



**St. Mary Abbots School**

# **St. Mary Abbots CE Primary School**

## **Special Educational Needs & Disabilities (SEND) Information Report**

**SENDCo:** Mrs Zara Shuttleworth

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For further detail on the information included in this report, please refer to the [SEND Policy](#) which can be found on the school website.

## SEND Information Report

This document, known as the 'SEND Information Report,' is designed to give information about our school and the way in which we support children with a wide range of Special Educational Needs/Disabilities (SEND), in all aspects of school life. This support extends throughout their time with us and onto the next stage of their education. Our school values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers, whenever possible. We work together to create a safe community which enables each person to learn and grow socially and emotionally through respect and mutual support.

## Types of SEND Provision

- We are a **mainstream**, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We make reasonable adjustments to our practices to comply with the Equality Act (2010).
- We provide education for children from the age of 4 to 11 years. We ensure all children have access to high quality teaching within a stimulating learning environment. This provision is known as **Universal**. Where a child needs additional, short-term support to enable them to catch-up with their peers, we offer a range of interventions known as **Targeted** provision. If a child is receiving this level of additional support, it does not necessarily mean they have an identified special educational need or disability. Where a child's individual needs require a level of support and intervention which is longer-lasting, or where specialist support is required, they may be identified as having a Special Educational Need or Disability. In addition to **Targeted** provision, the child may also require more specialist, intensive support to enable them to access their learning and achieve success. This is known as **Specialist** provision.
- Through regular training and professional development opportunities our staff are able to support learners who may have difficulties within or across the following **four areas of need**: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, Sensory and Physical.
- Staff are trained to deliver a range of **Targeted** and **Specialist interventions** to support children with their learning and development. All interventions are outlined on our **School Intervention Map**. Examples of some of these interventions are: Language for Thinking, Box Clever, Attention Autism, Lego Therapy, Narrative Builders, Emotional Language Builders, Zones of Regulation, Transition support and small group work focusing on the individual child's needs.
- We work closely with professionals from Education, Health and Social Care to ensure we have the necessary skills and knowledge to support all our children and to enable the most appropriate resources and interventions.
- Effective SEND provision takes place within a cycle of early identification, target setting, intervention, assessment and evaluation.

## Identifying Pupils with SEND and Assessing their Needs

- The Special Educational Needs Coordinator (SENDCo), has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans. Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those children with SEND and disabilities. The SENDCo records the children's needs on the SEND register which is reviewed termly.
- We have a **rigorous monitoring system** in place that tracks the progress our pupils make in all areas of the curriculum. Children's learning and development is recorded using ongoing observation and assessment.

Regular **pupil progress meetings** take place between the Class Teachers, Senior Leadership team and SENDCo. All staff are vigilant at supporting pupils and raising any concerns.

- The school uses a '**graduated approach**' to identify special educational needs and disabilities and ensure that the child receives the best possible support and intervention. This approach involves following a four-part cycle of 'plan, do, assess and review'.
- Regular meetings between home and school enables these needs to be identified, progress to be monitored and changes to be made to the provision as necessary.
- An '**Individualised Education Program**' will be prepared for the child outlining what provision is in place, how long it will last and what outcome is expected. SMART (Specific, Measurable, Achievable, Realistic, Time specific) will be set for the child and reviewed regularly so they are fit for purpose.
- Where it is considered that a child may have Special Educational Needs which require provision that is additional to or different from what is provided to all children, we begin a process called the **SEND Support Arrangements**. In this process, holistic information about the child is gathered which enables us to plan the most appropriate provision. We ensure that the child and their family are at the centre of this process and that their voice is heard and fully represented.
- In consultation with parents/carers, it may be helpful to complete an **Early Help Assessment** to gather and understand information about the strengths and needs of the child and their family. This holistic assessment identifies the most appropriate way to meet those needs, and with consent of the family, can support a **Team around the Family** approach.
- Our SENDCo works closely with the parents/carers, the Senior Leadership Team, Class Teachers and Teaching Assistants to ensure every child makes **expected progress**. Our school Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCo and Senior Leadership Team on the pupils with SEND on a termly basis.

## Parent Consultation

- We recognise the important role parents/carers have in supporting their child with their learning and development. The school strives to maintain a **close working relationship** with the parents/carers of every child to support their well-being, progress and aspirations. For children with Special Educational Needs and Disabilities, this close partnership enables a good understanding of a child's needs and how best to support them.
- General **communication** with parents is maintained via the school website, noticeboards, newsletters and parent email.
- The school provides **regular feedback** to parents/carers regarding their child's progress, attainment and general wellbeing in school. Annual Records of Achievement, Parent Consultation Evenings (in the Autumn and Spring term) and other informal meetings throughout the year enables us to discuss our approaches in school, the next steps for the child and what parents/carers can do at home to help and support their child's learning.
- Through our '**open-door**' policy, parents/carers are encouraged to discuss their observations and concerns with the class teacher who will, if necessary, liaise with the SENDCo. Where the school identifies a concern regarding a child's progress or development, parents/carers will be informed as soon as possible.
- Parents are invited to become involved in **school-life** through a number of means e.g. Parent Association (FOSMAS), supporting on school trips and attending ongoing school events throughout the year. Each class has a parent representative who is able to guide parents/carers wishing to become involved. The school office will also provide information regarding helping out in school.
- We have **parent governors** who take an active role in the life of the school in holding leaders to account for strategic decisions.
- Sometimes, parents/carers seek advice or information on how best to support their child at home. Our **SENDCo and school staff** can offer support to parents/carers by signposting to services, sharing helpful resources, and by making recommendations on how they can positively engage with their child's learning and all-round development.
- We hold regular **parent workshops** to support and educate parents and carers on key topics, and always welcome suggestions for topics to cover. We cover a range of topics from separation anxiety, sleep hygiene, communication and language development and mental health support.

## Child-Centred Approach

- We seek to ensure we fully understand each child as a **unique person**. This enables us to ensure our teaching meets their individual needs and interests. Each child completes a **Pupil Passport** in collaboration with their teacher. This document provides the school with clear and concise information about what is important to the child, and how best to support them in school. We ensure that this process involves seeking the views of the child so that they feel involved in their learning.
- We have a **child-centred approach** to provision and seek to gain their views when planning how best to support them. In school, staff provide children with regular feedback and next steps. The methods vary with the needs of the children, but examples include, oral feedback, written feedback, small group support and checklists.
- The school recognises that **early intervention** can bring positive outcomes for a child and enable future success. Sometimes, children need **additional support** to embed their learning or catch up with their peers. This support is provided through our **Targeted** provision. The aim of this provision is to offer a quick boost to enable the child to then access the learning in class (Quality First Teaching/**Universal** provision).
- **Targeted** interventions are delivered by trained teachers or teaching assistants. They are closely monitored by the class teacher, Senior Leadership Team and SENDCo to ensure they have positive impact on the child's progress and development. Parents/carers are kept regularly informed about the progress their child makes.
- Where concerns are raised about a child's development, despite additional **Targeted** support, the SENDCo will liaise with key staff in the school and with parents/carers to share information and discuss the most appropriate type of support to put in place. It may be necessary for a child to have a longer-term, more individualised programme of support at **Specialist** level. With the consent of the parents/carers, this might involve assessment or support from **specialist professionals** from Health, Education or Social Care. If it is identified that a child has a special educational need or disability, they will be placed on the school SEND register.
- For children with more complex, significant or long-term needs, it may be appropriate to request an assessment for an **Education and Health Care Plan (EHCP)** from the Local Authority in which the child resides. If a child meets the criteria, the EHCP will detail the additional provision needed to meet the child's individual needs. The SENDCo will guide and support parents/carers through this process.

## Assessments and Reviews

- All parents/carers are invited to termly **Consultation Evenings** to ensure they are informed of their child's progress and attainment.
- For children receiving additional **Targeted** and **Specialist** support, **additional meetings** are arranged. Parents/carers will be invited to meet with school and any supporting professionals to review the impact of interventions or SEN support. Through the 'assess, plan, do and review' cycle we will look at the actions needed to support a learner towards their outcomes.
- Additional **Targeted** or **Specialist** provision is recorded by each class teacher on a class **Provision Overview**. This document outlines the interventions each child has access to, the frequency and the attainment of the child on entry and exit to the intervention. These documents are discussed with parents and enable home and school to evaluate the impact of these interventions and to plan for next steps.
- Using **child-friendly** approaches and language, our children are made aware of their individual SMART targets and where possible, are involved in the plan-do-assess-review cycle.
- The school works closely with **specialist professionals** from across Education, Health and Social Care to enable the right support for each child and their family. These specialists include: Speech and Language Therapists (SaLT), Occupational Therapists (OT), Educational Psychologists (EP), Autism Advisory Service, Child and Adolescence Mental Health Services (CAMHS), Ormiston Outreach Team (Behaviour Support), Early Help.
- Meetings are held to support both parents and the school to make suggestions on how each party can make positive contributions to the pupil's overall academic development and well-being.

## Phase Transitions and Participation in Society

- We recognise that transitioning to a new school or year group can be a big step for young children and aim to ensure it is a positive and seamless experience. Transition sessions take place in all year groups, with a particular focus on Key Transition years, from Reception to Year 1, from Year 2 to Year 3 and from Year 6 to Year 7.
- We take care to ensure all transition points (between classes or settings) are carefully managed and that all staff are aware of individual pupil's needs, learning progress and effective support strategies.
- Children in Year 6 take part in a series of transition workshops led by MIND.
- Through our **PSHE** (Personal, Social and Health Education) sessions, we teach children the skills to enable them to build positive relationships, have a good awareness of themselves and others and to broaden their awareness of their role in the community. These skills are important when moving on to a new phase in their life / education.
- We maintain good relationships with our feeder settings and and liaise closely with the settings children move onto; we **share information** to support pupils' learning and well-being at transition. Children's individual needs are discussed and strategies to support children in school are shared.
- We have a process in place to welcome all new learners to our setting. In Reception class, the teacher will meet the parents and children on the Open Day and talk further with the nursery school as appropriate. All children have experience of a 'Move Up' session, in their next year group during the latter half of the Summer Term.
- Parents/carers are invited to our **Meet the Teacher** meetings in the Autumn Term, to meet the teachers and find out about the Year group their child is entering, the Curriculum Map and the timetable.
- For some children, it may be necessary to offer **additional support** during the transition period. This might include additional visits to their new class or setting, a social story with pictures of their new classroom and teachers, creating a personalised scrap-book about themselves and their school or spending time with their new Teacher or Teaching Assistant. The SENDCo will liaise closely with parents/carers and school staff to enable this process.
- For children with an Education and Health Care Plan, an **Annual Review meeting** will be held to evaluate the provision in place, the progress made and to plan for the next academic year. Transition into secondary school and the child's next placement is considered a year in advance, therefore the Annual Review for a child in Year 6 will become an **Early Annual Review**.

## SEN Teaching Approach

- At St Mary Abbots we believe your child's learning needs will be first met through the **high quality teaching** delivered by their class teacher.
- We have **high aspirations** and expectations for all our pupils and through quality first teaching, our staff make **reasonable adjustments** to help include all children, including those with SEND.
- The type of support that is suitable or available to your child depends upon the nature of your child's needs and difficulties with learning. Our education provision will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;
  - Communication and interaction
  - Cognition and Learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- We recognise that all children are individuals and that in order to motivate them, it is important to understand their interests and abilities. All teachers use this information as a basis for their planning.
- Our **Universal**, **Targeted** and **Specialist** provision is reviewed annually to ensure we can provide the **most appropriate support** for each new cohort of children. Our

staff receive **training** to ensure they are able to deliver the interventions to meet the children's needs.

## Curriculum Adaptations and Learning Environment

- We carefully plan our curriculum to match the age, ability and needs of all children. All teachers are provided with **information** on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. The class teacher will **adapt** lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Staff **adapt** approaches and resources to enable all children to have access to the curriculum. **Adaptations** are planned for groups and individuals, according to need, for example, if a child has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- We have an **Accessibility Plan** in place and where feasible, we make reasonable adjustments to enable us to accommodate pupils who have physical disabilities. Our policy and practice adhere to **The Equality Act 2010**. St Mary Abbots regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- We monitor the **languages** spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.

## Staff Expertise and Training

- We recognise that every teacher is a teacher of every child or young person including those with SEND (SEND Code of Practice: for 0-25 - 2014). We invest in **training** our staff to improve our **Universal** provision for all children and to develop **enhanced skills and knowledge** to deliver **Targeted** (short and long term) and **Specialist** (individualised) interventions.
- Our SENDCo (Mrs Zara Shuttleworth) attends regular network meetings and SEND training to develop skills and knowledge and ensure she keeps up to date with relevant local and national initiatives. She is a member of the school Senior Leadership Team and the Senior Mental Health Lead.
- All our teachers hold **qualified teacher status**. Our Teaching Assistants (TAs), receive regular training to best support our pupils with SEND, for example in social communication support, speech and language support, Autism, ADHD. This also includes a tailored programme of support, with the SENDCo working individually with teaching assistants on a one to one basis.
- We have staff within the school who have received specific training in ADHD, Autism, Makaton and Sensory needs.
- We are able to request additional training or support from **specialist professional services across Education, Health and Social Care**. With consent from parents/carers we can refer a child to professional services so that they can assess their abilities and needs in order to support home and school to plan the most appropriate provision. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training.

## Provision Evaluations

- We regularly review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. This will **vary in approach** from whole class teaching with adaptations, paired, 1:1 and small group work.
- The Senior Leadership Team (SLT) and SENDCo carry out **learning walks** which include reviewing how provision is delivered, maintaining high standards through rigorous quality assurance.

- Our **Intervention Map** enable us to look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the finance used in providing the intervention.
- Budgets are closely monitored and aligned to the **School Improvement Plan** and to **the needs of the cohort** of children. Some of the funding the school receives may go towards funding training of staff so that staff are proficient in delivering interventions.

## Inclusion

- St Mary Abbots is an inclusive school and committed to providing equal opportunities for all children.
- Our **Equality/Inclusion Policies** promote involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make **reasonable adjustments** so that learners can join in with activities regardless of their needs.
- Where there are concerns of **safety and access**, further thought and consideration is put in place to ensure needs are met where possible, through reasonable adjustment and where applicable parents/carers are consulted and involved in planning.
- In order for children with SEND to **participate in extracurricular activities or trips**, additional risk assessments, resources or staffing may be required to ensure that their needs are met.

## Emotional and Social Development Support

- At St Mary Abbots we believe that the **happiness and wellbeing** of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's Class Teacher, the Teaching Assistants and SENDCo are available to provide support to match your child's needs.
- Staff work closely with the Mental Health Support services and MIND to ensure we support all aspects of children's mental health and well-being. Our SENDCo is trained as a Senior Mental Health Lead and is our Wellbeing Lead.
- The **children's views** are central to our ethos and practise and are sought individually or through school our school council.
- We have a zero-tolerance approach to bullying and provide a high level of **pastoral support**. All children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) forms an important part of our curriculum.
- We have a **Health and Safety** policy in place and ensure whole school training and refresher training in basic first aid and to support specific medical conditions.
- Our **Behaviour Policy**, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. Staff receive annual refresher training on this.
- We regularly monitor **attendance**, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. We hold half-termly meetings with the Early Help Team.
- The school holds termly **Team Around the School** meetings with representatives from the School Nursing Service, CAMHS, the school's Educational Psychologist and Early Help. This local network have a shared conversation about children that they may be worried about that early help and intervention may stop concerns escalating.
- **Safeguarding** training and regular updates are provided to all staff in the Autumn term. Mr John Primrose (Head teacher) and Miss Stephanie Henning (Assistant Head) are the Designated Safeguarding Leads. Miss Isabelle Chakiris (Upper Key Stage 2 Phase Leader), Miss Emily Rees (Key Stage Phase 1 Leader), Isabella James (EYFS Leader) and Mrs Zara Shuttleworth (SENDCo) are the Deputy Safeguarding Leads.

## SEN Support through External Bodies

e.g. health and social care bodies, RBKC support services and voluntary sector organisations

- As a RBKC school, we have access to a **multi-professional educational team**: Educational Psychology Service, which includes our Educational Psychologist, Specialist Behaviour Support Teacher (TBAP), which includes Hearing Impaired Service, Visually Impaired Service, Teacher of the Deaf, Early Years Autism Service and CAMHS.
- We currently have a part-time teacher with responsibility for EAL (English as an Additional Language). The EAL Teacher is able to advise and support staff with any pupil who requires access to learning who has an EAL barrier.
- We also draw upon the expertise of outreach teams from specialist schools such as Queensmill School and Westminster Special Schools.
- The school works closely with **NHS services**: Speech and Language service (SALT); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); and the School Nursing Service are all accessed by the school to support the needs of our children.
- We also work with **Children's Services** and the **Community Police** to support children and their families.
- We have links with **Key workers** to support families. All external partners we work with are vetted in terms of safeguarding.
- Where it is felt additional support or advice is required from any of these services to meet the individual needs of a child, with parent/carer consent, the school will prepare a **referral**. Through this referral, the professional team may offer further assessment and support to children. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions, parent and teacher consultations or offer advice and training.

## Provision Complaints Procedure

- In the first instance, if the parent/carer has a concern they are encouraged to talk to their child's class teacher.
- For pupils with SEND, further information and support can be obtained from the SENDCo (Mrs Zara Shuttleworth) or the Assistant Headteacher (Miss Stephanie Henning). The Headteacher is also available to discuss needs. Telephone - 0207 937 0740 or Email - info@sma.rbkc.sch.uk
- RBKC SEND Information Advice and Support Service (SENDIASS) provide impartial and independent information, advice and support to parents of children with Special Educational Needs. Telephone: 0208 960 9064 or Email: office@fulloflifekc.com
- RBKC Special Educational Needs Management Team manages school placements and provision for children with Special Educational Needs. Telephone: 0207 361 3311.