



Special Educational Needs Information Report 2017-2018

At St Martin's we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. High quality teaching is vital; however for some children there are occasions where further additional support is required to help them achieve their targets.

This is where the inclusion team step in. The Inclusion Team consists of:

Russell Learmont – Interim Head Teacher and Designated Safeguarding Lead

Lisa Troughton - SENDCo

Linda Smith - Family support worker

Rebecca Malkin-Learning Mentor

Derek Smith-Educational Psychologist

Maeve Walsh-Speech & Language Therapist

Carol Lyons- Occupational Therapist

Natasha Larkin- Music Therapist

Roles and Responsibilities of the Inclusion Team

SENDCo- Lisa Troughton

The SENDCo is responsible for the operation of the special educational needs policy and co-ordination of specific provision made to support individual children with SEND. She will liaise with staff to monitor the pupils progress and plan further interventions where progress is slower than expected. She will regularly have contact with a wide range of external agencies that are able to provide specialised advice. Other SENDCo responsibilities can be seen in the new Special Educational Needs Code of Practice.

If you have any concerns regarding SEND matters please do not hesitate to contact me.

If a pupil is not progressing as expected the Inclusion Team may carry out a range of assessments in order to identify any potential problems and to plan next steps. This is subject to availability of staff who are appropriately trained.

Family Support Worker- Linda Smith

A family support worker will aim to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families.

The Family Support Worker can offer to meet parents' individual needs in a flexible and informal way, meeting either in school or in the parents' home. They offer friendly non-judgemental advice and support on:

- Managing behaviour
- Morning routines
- Bedtime routines
- Separation and or settling difficulties
- Attending and punctuality issues
- Attend meetings with you
- Be a link between home and school to try and resolve difficulties at an early stage

Our Family Support Worker is here to help and support all children and families at St Martins. Please feel free to contact the Family Support Worker with any concerns you may have via the inclusion team.

Learning Mentor -Rebecca Malkin

The Learning Mentor can help to remove any barriers that may hinder a child's learning or affect their overall well-being. She will work closely with our pupils to ensure that they are not becoming overwhelmed and disengaged with the learning process. Miss Malkin offers 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 – Mr Derek Smith

Mr Smith will work in partnership with parents, teachers, social workers, doctors and others to ensure that all children can properly access their education. He 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. Mr Smith is in school for 10 days every academic year.

Speech and Language Therapist-Maeve Walsh

Ms Walsh is in school once a week to work with identified pupils on their speech and language skills. Her role includes identifying difficulties as well as devising, implementing and revising relevant programmes of support. She will also support staff with relevant training and advice.

Occupational Therapist- Carol Lyons

Mrs Lyons is in school once a week to work with identified pupils on their physical development and sensory difficulties. Her role includes identifying difficulties as well as devising, implementing and revising relevant programmes of support. She will also support staff with relevant training and advice.

Music Therapist-Natasha Larkin

Ms Larkin is in school once a week to work with identified pupils through a mixture of one-to-one or group sessions, focusing on improving emotional well-being or learning skills. She assesses and assists children to reach developmental or academic milestones; to develop transferable skills for learning; improve understanding of social interaction; promote independence and support and overcome functional, cognitive and emotional difficulties. She will also support staff with relevant training and advice.

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), in order to receive a place in The Oasis. The Oasis has an allocation of 12 places in the unit. The suitability of a placement in The Oasis would firstly 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 Education Needs Assessment Team) who then make the decision as to whether a placement is appropriate. 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 and Mr Learmont (Interim Head of School) or Mrs Troughton (SENDCo) will show you around The Oasis and the rest of the school.

All new children visit The Oasis prior to starting when they are shown around the whole school; this may be with their parents/carers or staff from their school. The Leader of The Oasis will visit them in their school setting prior to starting at St. Martin's. We will do all we can to ensure the transition is as smooth as possible. We will write social stories with children if transition is potentially going to be difficult.

Mrs Troughton oversees all support for children who attend The Oasis. The children spend time in their mainstream class (sometimes with support from a Teaching Assistant) and in The Oasis (with high adult/child ratio). The frequency and duration of this, depends upon the child's individual learning needs. This will be discussed with parents and is flexible. The class or SRP teacher will oversee, plan and teach each child with SEND (Special Educational Needs and Disabilities) in their class/SRP 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.

Below is a glossary of SEND terms:

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
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.

These responses apply to our Early Years Foundation Setting and KS1

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

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, Teaching Assistants, the pupil's previous school, nursery or playgroup
- Concerns are raised through liaison with external agencies e.g. Health Team – paediatricians, speech and language therapists
- There is lack of progress
- A child is performing below age expected levels
- There is a change in the pupil's behaviour or any behaviour concerns
- A pupil asks for help

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

- If you should have any concerns then contact your child's teacher or Mrs Troughton SENDCo.

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

- The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- 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. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions 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 whether through an Individual Education Plan (IEP) or Behaviour Support Plan (BSP) dependent on the type of additional support they are receiving.

If you have any queries related to interventions please do not hesitate to contact the class teacher or SENDCo.

- 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 safe guarding governor.

3. 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 on occasions 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 easy to use scissors.

4. 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 SENDCo and 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 at the front of school 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.
- 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 IEP (Individual Education Plan) 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.

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

5. 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. These include:
 - Members of staff such as the class teacher, teaching assistants, 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.

6. 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)
- Play Therapist-where appropriate
- Occupational Therapy Team
- Speech and Language Therapy Team
- School Nurse/Community Nurse

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

All staff have received 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
- BSquared training
- First Aid
- Child Protection
- Signalong

8. 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.

9. 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

10. 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 therefore many strategies are in place to enable the 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.

11. 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 TAs 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 dependant 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.

12. 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 parents.

13. 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
- During discussions with The Inclusion Team and other professionals, including the Headteacher
- Parents/carers are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

14. 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
- Mrs Lisa Troughton – SENDCo
- Mr Learmont - Head of School
- Mrs Linda Smith – Family Support Worker
- Miss Malkin- Learning Mentor
- Look at the SEND policy on our website
- Contact Parent Partnership – www.hillingdonparentpartnership.org.uk

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