

Latymer All Saints C of E Primary School SEND Information Report

Latymer All Saints Church of England Primary School and Nursery

How we support children with special educational needs or disabilities (SEND)

Our vision and how we hope to achieve it

The school's Vision is: In our school We **LOVE** deeply respecting everyone and treating them with dignity; we **ASPIRE** with confidence, working hard and embracing challenge; we **SERVE** God and our community, following the example of Jesus, to create a better world.' Live a life of love, following the example of Christ. He loved us and offered himself as a sacrifice for us' Ephesians 5v2 (NLT)

The school's vision for children with Special Educational Needs and Disabilities (SEND) is that they play an active part in school life and can learn with their peers to reach their potential. The school will support SEND children in becoming independent learners, who can take responsibility for their learning. The school works hard to create an environment where children learn to communicate politely at all levels and understand that communication is not just about being able to talk. The school wants SEND pupils to feel safe both physically and emotionally; an inclusive approach to teaching and learning supports pupils being valued and respected. The school considers all SEND children to have the potential to develop leadership skills at their own level. The school recognises that for some of our SEND pupils they need 'different and additional' provision to support their inclusion.

The school is a Church of England Voluntary Aided Primary School taking children aged 4 – 11 years and Nursery taking children aged 3 – 4 years.

Ofsted rated the school as continuing to be a 'Good' School in July 2016. This was our most recent inspection.

How does your school ensure that children who need extra help are identified early?

Children are identified as having Special Educational Needs & Disabilities (SEND) through a variety of ways including the following:-

- Child performing below Age Related Expectations (ARE)
- Concerns raised by parents
- Concerns raised by teachers, for example when children's behaviour or low self-esteem is affecting their performance

- Liaison with external agencies , e.g. Educational Psychology Service
- Health diagnosis through a paediatrician or other health professionals
- Child with a physical or medical disability or need
- Liaison with previous school or setting, if applicable
- Observations of children when they come into school, by class teachers, teaching assistants and the SEND team
- Home visits for children starting in Nursery or Reception.

What should a parent do if they think their child may have special educational needs?

If your child is attending the school already, first talk to your child's class teacher. They will then ask the school's Special Educational Needs Coordinator (SENCO) to contact you and arrange a meeting to discuss your concerns. If your child is joining our school, first speak to the school's Parent Support Adviser (PSA) Sonia Ogundana who is responsible for admissions and she will arrange a meeting with a member of the SEND Team. They can be contacted through the school's main contact number **Tel: 020 8807 2679**.

The SEND Team is composed of the following professionals:

DHT & Inclusion Manager : Moira Boardman

SENCO : Esmeralda Capja

Speech and Language Lead Teacher: Helen Johnson

Learning Mentors: Debbie Andrews & Sherilee Greenaway

Who will explain my child's needs and progress to me?

You will meet with your child's class teacher and SENCO to discuss your child's needs when concerns are first raised. How you see your child's needs is very important. The class teacher is responsible for your child's learning and will explain how your child is in class and how they see their needs and what progress they are making. The SEND Team will discuss any support arrangements that could support your child. If your child is able to express their views, they will be invited along to the meeting to say what they find helpful to them.

The class teacher will meet with you termly to review your child's progress and set targets for them through a 'Structured Conversation' this is a meeting with you, giving you and your child the opportunity to say what you think about their learning and progress. It is called a 'Structured Conversation' because the teacher has some specific questions to ask that help you all get the most out of the meeting. For children with Special Educational Needs and Disabilities this meeting will replace the parent conference meetings held in the first two

terms, so that you don't have to attend too many meetings. If a child has been identified to have SEND and has been issued with an Educational Health Care Plan (EHCP), the Learning Support Assistant (LSA) will also be present during the meeting in order to ensure that ideas are shared with all those in the education of that child.

How will school support my child?

- The SEND Team in liaison with class teachers, Year Group Leaders and the Assistant Heads for Teaching and Learning, coordinates the support and monitors the progress of every child on the Special Educational Needs (SEN) Register across the school; this is a confidential list of children that need support at all levels.
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are differentiated in order to enable your child to access their learning as independently as possible. All SEND children are entitled to access 'Quality First Teaching', this is learning delivered in the classroom by the teacher.
- There may be a teaching assistant/learning support assistant working with your child either individually or as part of a group during lessons in the classroom or in an area outside the classroom, for some of their learning time. The class teacher will decide if this is the best way of working with your child. The regularity of these sessions will be explained to parents when the support starts and can be talked through during the 'Structured Conversation' meetings.

How are the Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term, included in the report is information about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- If parents are concerned about the way in which their child is supported and they have spoken to the SENCO and the Headteacher, they can contact the SEN Governor.
- The school has a named Governor who has a responsibility for representing the needs of all SEND children in the school.
- **Our SEN Governor is Mrs Roberta Couchman, who can be contacted through the school.**
- The SEN Governor meets regularly with the SENCO to discuss any issues relating to SEND provision in the school. The Governors have to agree priorities for spending the SEN budget in consultation with the Headteacher and Senior Leadership Team. The

aim is to provide effective support for all SEND pupils in the school to enable them to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class teachers consider the learning styles and needs of all the children in their class and look at how lesson planning can be differentiated to meet the needs of groups of children or individuals. Differentiation means changing the way the activity is presented or how the child may record their learning. Your child may be in an ability group sometimes relating to their learning, however in other subjects they may work with different groups of children. The curriculum is designed to provide a range of opportunities to engage all learners. For some children the curriculum needs to be differentiated further and they may need a programme that teaches them specific skills that they have missed out on or find hard to learn.
- The benefit of this type of differentiation is that all children can participate in lessons and learn at their own level.

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

- The SENCO provides the Senior Leadership Team (SLT) of the school with a list of SEND needs across the school. The SLT look at how these children's needs can be met through different methods, such as in school therapy; small group work; individual support; adjustments to the curriculum, the environment or equipment.
- The SEND Team takes advice from other professionals such as the Speech and Language Service or the Educational Psychologist, about the sort of support that will benefit groups or individual children.
- The school also allocates part of the SEN budget to support children through providing Teaching Assistants who are class based; part of their responsibility is to deliver programmes designed to meet individuals' or 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, but not to disadvantage others.

How is the decision made about what type and how much support my child will receive?

- The class teacher, the SEND Team, any other professionals involved in your child's care and you as their parent will be consulted on the best provision for your child.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- Parents will meet with the class teacher to set targets for children every term and review previous targets.
- Children's progress and attainment will be assessed termly against nationally recognised age related expectations.
- Targets around behaviour; language development and social interaction will be judged on assessments from other professionals from Education and/or Health; observations and feedback from school staff and parents.
- Children may be taken off the SEN register when they have made significant progress.

What opportunities will there be for me to discuss my child's progress?

- The school aims to encourage parents to take an active part in their children's learning and social development. Teachers are happy to meet with parents, but it is important you make an appointment with your child's class teacher, so that they can give you the time to have a helpful conversation. If your concern is urgent, a member of the Senior Leadership Team will make every effort to see you straight away.
- As mentioned before there will be planned meetings 'Structured Conversations' termly for you to find out about all areas of your child's development.
- You can talk to your child's class teacher about how you can support their learning either by making an appointment with them or during the 'Structured Conversation'.
- The SEND Team is also available to discuss any issues relating to your child's learning or development, again it is important to make an appointment so a proper time can be given to thinking about your child's needs.

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

- The class teacher, the SEND team or support staff can offer practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and the teacher can be shared.
- You will discuss during the 'Structured Conversation' with the class teacher, targets that relate to the support you can offer at home. You will have a target sheet to keep at home reminding you of what has been discussed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that an additional formal meeting

will take place annually to review your child's progress and update the plan where necessary.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Age Related Expectations (ARE) and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Pupil Progress Meetings between class teachers and members of the Senior Leadership Team. In these meetings a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's 'Structured Conversation' is reviewed, comments are made against each target to show what progress has been made and given a scaled score. 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.
- A copy of age related expectations will be made available to you by your child's class teacher.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- As a Christian school we have a strong caring ethos that supports our policy of inclusive education.
- The school has the following provision to support children's emotional well-being:
 - Two Learning Mentors run various groups around social & emotional issues, lunchtime nurture groups and drop-in sessions for children with worries or concerns.
 - Parent Support Adviser runs workshops and courses ranging from practical tips on parenting to literacy and numeracy skills for life. Providing individual signposting to support on social and financial difficulties.
 - In-school counselling service, provided by Child and Adult Mental Health Service (CAMHS) called the Schools Emotional Welfare Service (SEWS).

- The Personal Health and Social Education (PHSE) curriculum that is taught across the school.
- A strong Christian ethos and values of LOVE, ASPIRATION & SERVICE which are integral to the day-to-day running of the school.
- School staff that are committed to the emotional health and welfare of SEND pupils.

Medical Needs:

- The school has a Welfare Officer who will contact parents to arrange a meeting to write a 'Care Plan', which sets out the child's medical needs and action that needs to be taken to ensure these needs are cared for in school. The 'Care Plan' will have procedures for dealing with any medical emergencies that may occur.
- The class teacher has overall responsibility for day-to-day pastoral, medical and social care of every child in their class, therefore he/she should be your first point of contact for any general concerns. If further support is required for children with Special Educational Needs and/ or Disabilities, the class teacher liaises with the SEND Team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

How does the school manage the administration of medicines and personal care?

- The school has a policy regarding the administration and management of medicines on the school's website. (If you would like a copy of the policy please contact the school office) Parents need to contact the Welfare Officer if medication is recommended by Health Professionals to be taken during the school day.
- Parents are asked to fill in a form and sign it before medicines can be administered.
- The school welfare staff will administer medicines.
- Staff have regular training regarding conditions and medication affecting individual children, so that staff working with children with medical needs can manage medical situations.
- The school has a Personal Care Policy, which covers those children requiring help with going to the toilet or who need nappies to be changed. Staff have been trained in dealing with children with personal care needs. Parents can discuss any personal care needs with the SENCO or Welfare Officer.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management, which has an emphasis on 'Restorative Justice' with a clear Behaviour Policy that is followed by all staff and pupils.

- If a child is experiencing social and emotional difficulties that result in negative behaviour in school, parents are consulted regularly, at first this can be difficult, but is very important that the school and parents work together to find ways of helping children manage their emotional and social difficulties.
- The school will ask parents' permission to contact support agencies such as the Behaviour Support Service (BSS); Educational Psychology Service (EPS) or CAMHS to make a full assessment of a child's needs. These agencies help the school to put in place support that avoids having to give children fixed-term exclusions and reduces the risk of permanent exclusion.
- If a child has social, emotional or mental health needs a 'Structured Conversation' will take place with their class teacher to set targets for them. For some children a Pastoral Support Plan (PSP) will be put together with advice from BSS.
- Should any serious behaviour incidents happen at school, parents will be contacted by phone and asked to come into school to discuss what has happened. At this time a meeting with a member of the Senior Leadership Team and the SENCO will take place to look at a plan of how to move forward and prevent further incidents happening.
- The school has a very caring and inclusive approach to pupils with emotional and behavioural needs and as already mentioned, pastoral support systems are in place to promote and maintain attendance of pupils with social, emotional and mental health needs.
- The school only excludes pupils for very serious incidents and when there is no other option. It is very important after a period of exclusion that parents meet with an SLT member and the SENCO to look again at provision for the child and adjust their support to prevent further fixed-term exclusions.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life.
- Children who have 'Structured Conversations' discuss their targets with their class teacher and parents.
- If your child has an Education, Health Care Plan their views will be sought at the review stage.
- For children with communication needs our Speech and Language Lead Teacher is developing 'Talking Mats' using visual support to enable children to express their likes and dislikes.

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

The school works closely with many external agencies to support a range of needs. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, Outreach teachers from Special Schools, Enfield Advisory Service for Autism; professionals from the Hearing & Visual Impairment Services and DAZU support for young carers.

What training have the staff supporting children with special educational needs, had or are currently having?

- We have a member of staff trained in 'ELKAN' as a Lead for Speech and Language in the school.
- Other members of staff have had training in delivering Speech & Language programmes from Speech & Language Therapists.
- A number of teachers and support staff are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour.
- All of our teaching assistants have had training in delivering interventions such as, Read, Write, Inc. Daily Supported Reading (DSR) and some other reading, spelling, phonics and multi-sensory programmes.
- During the period of school closure, most of teaching assistants undertook training in the following areas:
 - An introduction to teaching vocabulary
 - E-Bug Health Educator Training
 - Good practice in Autism Education
 - Caring for Vulnerable Children
 - Maths subject knowledge: Understanding Numbers
 - Maths subject knowledge: Fractions, Decimals and percentages
 - Maths subject knowledge: Proportion, Ration and Scaling
 - Supporting successful learning in primary school
 - Bullying in schools
 - The importance of play in everyday life
- Our PE coordinator arranges workshops and competitions for pupils with SEND.
- Learning Mentors are trained to work with children on their social, emotional and developmental needs, including attachment difficulties, bereavement, self-harm, eating disorders and low self-esteem.
- Specific training is offered to teachers and support staff throughout the year on areas such as; Autism, ADHD, Communication Skills, Visual & Hearing Impairments, SEND Software.

How will my child be included in activities outside the classroom including day and residential trips?

- The school aims for all children to be included in all school activities, such as activity days, school day trips and residential stays. We will provide the necessary support; this could be providing a higher adult to child ratio or providing a smaller group trip focused on what the children like to do. The decision on what the school can do to include a child is taken in consultation with parents, class teachers and Year Group Leaders. We do ask parents if they would like to come along with their child if it is supportive for the child.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is all on one level and is accessible for wheelchair users.
- There is a toilet near the main office for disabled users and one in the Welfare room, with a changing mat.
- The Nursery has a dedicated area for changing children in nappies.
- Equipment for SEND children is bought through the SEN Budget held by the SENCO. Class teachers, Learning Support Assistants and Health and Educational professionals will advise on what equipment and resources are needed. Parents' views on what equipment may be supportive for their children will also be taken into consideration.
- The school reviews the school environment to consider reasonable adaptations that can be made to support specific needs.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability, the school may suggest a phased transition to help your child to get used to their new surroundings.
- The SENCO will also arrange a visit to the child in their current school.

- When children are preparing to leave us for secondary school, where appropriate, we work with the Secondary School to arrange additional visits for them.
- 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.
- If your child has a Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school and parents.

How parents are involved in school life?

- The school encourages parents to be actively involved in their children's learning and progress.
- Parents will be consulted about their children's progress and needs through 'Structured Conversations', 'Annual Reviews' of Education, Health and Care Plans and additional meetings with professionals from outside agencies.
- Parents are invited to attend an open evening at the beginning of the school year when they can find out about the year group their child is in and ask questions of the staff, including the SEN Team.
- Parents receive monthly newsletters from the school. The Parent Support Adviser also produces regular newsletters and is available in the playground most days to have a chat with.
- Members of the Senior Leadership are on duty in the playground in the mornings.
- The school has a number of staff who can speak other languages, who are able to support parents in meetings, whose first language is not English. If the school is unable to get an interpreter from the school staff, community support is sought through the family or a Translation Service.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO, one of the other SEND Team members or a Senior Leadership Team Member.
- Contact the School's Parent Support Adviser.

- Contact Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):

Community House
311 Fore Street
London
N9 0PZ

General Information [020 8373 6243](tel:02083736243)
enquiries@epandc.org.uk

Who should I contact if I am considering whether my child should join the school?

- Contact Mrs Sonia Ogundana, the Parent Support Adviser, to arrange a meeting and tour of the school. Please inform her of your child's Special Educational Needs or Disability and she will arrange a meeting with our SENCO Ms. Esmeralda Capja who will discuss how the school could meet your child's needs.

Our offer to children with special educational needs and disabilities was prepared in July 2020 and will be reviewed in July 2021.

Please click on the link below to find out more about the Local Authority offer should you require any more information about what is available for SEND pupils in the borough:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

To view our accessibility plan please click the link below:

[LAS Accessibility Plan](#)