

The Federation of St John's and St Paul's Whitechapel CE Primary Schools SEN/D Information Report (September 2020)

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities. The questions and answers below represent our values and practices.

Our Vision:

We aim to:

- offer a secure, caring and healthy environment, one that fosters physical and emotional well-being for everyone at the school.
- recognise and develop each individual's strengths and talents.
- enable children to become confident, resourceful, inquisitive and independent learners.
- foster children's self-esteem and self-respect, and help them build positive relationships with other people, by respecting their ideas, attitudes, values and feelings of others.
- equip children with resilience and creativity, so that they are able to adapt to change and benefit from future opportunities.
- help children grow as part of the local Tower Hamlets community, showing respect for its variety of cultures, and help them feel valued as part of this community and of society as a whole.
- help children grow into responsible, independent and positive local and global citizens.
- offer a broad and balanced curriculum catering for individual needs regardless of race, creed, gender, or disability within the National Curriculum requirements

What types of special educational needs do we provide for?

Our school is an inclusive school and we aim to address all children's individual needs and support their development in the most appropriate way possible. We have experience in providing additional and/or different provision for children with a range of needs, including:

- **Cognition and Learning** – moderate learning difficulties; specific learning difficulties, e.g. dyslexia, developmental coordination disorder.
- **Sensory and Physical** – hearing and visual impairment; physical disability.
- **Communication and Interaction** – speech and language difficulties; autistic spectrum condition.
- **Social, Emotional and Mental Health** – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder.

Who is the Special Educational Needs Coordinator (SENCo) and what are their contact details?

The first point of contact for parents and carers is usually your child's class teacher. However, you can also contact our school Inclusion Lead/SENCo, Marie Dixson. Marie is part-time so is usually in school on Wednesday, Thursday and Friday each week. You can request a meeting with Marie by calling/emailing the school or by asking at the school reception. See details below.

St John's CE Primary School,
Tel: 020 8980 1142
Email@ admin@st-johns.towerhamlets.sch.uk

St Paul's CE Primary School, Whitechapel
Tel: 020 7480 6581
Email: reception@st-pauls.towerhamlets.sch.uk

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How we know if a child/ young person has special educational needs?

- Important information is gathered during the home visit before your child starts school. You will be asked some questions by a member of the team from the Early Years about your child's development and health, and whether your child is or has been seen by agencies such as the Speech and Language or the Child Development Team.
- Sometimes, a child's additional needs become more noticeable after they've started school, when teachers may notice that a child's development is different or they are experiencing difficulties in some or all areas of learning.
- Parents/ carers may also have concerns that their child is finding it harder to learn than they expected or their child may have difficulties at home, with their behaviour for example.

The key to supporting children is early intervention and good communication between home and school so teachers may approach parents/ carers with their concerns and parents/ carers should always feel that they can share concerns with their child's class teacher.

- Every half term during 'pupil progress' meetings, the Head teacher or Head of School, SENCo and class teachers meet to discuss the learning and progress of all the children. This is where any concerns about a child's learning and/or progress are shared and different ways of supporting children are put into place.
- Parents/ carers are then informed about what extra support their child is receiving, why it is needed and what, if anything, the parents/ carers can do to support their child.

Children are carefully monitored to see whether the extra support is making a difference and the child is meeting their targets. If the child is still struggling, a new approach will be tried.

What is our approach to teaching children with special educational needs? How do we adapt the curriculum and learning environment?

Our school strives to provide an engaging and exciting curriculum for all children.

Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks to consolidate and extend children's learning. We are committed to narrowing the attainment gap between children with a special educational need and those without.

For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. A lesson may be adapted for individual needs through grouping (e.g. small group, ability, peer partners, one adult to one child); content of the lesson; teaching style; activity (e.g. games, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; or provision of alternative location for completion of work.

Where a child requires specific support, this may be through short-term intervention programmes and skills groups. Small group spaces are available across the school to provide quiet working areas for one to one or small group work. Any specialist advice from external agencies about how we can best support your child is **always** implemented in the classroom.

We strive to enable every child to participate as fully as possible in all elements of the wider curriculum. We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits, with support as appropriate. The school will meet with parents and carers to discuss individual needs prior to any visit or activity.

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How do we consult parents and carers of children with special educational needs and involve them in their child's education?

In addition to the regular parent/carer meetings and annual school report, you will be kept regularly informed of your child's progress by agreeing and sharing your child's targets with the class teacher. This will identify the next steps for your child to make progress and how the school and you can help them.

Progress will be monitored and reviewed termly to ensure that both you and your child can express your views and are fully involved in decision-making. Regular contact may be communicated through a home/school link book, telephone calls or meetings, or a simple chat at drop off and pick up times.

Our parents and carers appreciate the 'open door' policy whereby the SENCo is easily contactable and happy to meet face to face. Parents and carers may be invited into school to discuss their child's progress at any time and additional meetings are set up as required; we particularly welcome information from parents and carers about how their child learns best so this can be shared with staff.

Where assessment and support by external agencies (e.g. Educational Psychologist, Advisory Teachers) has been requested by the school, the outcomes are discussed at consultation meetings with parents and carers. A written report is normally produced which records the discussion and any actions for home and school to follow-up.

For children holding an Education, Health and Care Plan, there is an Annual Review meeting which looks at all aspects of provision for the child. The meetings follow a 'person-centred approach' and we actively seek the views of parents and carers and children to agree the next steps. At Year 5 Annual Review meetings, transition to secondary school is considered. At Year 6 Annual Reviews, the SENCo of the receiving high school is invited to attend.

How do we consult children with special educational needs and involve them in their education?

Regular 'next step' targets are set for all children, including those with special educational needs and disabilities. These are reviewed regularly in discussion with the child. Children are aware of their own progress and the challenging targets set to support their development.

Before any Annual Review and/or SEN Review meeting, the child's views regarding their strengths and needs, the support in place and any modifications which children feel may be helpful for them are sought, reflected upon and then incorporated into the Review document Pupil Passport and/or IEP.

How do we assess and review children's progress towards their outcomes?

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Our school's Assessment Policy (available on request) outlines the range of assessments regularly used throughout the school. Children are assessed at the end of each term to measure the progress that they are making.

Those working significantly below their age expectation are tracked using a system called 'p-scales', and detailed evidence is gathered through the year to make a judgement on their progress.

Following each assessment period, the SENCo meets with every class teacher to discuss the children with additional needs, any interventions that are currently underway and any new interventions that need to be set up. Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our Speech and Language Therapist. For any children under the Educational Psychology Service, a cycle of consultation meetings takes place throughout the year to review their progress. An Annual Review is held for children with an Education, Health and Care Plan; interim reviews can also be arranged throughout the year if deemed necessary.

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

The school receives money from the local authority on an annual basis to support provision for special educational needs. The money is allocated annually by the Governing Body when setting the school's budget and used to pay for staffing and resources. On top of this funding, there may be additional money from the Government and the local authority to support individual children on specific programmes. This includes 'Pupil Premium' money and specific funds for children with an Educational, Health and Care Plan

How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Our SENCo will work closely with you, your child and all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources. We regularly assess the impact of any additional support to ensure they are providing value for money.

How do we support children moving between different phases of education?

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

When your child moves up to a new year group within the school:

- information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher.
- all assessment, intervention and other relevant information is shared with the new teacher.
- depending on the needs of the child, additional visits to their new classroom are provided to help them in their understanding of moving to a new class.
- 'transition books' are made containing photographs of the child's new teachers and classroom. Your child can take this home with them over the summer holidays so that they can prepare for their return to school and new teacher/class.

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If your child moves to another school:

- contact is made with the new school SENCo to ensure that they know about any special arrangements or support that need to be made for your child.
- all records about your child are passed on as soon as possible.

In Year 6:

- parents and carers are supported by our staff in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from Key Stage 2 to Key Stage 3.
- the SENCo attends the Tower Hamlets Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school.
- your child has opportunities to learn about aspects of transition and understanding 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.

How do we support children and young people preparing for adulthood?

We actively encourage all children to be as independent as possible throughout the school day.

For those children with the highest level of special educational need or disability, we have the capacity to run a 'Life Skills' intervention group on 2-3 afternoons each week. This would focus on functional life skills like morning routines (getting dressed, brushing teeth etc), alongside other skills like preparing a snack, independent travel, using money in a shop, posting a letter, gardening, cooking and visiting the library.

We encourage children to be healthy in body and mind, and have run assemblies and workshops for children and parents on this theme, looking at, for example, how to develop resilience, the links between physical and mental health, and how to manage asthma.

How do we support children with special educational needs to improve their physical and emotional well-being?

We recognise that physical and mental health and well-being are important factors in a child's ability to learn and make the most of the opportunities provided to them.

To support this, we ensure that we have accurate and up to date information on any issues that may impact a child's physical and mental health, which is then shared with all staff who work or support the child. This could be medical issues, e.g. allergies, chronic medical conditions; in which case a child will have an individualised care plan which staff will follow.

We always aim to develop children's physical and emotional well-being in partnership with parents and carers. We currently have a number of children with chronic medical conditions who are supported during school by teachers and teaching assistants and we also provide personal care as and when required.

Children are encouraged to work towards managing their own care independently – initially with adult support - and are provided opportunities to comment on their support; which we actively listen to and reflect upon.

It could be that we identify children who are displaying levels of anxiety that are unusual. In the first instance, we would consult with parents/carers and if additional support was then required we may suggest a programme of support carried out by our Health Mentor. In some

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circumstances parents/ carers may be offered the support of 'Place2Be' for their child, and again with parental consent, the child would be offered a programme of therapy.

We support children to manage their own behaviour by providing clear boundaries and having high expectations.

- Some children may need some support at times and we work closely with parents/ carers to put together individual support packages which could include time with the health mentor or play therapist, specific targets monitored on a weekly or daily basis.
- If despite interventions, the child is still struggling we will obtain support from specialist services such as the behaviour support team, the educational psychology service or CAMHS (Child and Adolescent Mental Health Service).

Our inclusion team meet regularly to consider what extra support may be needed by children and their families to maintain attendance and good learning behaviour.

- the parental engagement team are part of this team and liaise with parents/ carers to address any issues before they become problems and provide advice and information on local support agencies.

The school takes attendance seriously. The attendance team meets each half term to monitor children's attendance; the expectation is that every child will be on time and in school every day.

- Parents/ carers of children who are regularly late in the morning will be contacted and we will provide advice and support to enable punctuality to improve.
- If a child's attendance falls below 96% then the team will send a letter home to parents/ In some cases, this may be provided through our support staff who follow a specific intervention to support friendship building or to build children's self-confidence.

What expertise and training does our staff have to support children with special educational needs?

We undertake an annual audit of training needs for staff, taking into account school priorities and personal professional development.

Particular support is given to new members of staff and to training that addresses children's specific needs.

Over the past 3 to 4 years, training has included a variety of subjects like the SEN Code of Practice, Pre Key Stage Standards, speech and language needs, supporting less able writers, autism awareness and specific phonics and maths interventions.

We make use of both internal expertise to mentor colleagues alongside requests for training and support from Local Authority advisory teachers. We also send staff on external training courses to develop their expertise.

In January 2020 all staff had training on the Zones of Regulation and since then have had follow up sessions with Place2Be leads as and when required.

Between May and July 2020 all staff across the federation:

- completed the Asthma module of Supporting Children's Health
- attended Well-being training provided by our Educational Psychologist which focussed on How to Cope with Uncertainty
- attended 2 Speech and Language insets
 1. Introduction to Speech, Language and Communication Needs

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2. Supporting SLCN – Using visuals in the classroom

Four members of our support staff team successfully completed the Open University Understanding Autism course in June 2020 which introduces the autism spectrum, how it is experienced by individuals and families, and why it's a global concern.

Our SENCo has the National SENCO qualification. She is employed three days a week to lead on inclusion across the federation and part of her role is to provide advice to staff and work alongside them, so that they can confidently meet children's special educational needs.

How will we secure specialist expertise?

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. These include:

- Advice and support from the Speech and Language Therapist (SaLT) and contributions to the reviews of pupils with significant speech and language difficulties. The schools have a speech language therapist, Anna Geaves, across both sites for one day each week. Her case load includes screening children, running intervention groups and training staff to carry out specific programmes. We also have a TA in each school that supports the Speech Language therapist and does daily language interventions.
- Place2Be, a leading children's mental health charity, are in each school for 2.5 days per week and provide in-school support and expert professional development to improve the emotional wellbeing of children and young people, families, teachers and school staff.
- Family Engagement & Participation Practitioners in both schools to offer support and advice to parents/carers as well as training
- Regular visits from the nominated Educational Psychologist for each school.
- Advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.
- Support from services like Phoenix Outreach Team (Autism Specialists) and Cherry Trees Outreach Team (Behaviour Specialists).
- Advice and support from the local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Both schools have an allocated school nurse who provides advice on supporting children with medical conditions, including writing care plans. They also can provide advice to parents/ carers on common medical conditions.
- Advice and support from the school nurse and community paediatrician (Child Development Centre).
- Advice and support from the Complex Medical Team in Tower Hamlets
- Multi-agency meetings with representatives from the Children's Social Care Team. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Referrals to the Attendance and Welfare Advisory service. Permission from parents and carers is always requested before any external agency is involved.

How will we secure equipment and facilities to support children with special educational needs?

Equipment and facilities to support children with special educational needs and disabilities are non-negotiable at our school; whatever our children require, within reason, is provided.

Examples of this would include access to our sensory rooms/spaces whereby children with a diagnosis of autism or SEMH can either complete a sensory circuit to energise and settle them

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into the school day or access a sensory box/piece of equipment to provide them with the required stimulation. Another example would be the quiet retreat areas in the playground whereby children can relax, read or colour quietly and if necessary reflect on their current emotions and share this with an adult.

Our school has an accessibility policy which is reviewed regularly. We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language. We strive to meet the care needs of children with ongoing medical needs so that they fully participate and are included in school life.

How do we evaluate the effectiveness of our SEN provision?

We regularly use assessment and progress data for children with special educational needs across the school to identify whether they are making progress or otherwise. We also use this information to evaluate the effectiveness of different intervention programmes.

Senior leaders, including the SENCo, alongside subject leaders, regularly review the provision of teaching and learning for children with special educational needs through observations of teaching and our termly monitoring cycle. We also sometimes involve other professionals from local schools and the local authority to evaluate our provision. All staff work to ensure that any actions are followed up comprehensively in a timely manner.

In the last St John's Ofsted report in 2016, the inspectors noted that,

"The school's progress information indicates that pupils who have special educational needs and/or disabilities make good progress. This is the result of leaders carefully assessing pupils' learning needs and providing additional support and specific interventions. Leaders regularly check how well pupils are doing and tailor the support accordingly to ensure that they make good progress."

In St Paul's Ofsted report in 2013, the inspectors commented that,

"Pupils from different groups, including disabled pupils and those with special educational needs and those who receive additional funding, make excellent progress because their needs are quickly understood and skilled support is put in place."

How do we handle complaints from parents and carers of children with special educational needs?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Our complaint procedure is as follows:

- The complaint is dealt with by the class teacher – parents and carers need to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the complaint is dealt with by the SENCo.
- If there is still no resolution, the Head teacher will become involved.
- If the matter continues to be unresolved, parents and carers should write to the Chair of the Interim Executive Board who will deal with the matter through their agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, a parent/carer can take the complaint to the Local Authority or request independent disagreement resolution. The school will make further information available about this process on request.

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Who can young people and parents and carers contact if they have concerns?

The Parent Advice Centre (PAC) is a self-referring service which offers advice, information and support to parents and carers of children and young people with Special Educational Needs (SEN) from birth to 25 and young people aged 16 to 25 independent of their parents.

Parents' Advice Centre

30 Greatorex Street

London

E1 5NP

Tel: 020 7364 6489

Email: pac@towerhamlets.gov.uk

Tower Hamlets Special Educational Needs Section

Town Hall

Mulberry Place

5 Clove Crescent

E14 2BG

Tel: 020 7364 4880

Educational Psychology Service

5th Floor, Mulberry Place

5 Clove Crescent London

E14 2BG

Tel: 020 7364 4323

Email: admin.eps@towerhamlets.gov.uk

Where can the Local Authority's 'Local Offer' be found?

Tower Hamlets Local Offer <https://www.localoffertowerhamlets.co.uk/> is a searchable database of all the support that is available for children and young people with special educational needs or disabilities, and their families. It provides you with information about what is available in the borough and where to get further information.