-verbal pupils using a variety of augmentative communication strategies in line with speech and language professional input

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Living with COVID-19

When you register your child at school, you have a legal duty to ensure your child attends that school regularly.

This means that your child must attend every day that the school is open, unless:

- Your child is too ill to attend that day.
- You have asked in advance and been given permission by the school for your child to be absent on that day due to exceptional circumstances.
- Your child cannot attend school on that day because it is a day you are taking part in religious observance
- Your local authority is responsible for arranging your child's transport to school and it is not available on that day or has not been provided yet; or
- You are a gypsy/traveller family with no fixed abode, and you are required to travel for work that day meaning your child cannot attend their usual school. In most circumstances, however, your child is required to attend another school temporarily during such absences.

These are the only circumstances where schools can permit your child to be absent.

The offer shown below applies to any children that may need to be taught remotely.

Should there be a case for children to work from home, St Martin's will ensure:

- Work will be set by class teachers. It will take into account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing.
- Daily contact with children via DB Primary or a Telephone call, to ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and can contact the school via telephone or email.