



September | 18

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Primary Academies Trust
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Limitless Learning Together

Holy Trinity Lamorbey CE Primary School SEN Information Report

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Introduction

School Name: Holy Trinity Lamorbey CE Primary School

School Type: Mainstream Primary with nursery class

SENCO: Miss S McKee

SEN Governor : John Keeley

Additional information about special educational needs is available in the school's SEN Policy and in the School's Accessibility Plan. Both documents can be found on the school's website.

How accessible is the school environment?

- The Holy Trinity Lamorbey Building is on one level; this makes it easily accessible for disabled children and adults.
- It is accessible to wheelchairs with easy access at the front door.
- A disabled toilet is available close to the main entrance.
- There is a disabled parking bay.
- There are double doors and wide doors strategically placed around the building to allow wheelchair access
- There is a wheelchair lift (currently decommissioned) to the Year 4 classrooms
-

As a school we are happy to discuss individual access requirements.

How are children identified as having Special Educational Needs ?

At Holy Trinity Lamorbey School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem which is affecting progress
- A child finds learning difficult
- A child is performing well below age related expectations
- Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatrician.

How are parents and carers supported if they think that their child has SEN?

The school encourages good parent / teacher working relationships. Parents are always encouraged to speak to their child's class teacher in the first instance if there are any concerns. Parents can also request appointments to see any member of staff through face to face contact or by leaving a message with the school receptionist. At meetings, parents are encouraged to discuss strategies which work well for their children at home so that we can also use these in school; teachers will also discuss ways that parents can support their children at home by using strategies in place within the school.

The Head Teacher, Mr Twyman, is at the school entrance greeting parents before school and he will direct parents to the appropriate member of staff.

If there are further concerns after initial discussions with the class teacher, parents and carers are referred to the Special Educational Needs Co-ordinator (SENCO), Miss McKee.

The process...

- Speak to class teacher.
- Make an appointment to meet the SENCO. Your child's needs will be discussed and recorded. Joint meetings with the SENCO and classteacher are often arranged at this point to ensure a good understanding of the child's learning needs.
- The SENCO will discuss your child with the class teacher. If necessary, she may work with your child and their class teacher to identify areas of need. Sometimes further assessment will be made by the SENCO using a diagnostic test. The SENCO will contact you to tell you the outcome of any diagnostic tests.
- Additional support will be given to your child, if necessary, or alternative teaching strategies may be recommended. Additional support may be provided by the Class Teacher or a Teaching Assistant either in class or through involvement in an intervention group.
- Progress made by the child will be reviewed each term at Pupil Progress meetings as part of the "Assess, Plan, Do, Review" cycle. If the child continues to require additional/different support or intervention to address their learning needs, this will be reviewed and appropriate changes made. Sometimes, different teaching approaches may be recommended or alternative interventions offered.
- The SENCO will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress. At this stage a referral might be made to the Early Intervention Team (EIT), to the Speech and Language Service or to CHEWs (Community Health and Wellbeing Service). At the EIT meeting referral may be recommended to an external professional, for example the school's visiting Educational Psychologist or a specialist teacher.

- When an external professional becomes involved in advising the school about the child's SEN support, the child is added to the school's special educational needs register.
- If, after the recommendations of the EIT have been put in place and concerns about the child's progress continues, a meeting may be set up to discuss an assessment for an Education Health Care Plan

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. 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 reading, spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focused intervention group. This will be run by the teacher, a teaching assistant or the SENCO. 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 and to inform future planning.

These interventions will be recorded on the provision map (this is a record of the interventions, timings, and impact of the intervention) Parents are notified about interventions by the class teacher or SENCO.

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

Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets 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 which will be discussed and implemented by the SENCO.

Occasionally, a child may need more expert support from an outside agency such as the Educational Psychologist, 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 SENCO will meet termly with the SEND governor, who monitors SEN to ensure that policies and procedures are followed. At the time of writing, the SEND governor post is vacant.

The SENCO also prepares regular reports for the governing body.

How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the child 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, easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or the SENCO will plan the work of the Teaching Assistants. All support staff receive internal or external training for the areas of SEN support that they carry out.

How is progress measured?

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is taking part in an additional intervention, progress will be monitored by the SENCO who will consider the progress made against SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets. Where possible assessment will be undertaken before and after the intervention has taken place so that the effectiveness of the intervention and the progress made by the child is very clear.

If your child has more complex SEND, a more detailed Individual Provision Plan may be in place.

Children with particularly complex SEND may have an Education Health and Care Plan, which means that an annual formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written.

How are parents/carers kept informed about their child's progress?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

At Holy Trinity Lamorbey School, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including Early Learning Goals, the Target Tracker banding assessment system and the NFER standardised assessments.

Children who are not making expected progress are picked up through Pupil Progress meetings with the class teacher and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed, usually at Parents Evening meetings.

When a child's provision is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How are parents/carers helped to support their child's learning?

At Holy Trinity Lamorbey CE Primary School we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including;

- Weekly newsletters and letters home
- Parent/ teacher meetings
- Website and Parent mail which can signpost parents to resources
- Reading Journal
- Home/School books for individual children with particular needs

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties including Play Therapy and Morning Nurture Club and have an allocated teacher assistant for wellbeing who is a qualified play therapist. We have a caring, understanding team who look after our children and parents and this includes staff with specific training to run therapeutic interventions. Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. If further support is needed, the class teacher will liaise with the SENCO who will give advice and support and put a plan of action into place. This may involve teaching assistants including referral to the in-school Wellbeing Teaching Assistant or one of our Play Therapists. Alternatively a referral may be suggested to other agencies such as CHEWs (The Community Health and Wellbeing Service) which is part of Oxleas CAMHs (Child and Adolescent Mental Health Service) or the school's visiting Educational Psychologist.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the School's Welfare Officer in consultation with parents/carers and in more complex cases, a member of the Senior Leadership Team. The Health Care Plan is discussed with all staff who are involved with the child.

We have fully trained first aiders in Early Years. The Welfare Officer is also fully trained.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, designated staff members and a first aider to explain our Health and Safety Policy and procedures. Further information about the administration of medicines can be found in the "Supporting Pupils with Medical Conditions Policy" which is available on the school website.

Behaviour

At Holy Trinity Lamorbey School we take a very positive approach to all types of behaviour with a clear rewards and sanctions system that is followed by all staff and pupils. We place a great emphasis on valuing and respecting one another. Our Behaviour Policy is based on our core virtues Love, Courage and Wisdom.

The school's Behaviour Policy, which is available to read on the school's website, sets out the consequences for misbehaviour in school. For children who regularly misbehave and could become at risk of exclusion, a behaviour plan will be written at a meeting with the parents, a member of the Senior Leadership Team and the class teacher. This plan will be reviewed regularly, generally at two weekly intervals. Should concerns about the child's behaviour persist, external agencies may be involved to support and guide the behaviour management of the child. As a result of the support we give, we rarely exclude children however we have zero tolerance of physical violence towards staff.

Attendance

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher.

100% attendance is rewarded termly in a celebration assembly.

Where families are struggling with attendance and punctuality we will refer parents to the Education Welfare Officer who will offer advice and strategies to get their children into school on time.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily, children are encouraged to contribute to lessons

- We have a School Council where a representative from each class contributes ideas on behalf of their class
- We ask the children to answer questionnaires from time to time to help us understand their views.
- The views of children with EHC plans are sought before review meetings.
- Prior to some interventions, children's views may also be gathered.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school. We access specialist support through the Early Intervention Team (EIT). The team is made up of:

- Educational Psychologist
- Behaviour Support Service
- Learning Support Service

In addition we seek advice and support from

- Speech and Language Service
- Advisory Teachers for Sensory Impairment
- CAMHS (Child and Adult Mental Health Service)
- CHEWs (Community Health and Wellbeing Service)
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Autism Outreach Team

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is discussed with the SENCO and at Progress Meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

What training do staff receive?

All staff receive training related to SEND as part of the regular internal professional development training within school. Where more specialised training is needed, staff attend training sessions run by external agencies or providers.

Individual consultations also take place between the school Educational Psychologist and members of staff to support and advise on the various needs within classes.

Our SENCO is an experienced class teacher and holds the National SENCO award.

Our teaching assistants have had relevant training directly linked to the individual children who they are supporting. Recently TAs have attended courses regarding: Talk Boost and BLAST (speech and language programmes), LEGO therapy, ASD and therapeutic interventions. In addition, TAs receive regular training within school. Recent sessions have focused on strategies to develop children's phonic knowledge and reading skills.

Two of our teaching assistants are trained play therapists with qualifications from PTUK

How are school trips and activities outside the classroom organised?

Activities and school trips are an important part of every child's learning experience at Holy Trinity Lamorbey CE Primary School. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child is usually supported by a named teacher assistant he/she will accompany them on the trip. However, if there is no teacher assistant and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How are children supported when changing schools or transferring to other education, employment or training?

Meetings are arranged for each nursery and reception child starting at our school to enable them to see the school and meet their class teachers.

For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. Where possible, the SENCO and class teachers also visit the child in their preschool settings and liaise closely with staff in that setting. We prepare a book with photos of the new school and staff for children who need more support to prepare for transition.

When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Where appropriate, we arrange for children to attend a transition group, so they are able to discuss together some of the differences they will encounter at their new school.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood

How are resources matched to a children's 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 teacher assistants who deliver programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a teacher assistant.

How do the school decide how much support is provided?

The class teacher alongside the SENCO 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.

We judge impact:

- by reviewing children's targets on Provision Maps and ensuring they are being met
- by comparing the progress the child is making academically against national/age expected levels and checking that the gap is narrowing – they are catching up to their peers or expected age levels
- from verbal feedback from the teacher, parent and pupil

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How are parents and carers involved in discussions and planning?

Termly Parent Consultation meetings are held.

Parents are informed when interventions or additional support are recommended and are invited to meet with the class teacher and/or SENCO to discuss this.

Where a child has an EHC plan, regular meetings are held with parents and other professionals to discuss targets needs and ways forward.

How can parents and carers get involved in the school more generally?

We encourage parents to support their child on a daily basis.

Parents are encouraged to attend open worship sessions

They can become a parent volunteer (Contact Miss McKee SENCO for more details)

Support Parents Association events

Who can parents/carers contact for further information?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Miss McKee our SENCO (Special Educational Needs Coordinator) Call the School Office on 020 8300 3613 to make an appointment.

How are parents and carers supported to decide whether this is the right school for their child?

Please contact Mr Twyman, Head Teacher; Mrs Gallagher, Deputy Head Teacher or Miss McKee SENCO.

If you are unhappy about something regarding your child's schooling please follow the school's Complaints Policy - a copy is available at the school office

The "Local Offer" and the contact details of support services for parents of pupils with special educational needs can be found on the Bexley website found by clicking here: <http://www.bexleylocaloffer.uk>