

Special Educational Needs Information

St John and St James School Offer

December 2019

Trinity
Holy
Matthias
Springfield
the
precision
spontaneity
John
creativity
Baptist
individuality
St
collaboration
imagination
James

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

Our Mission Statement



Learn together, journey together, pray together

Executive Principal: Sian Davies

Headteacher: Jo Smith

Our school's vision is deeply rooted in the Bible, and in Jesus' teaching. We have embedded one of Jesus's greatest commandments into our school ethos, 'Love your neighbour as yourself'. By treating others how we wish to be treated, we promote a school culture ingrained in mutual respect, understanding and compassion for those around us.

We learn together by creating a safe and secure environment, in which every child is accepted and valued for their individuality, and is motivated to learn. We use a co-operative approach, which encourages children to support each other with their learning and to do the very best they can, with no learner left behind.

We celebrate our diverse community, and **we journey together** towards educational excellence, personal and spiritual fulfilment, underpinned by good physical health and mental well-being.

We pray together, and prepare our children for their future, by creating a strong set of values, which will enable them to reflect and make positive choices with confidence and strength. We teach our children the importance of community, both local and global, as we reflect on the impact our choices have and the importance of sustainability and growth.

All members of the school community respect and support the Christian vision of the school, which enables us to grow as a community, to show compassion to others, and to stand up for justice.

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. Our School Offer aims to help you understand the choices you and your child may have.

The SEN and Inclusion Team: Roles and Responsibilities

| | |
|---------------------------------------|------------------|
| The SEN and Inclusion Governor | Mark Nelson |
| The SEND Lead | Maisie Adamsdale |
| The Pastoral Manager | Dionne Kahleel |
| Family Liaison Officer | Sharon Rees |

As the SEND Lead, Mrs Adamsdale is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She also liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. She has regular contact with a wide range of external agencies that are able to give more specialised advice. Other SEND Lead responsibilities can be seen in the new Special Educational Needs Code of Practice.

If you have any concerns regarding SEN matters do not hesitate to contact her.

Miss Kahleel endeavours to help children reach their full potential by helping overcome barriers to learning. This may include support with behavioural difficulties, friendship difficulties, attendance, or self-esteem problems, through to family worries such as bereavement and relationship changes.

Miss Rees aims 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.

SEND Abbreviations

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

| | |
|-----------|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BESD | Behavioural Emotional & Social Difficulties |
| CAMHS | Child & Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EHCP | Education, Health & Care Plan |
| EP | Educational Psychologist |
| FSM | Free School Meals |
| GPM | Group Provision Map |
| HI | Hearing Impairment |
| IEP | Individual Education Plan |
| ISR | In School Review |
| KS | Key Stage |
| LAC | Looked After Child |
| LEA | Local Education Authority |
| MAP | Multi-Agency Planning |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PSP | Pastoral Support Programme |
| PP | Pupil Premium |
| SaLT | Speech & Language Therapy |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SEND Lead | Special Educational Needs Co-ordinator |
| SLD | Specific Learning Difficulty |
| VI | Visual Impairment |

Current SEN Updates: The Children and Families Act 2014

The Children and Families Act takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act has transformed the systems for adoption, looked after children, family justice and special educational needs, so that services consistently support the best outcomes for our children and young people. The Act has extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes a new approach to special educational needs and disability by:

- Establishing a birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training,
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The 'Local Offer' sets out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child.

What will it do?

- Hackney Learning Trust's **Local Offer** provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- The 'School Offer' answers 17 questions devised in consultation with parents/carers and other agencies, enabling parents/carers to make decisions about how to best support their child's needs.

St John and St James School Offer

Below are St John and St James C. of E. School's responses (in line with the Primary Advantage Federation) to these questions.

1. How does St John and St James School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents, carers, teachers or the child;
- Limited progress is being made;
- There is a change in the pupil's behaviour or progress;
- They have any medical needs.

2. What should I do if I think my child may have special educational needs?

The **class teacher** is the initial point of contact for responding to parental concerns. If you have further concerns then the **SEND Lead** is the person to contact.

3. How will I know how the 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, then the pupil will be placed in a small intervention group. This will be run by the teacher or a 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 to ascertain the effectiveness of the provision, as well as to inform future planning.

Raising Attainment Meetings are held each term. In these meetings the class teachers meet with 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.

Concerns about individual pupils are also discussed at termly MAP Meetings, and a programme of support is planned.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist or Speech and Language Therapist. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is given to the school and parents/carers.

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 DfE. The Governors of St John and St James School are responsible for entrusting named staff to monitor Safeguarding and Child Protection procedures.

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

- When a pupil has been identified with special needs, the class teacher will differentiate the learning to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, targets will be set according to their area of need. These will be monitored by the class teacher and by the SEND LEAD three times per year. Targets will be discussed with parents at Parents' Evenings.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, assistive technology (specialist computer software), concentration cushions, pen/pencils grips or easy to use scissors.

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

- You will be able to discuss your child's progress at Parents' Evenings in the Autumn and Spring terms.
- You will receive a written report at the end of the academic year.
- 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 SEND Lead by visiting the school office.

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

- The class teacher may suggest ways of how you can support your child.
- The SEND LEAD may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's progress or behaviour.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided which can be used at home.

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

Our school is part of the WAMHS project, which has been designed to develop and sustain closer working links between Child and Adolescent Mental Health Services (CAMHS) and schools. We have a dedicated CAMHS worker, Dr. Lara Charlesworth, who spends one day per month in our school. Throughout the academic year, Lara will provide training, consultation and support, signposting and liaison to parents and staff with the aim of improving the mental health and wellbeing of all pupils in our school.

The school offers a wide variety of pastoral support for pupils who have emotional difficulties. All members of staff are readily available for pupils who wish to discuss issues and concerns. The Pastoral Manager runs small groups for pupils who need support. Classes have a 'Worry Box', which pupils can use to share any worries or concerns with an adult.

8. Pupils with medical needs

- The school has regular contact with the School Nurse and School Doctor, and we work together to ensure the well-being of pupils in our school.
- If a pupil has a medical need, a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who support the pupil.
- Some members of staff are trained to use the epipen.

- Where necessary, and in agreement with parents/carers, medicines are administered in school, but only where a signed Medicine Consent Form is in place to ensure the safety of both the child and the staff member.

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

Services used by the school include:

- Educational Psychologist
- Speech and Language Therapy
- Specialist Teachers
- First Steps
- CAMHS (Child and Adolescent Mental Health Service)
- WAHMS (Wellbeing and Mental Health Service)
- Social Services
- School Nurse and Doctor
- Hackney Ark (Occupational Therapy, Physiotherapy, Paediatric assessments) sometimes referred to as MARS (Multi Agency Referral Service)
- Inclusion Team (at Hackney Learning Trust)
- Hackney Pirates (After-School Literacy Support Programme)
- Hackney Parent Partnership Service (HIP)
- Interpreting Service
- Educational Welfare Officer
- Re-Integration Unit
- PRU (Pupil Referral Unit)

Requests for the support provided by any of the above agencies are made with the consent of the parents, and is regularly reviewed.

10. What training have the staff supporting children with SEN completed or are currently completing?

Different members of staff have received training related to SEN. These have included:

- Supporting children with speech and language difficulties;

- Supporting children on the autistic spectrum;
- Supporting children with behavioural, social and emotional needs;
- Supporting children in literacy and numeracy

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

Activities and school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. We have low level access to both school buildings. If required, transport can be organised to and from the school via the Hackney Learning Trust via the following details:

- Ph: 020 8558 4283
- Fax: 020 8532 8926
- Email: transport@learningtrust.co.uk

13. How will the school prepare my child when joining St John and St James Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving;
- Home Visits take place for all new pupils joining us in Reception or Nursery, and parents are invited to a Welcome Meeting;
- All pupils attend a transition session in which they spend time with their new class teacher;
- Additional visits are arranged for pupils who may need extra time in their new school/class;

- Secondary school staff visit pupils prior them joining the new school;
- The SEND LEAD will liaise with SEND Leads from the relevant other schools to share information regarding SEN pupils;
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SEND Lead, other relevant SEND Leads, parents/carers and pupil if appropriate.

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

- The SEN 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 a target review meeting, or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances.

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

These decisions are made in consultation with class teacher, SEND LEAD and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. If a child has a Statement of Special Need, the Local Authority will stipulate the degree of support a child needs.

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

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher
- Discussions with SEND LEAD, Senior Leadership Team or other professionals
- Annual Review meetings
- IEP meetings
- Parent Evenings
- SEN Coffee mornings

17. Who can I contact for further information?

If you have any other questions, or if you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SEND LEAD (0208 985 2045).

The school's website address is www.johnjames.hackney.sch.uk

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>



<http://www.cafamily.org.uk/>



[http:// www.hiphackney.org.uk](http://www.hiphackney.org.uk)



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.homerton.nhs.uk/our-services/services-a-z/c/childrens-services-in-the-community/hackney-ark.aspx#ActivitiesWeOffer>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people



<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>