



SEND Information Report 2016-17

At St Andrew's & St. Mark's C of E Juniors School we are committed to enabling pupils to achieve their potential in all aspects of their education and lives.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1. The kinds of special educational need for which provision is made at St Andrew's & St Mark's C of E Juniors.

St Andrew's & St Mark's C of E Juniors is an inclusive mainstream school moving towards 3 forms entry. We currently have 2 forms of entry in Year 3, Year 6 and 3 forms in year 4 and 5. This document is intended to give you information regarding the ways in which we ensure that we support all pupils to realise this potential. It is important to note that this document does not provide a definitive list of the skills, resources and techniques that we employ. We are constantly striving to review and reflect upon our provision and are keen to invest in developing our knowledge and expertise. This allows us to be responsive to new challenges, giving all new and current pupils the best opportunity to achieve their potential.

Special Educational Needs is given a high profile in this school and the Staff and Governing Body are fully committed to the delivery of the code. The culture, practice, management and deployment of all staff and resources in school are designed to ensure the needs of all children are met. We value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for Learning.

St. Andrew's & St. Mark's C of E Juniors recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

The school recognises that all teachers are teachers of children with Special Educational Needs. All staff at St. Andrew's & St. Mark's C of E Juniors, including support staff, endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

At St. Andrew's & St. Mark's C of E Juniors we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: Autism, Asperger's syndrome, learning difficulties, speech and language needs, ADHD, global delay, dyslexia and Downs Syndrome. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

[2 Information about the policy for identification and assessment of pupils with SEND](#)

At St. Andrew's & St. Mark's C of E Juniors all class teachers and the senior management team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points. We measure children's attainment and progress by referring to:

- their performance monitored by the teacher as ongoing observation and assessment
- their progress against the objectives specified in the National Curriculum for the pupils age or against the level descriptors in the P scales or Foundation Stage Profile.
- their performance in standardised tests:

Yr 3: Yr 3 Test base tests and GL assessment tests in maths and English

Yr 4: Yr 4 Test base tests and GL assessment tests in maths and English

Yr 5: Yr 5 Test base tests and past SAT papers and GL assessment tests in maths and English

Yr 6: GL assessments in maths and English , Key Stage 2 statutory assessments and past SATS papers

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are social skills groups, speech and language groups, handwriting support, precision teaching, sounds linkage-phonological awareness, spelling and phonics groups, pre-teaching sessions for vocabulary and jump ahead groups.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying

needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. We regularly review the impact of the additional support in place through analysis of tracking data and review of outcome set. We follow the Assess, Plan, Do, Review model in our interventions and this involves regular discussions with class teachers, teaching assistants, parents and SENCo. We have a central system for keeping track of all additional support and we use SIMS to store information.

We work with a number of agencies to support families and pupils. These include CAMHS, FASS, Educational Psychology, Behaviour Support Service, Speech and Language, physiotherapist, occupational therapists and parent partnership. We are also able to signpost parents to services such as parenting courses, family support, parent partnership officers and parent support groups.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and staff will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- *Is similar to that of children of the same age who had the same starting point*
- *Matches or improves on the pupil's previous rate of progress*
- *When the attainment gap closes between the pupil and children of the same age*

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. Pupils with special educational needs will also have their progress regularly monitored – in order to inform targets and to measure small steps of progress.

Whatever the level of the child's difficulties, the key test is how far their learning needs are being met is whether they are making adequate progress. The Inclusion Manager uses the whole school tracking data as an early intervention indicator, along with feedback from staff involved.

Adequate progress is measured against one or more of the following:

- narrows the attainment gap between the child and their peers
- prevents the attainment gap widening
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- ensures full curricular access

If the progress reviews do not show that adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. (SEND CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework and Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. specific interventions, precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of class teachers and the SENCO/Inclusion Manager. Additional staff are employed through the funding provided to the school. This is known as 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical

needs of such pupils. They are complied with the family and school staff. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions. If a child requires medication then this is recorded and administered by a member of staff, who has received appropriate training. All medication is kept securely and parents/carers are asked to ensure medication is given with the prescription label. See Medical conditions policy.

At St. Andrew's & St. Mark's we are aware that at different times pupils may require additional support due to circumstances outside of school. On these occasions we work with the family to identify ways in which we can support, whether it be access to breakfast club, or after school clubs, signposting to holiday support, or accessing external agencies. If a pupil presents challenging behaviour we would work with the child and family to implement supportive strategies to enable them to make positive choices and avoid exclusion. All incidents are carefully recorded and shared with parents. Further behaviour support may be in the form of an individual behaviour plan and could include: structured break time activities; small group intervention; an adult point of contact; circle of friends work or the involvement of an external agency.

There is a range of pastoral, medical and social support available in school to effectively support children and families. This includes, in school support with support staff, intervention groups and a significant adult role. We also work with a number of outside agencies, such as Educational welfare officer, physiotherapist, Educational Psychologist, occupational therapists, family therapists, social workers, family support workers, and parent partnership officers.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At St. Andrew's & St. Mark's C of E Juniors we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

***'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.'* (Code of Practice 6.11)**

Identifying SEND in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors and school staff have recently made the following improvements:

- Adaptations to the buildings include: a lift in the new building, a new disabled toilet, new shower facilities; DDA sink and oven in the new food technology room; classrooms in the new build have hearing aid facilitation system: wheelchair access to the hall from the playground.
- A new SEND resource and teaching room for keeping all resources centrally, running interventions, holding SEND meetings and working with children.
- Sensory stimulus objects or setting up routines to help pupils to calm and focus: such as move sit cushions; stress balls; small tent for quiet area; regular movement breaks.
- Purchasing of tinted exercise books for pupils that have visual stress disorder
- Purchasing a number of iPads to support learning to record ideas and access information.
- Purchasing resources to support the development and implementation of the new curriculum.
- Purchasing EP time to run parent workshop on raising emotionally resilient children, the Tigger factor.
- Purchasing the expertise of FASS to run an anxiety workshop for parents about how to recognise and reduce anxiety in children. Additional FASS hours to work with families.
- Working with families to devise a comprehensive risk assessment to enable a child to access a residential trip and ensuring that staff were able to support the needs of the child.
- Staff training in a number of areas, such as behaviour, developing an engaging curriculum in light of the new curriculum and developing pupil well-being by using mindfulness.
- We are also having additional training in social and mental health, which will be cascaded to staff.

The school is constantly reviewing the needs of the children and identifying training and areas that need to be improved.

3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at St. Andrew's & St. Mark's C of E Juniors are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

We have an extensive range of extra-curricular activities available to pupils at our school. Information about these clubs is available on the school website. Pupils with SEND are able to access these activities. In some cases additional adult support is provided or the club has reduced numbers to cater for the child's needs. On school visits, risk assessments are carried out and additional adult support is put in place where required to ensure access for SEND pupils. Parents have also supported their children at clubs or on school trips to assist them in accessing the learning or activity. Parents have also been important in offering guidance to school staff on support the child may require, for example in the case of a child with ASD on a residential trip.

For a small number of pupils, support is required at break and lunch times to ensure they are able to fully access these times of day successfully. Some pupils have 1:1 support or a significant adult supporting them. There is also a wide range of activities available at lunchtime.

3g support that is available for improving the emotional and social development of pupils with special educational needs

A St. Andrew's & St. Mark's C of E Juniors we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE and SEAL, circle time, assemblies, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following e.g. a quiet space to use when agitated for anxious; time with a key adult or access to a trained counsellor, or a referral can be made to SPA to access CAMHs and FASS (Family Advisory Support Service), referral to young carers or access to bereavement support and social skill groups. We are currently training our HLTA in the ELSA programme and she is cascading this training to other staff.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. We invite parents to have open conversations with staff to share their views. For children with a special educational need there is the opportunity to meet with the class teacher and SENCO/Inclusion manager, termly but also at transition reviews, annual reviews, and interim reviews as required. Parents are able to provide information on the impact of the provision in place to support their child and their views on the effectiveness of the support.

Please refer to the school code of behaviour in the school planner to see the strategies used by the school to promote positive behaviour and tackle any forms of bullying. Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. Staff receive training in effectively supporting pupils and a range of strategies are in place to prevent bullying. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

4 The name and contact details of the SEND Co-ordinator

The SENCO at St. Andrew's & St. Mark's C of E Juniors is Caroline Case. She is a qualified teacher since 1990 and is the Deputy Head and Inclusion Manager. She has been at St. Andrew's & St. Mark's since 1997. She has undertaken the role of SENCO several times to cover staff maternity leave. She is due to start her National Award for SEND co-ordination in September 2016. She has recently completed a 4 day dyslexia course.

Caroline Case is available on 0208 3902976 or can be contacted via email at

Office@sasm.rbksch.org

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had access to the following awareness training:

- Dyslexia and supporting pupils in mainstream
- Supporting children with ASD
- Speech and language communication – attention and listening skills, identifying needs and this year staff will have training in developing vocabulary.

- Precision teaching with our EP
- Strategies to support spelling – including NLP techniques
- Mindfulness from our EP team
- Transactional analysis – Giles Barrow
- Anger management – with our EP
- Strategies to support EAL pupils

In addition specific teachers and teachers assistants have received the following enhanced and specialist training:

- Colourful semantics
- Social skills groups
- Lego therapy
- Downs syndrome
- Circle of friends
- Physiotherapy
- Occupational therapy
- Anger cycle
- Phonological awareness – Sounds linkage
- Working alongside a play therapist to understand attachment needs

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are other schools such as special schools, Educational Psychologist, Speech and language therapist, occupational therapists, and Teaching and Learning Advisors.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at St. Andrew's & St. Mark's C of E Juniors are invited to discuss the progress of their children 3 times a year and receive a written report twice per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this and normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to address these needs better. From this point onwards, the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. This usual involves some type of pupil voice – where a pupil works with a trusted adult and answers questions to gain their views on school and learning. We co-create a one-page pupil profile that helps the child express what works for them.

We also use a whole school computerised survey (PASS) to gain pupils' views. Some pupils also have a communication profile and again these are written in conjunction with the pupil. For children with a high level of SEND or for those that are very young, this work is carried out with the parents or carers.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at St. Andrew's & St. Mark's C of E Juniors are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO/Inclusion Manager, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

10 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:

- A Service Level Agreement with Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
 - Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
 - Membership of professional networks for SENCO e.g. NASEN, and SENCO forum
- School Nurse
- Support from Educational Welfare Officer

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0- 19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:

HELPLINE: 020 8547 6200

Website: www.enhanceable.org

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will make sure that all records about your child are passed on as soon as possible

If your child is moving classes in school:

- information will be passed on to the new class teacher in advanced and in most cases, a planning meeting will take place with the new teacher
- all provision maps as well as any professional reports will be shared with the new teacher
- if your child would be helped by a book to support them understand moving on then it will be made for them

In Year 6:

- if moving local secondary schools, the current class teacher will meet with Heads of Year 7 to discuss the specific needs of your child with the SENCo as required
- if your child is moving to another school further away/out of borough please refer to the section above
- your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on:

www.afclocaloffer.org.uk

Parents without internet access should make an appointment with the SENCO/inclusion Manager for support to gain the information they require. We will publish information on our website about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Appendix 1

What are the different types of support available for children with SEND in St. Andrew's & St. Mark's?

Class teacher input, via excellent targeted classroom teaching, also known as Quality First Teaching.

For your child this would mean that:

- teachers have the highest possible expectations for your child and all pupils in their class
- that all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class, this may involve things like using a more practical approach to learning
- specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child's learning
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in his/her understanding/learning and needs some extra support to help him/her make the best possible progress

Specific group work with children/Intervention groups

This group, often called intervention groups by schools, may be

- run in the classroom or outside
- run by a teacher or most often a Teaching Assistant who has had training to run these groups
- the interventions can have a wide variety of focus from Speech & Language to fine and gross motor development
- stage of SEN Code of Practice: School support
- which means they have been identified by the class teacher as needing some extra support in school to enable them to catch up

For your child this would mean:

- he/ she will engage in group sessions with specific targets to help him/her to make more progress
- a Teaching Assistant/teacher or outside professional (e.g. Speech and Language Therapist) will run these small group sessions using the teacher's plan
- this type of support is available for any child who has specific gaps in their understanding of a subject/area of learning

Stage of SEND Code of Practice: School Support

This means they have been identified by the class teacher or SENCo/Inclusion Manager as needing some extra specialist support in school from a professional outside the school. There may be involvement from a variety of different professionals from both the local authority and outside agencies such as, but not limited to:

- Physiotherapists
- Speech and Language therapists
- Occupational Therapists

- Play Therapists
- Educational Psychologists

This would mean that:

- your child will have been identified by the class teacher/SENCo (or you will have raised a concern) as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups
- you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- you may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist, in order to help the school and yourself understand your child's particular needs better and be able to support him/her better in school
- the specialist professional will work with your child to understand his/her needs and make recommendations, which may include:
 - making changes to the way your child is supported in class e.g. some individual support, or changing some aspects of teaching to support him/her better
 - support to set appropriate targets by accessing his/her specific expertise
 - a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - a group or individual work with an outside professional
- the school may suggest that your child needs some individual support in school, they will tell you how the support will be used and what strategies will be put in place
- this type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a **Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)**. This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, over and above that which is available in the school budget.

For your child this would mean:

- the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- after the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment.
 - if this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs
 - if they do not think your child needs this, they will ask the school to continue with the support at School Support

- after the reports have been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress
 - if this is the case they will write a Statement of Special Educational Needs or an EHC Plan
 - if this is not the case, they will ask the school to continue with the support at School Support and also set up a meeting in school to put a plan in place to ensure your child makes as much progress as possible
- the Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place (it will also have long and short term goals for your child)
- the additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which will include your child
- this type of support is available for children:
 - who have severe, complex and lifelong learning needs
 - need more than 20 hours of support in school
- children have been identified as not making as much progress as would be expected and decide what resources/training and support is needed

All resources/training and support are reviewed regularly and changes made as required.

The types of provision and support offered at St Andrew’s & St Mark’s

The next section will detail the types of provision St. Andrew’s & St. Mark’s currently provides or has done in the past. However please be aware that our provision is not limited to these services and we always endeavour to seek training and support to include every child regardless of any need that they may have.

| Intervention/Need | Examples/Description of provision available |
|----------------------|--|
| Enhance Self-esteem | <ul style="list-style-type: none"> • SEAL – provides whole school topics focused on emotional well-being that the teacher reflects in the classroom. Children have opportunities to voice their feelings and learn how to respond appropriately to different social situations and how to deal with different emotions. This is run weekly as part of PSHE and class teachers will run circle time sessions to provide additional support. 10 steps to happiness – is a self-esteem programme we are using with year 6 |
| Social Skills | <ul style="list-style-type: none"> • Social Communication – following a package called Socially Speaking. For older children we use the Talk About it programme along with a variety of games. • We run Lego therapy to develop social skills for children with ASD and other children who require some extra strategies to increase their self confidence in group work and turn taking. |
| Anxiety – relaxation | <ul style="list-style-type: none"> • Mindfulness – as a whole school we are developing a range of |

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|--|--|
| <p>techniques</p> <p>Anger/ Anxiety</p> | <p>mindful strategies and techniques</p> <ul style="list-style-type: none"> • 1 to 5 scale to monitor feelings to enable a children to become more aware of emotions and how to deal with them |
| <p>Access to a supportive environment</p> | <ul style="list-style-type: none"> • Use of visual timetables as required • Pre-teaching of strategies/vocabulary • Access to specialised ICT equipment e.g. specialised keyboard • Supportive computer programmes • Personalised planning as required |
| <p>Speech & Language</p> | <ul style="list-style-type: none"> • Interventions from the Speech & Language Therapy Service • Implementation of their programmes by a trained Teaching Assistant or Learning Support Assistant • Use of interventions such as: Oral to narrative programme or colourful semantics • Symbols/pictures to support understanding – using Widgit • Attention and listening skills – which are taught in circle time sessions • Vocabulary teaching |
| <p>Mentoring activities</p> | <ul style="list-style-type: none"> • Playground ‘Buddies’/Friendship Bench • Reading Buddies • Peer mentoring • GUGA fit – year 6 leading fitness activities in the playground |
| <p>Occupational Therapy & Physiotherapy Needs</p> | <ul style="list-style-type: none"> • Interventions from an Occupational Therapist/Physiotherapist • Implementation of their programmes by a trained Teaching Assistant or Learning Support Assistant • In-school interventions such as Jump Ahead |
| <p>Precision teaching</p> | <ul style="list-style-type: none"> • 1 to 1 sessions for 3 x 10 minutes a week on specific areas of the curriculum that require the development of memory recall, eg key words, tables, number bonds and so on. Each child’s progress is plotted on a graph weekly and shared with the child |
| <p>Literacy Support</p> | <ul style="list-style-type: none"> • Small group support in class e.g. guided reading by a teacher or Teaching Assistant • Project X Code phonics/reading skills tutoring provided by the Teacher Assistants as required • Rapid Reading a 1 to1 programme of reading support • Sounds linkage – a phonological awareness programme • Small group customised interventions delivered as necessary by Teaching Assistants/class teacher • Use of SEND friendly resources • Programmes of work tailored to the need of the children with SEND |

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| <p>Mathematics Support</p> | <ul style="list-style-type: none"> • RM maths 5 x 10 minutes of daily maths work on a computer or i-pad to develop key skills • Withdrawal in a small group or intervention customised to the group • 1 to1 work on key facts • Small group work on pre teaching of skills or recapping learning |
| <p>Accessing the Curriculum</p> | <ul style="list-style-type: none"> • Small group support from a TA/Teacher • 1:1 support in the classroom from a Teaching Assistant (or LSA as required) to aid access through support or modified resources • Specialist equipment as required e.g. specialist keyboard, pencil grips, move-sit cushion and slant board • Multi-sensory approach |
| <p>Support during play /lunch times</p> | <ul style="list-style-type: none"> • Teaching Assistants and teachers on duty are aware of children's needs • Designated supervision for identified pupils and a programme of structured activities for the child to choose from to develop greater independence at this time. • Opportunities to eat with an adult and develop social skills around eating. |
| <p>Planning & Assessment</p> | <ul style="list-style-type: none"> • Provision Maps are developed for children at School Support and those children with a Statement/ EHCP • Individual outcomes are set to support progression • Regular feedback on outcomes with the relevant professionals • Regular review of outcomes with child and parents |
| <p>Medical Intervention</p> | <ul style="list-style-type: none"> • Strategies for the use of personal medication • Implementation of Health Care Plans • Provision of aids and resources to support learning • Access to the school nurse • Individual support plans for pupils with short-time medical needs • Staff training and deployment as required for medical and health care needs. • Liaising with parents to provide essential support |
| <p>Parent Support</p> | <ul style="list-style-type: none"> • Liaison with a wide range of professionals as required • Regular progress meetings with parents • Support for parents who have concerns • Explanation of professional reports to parents • Attendance at meetings relating to SEN children • Sign posting to appropriate outside agencies if needed e.g. FASS, CAMHS • Educational Psychologist support as required • Parenting Workshops • Suggesting other workshops available for parental and family support. |

