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| **The Federation of St John’s and St Paul’s Whitechapel CE Primary Schools** |
| **HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DISABILITIES** |
| **Our vision and how we hope to achieve it** |
| We recognise the potential of all children and we strive to ensure they are successful and we work actively to remove any barriers to participation and thus learning; we believe that all children are learners. We are an inclusive school and we ensure that all children feel supported and safe. We work closely with parents/ carers as we believe they know their children best and that a close partnership will result in children being secure and working to the best of their ability. All children will have access to the same curriculum and activities; we may make reasonable adjustments for some children to ensure access for all. |
| We admit children from 3 yrs to 11 years. Children start in our nursery from the September after their third birthday. We may also have an intake for some children aged four years in to our reception class. |
| **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, also if your child is or has been seen by agencies such as Speech and Language Therapy or the Child Development Team.
* Sometimes a child’s additional needs become more noticeable after they’ve started school, teachers may notice that a child’s development is different or has difficulty 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 (special educational needs co-ordinator) and class teachers meet to discuss the learning and progress of all the children, any concerns about learning 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 we do to help children with special educational needs** |
| * When a child is identified as having additional needs, initially the class teacher will try different approaches in class, teachers will feedback at the next Pupil Progress meeting how the child is progressing but if the child is having serious difficulty the teacher will discuss with the Inclusion Leader their concerns and new strategies will be put into place.
* In each year group there are different types of interventions – see our ‘Provision Map’. For example, if a child is struggling with mathematics we may assess them and then provide them with an intervention programme to help them catch up with their class mates.
* We also offer language groups in each year group with support from an independent Speech & Language Therapist. We have several literacy interventions across the school to develop children’s reading and writing skills should they fall behind.
* As part of our provision to meet the new curriculum, some children may be given sessions to pre-teach skills and concepts that they have struggled with previously of the whole class. We hope that this extra preparation will mean that they are able to learn.
* We will also offer extra sessions of reading, phonics and handwriting to those children we think need some additional help.

**Senior leaders and the SENCo will oversee all children who have interventions to support their learning but the class teachers have the responsibility for their day to day learning.** * To ensure that an intervention is effective, each child is assessed before they start an intervention and assessed again to ensure that they are making adequate progress.
* It may be that a specific intervention is not right for some individuals; we will make sure that time is not wasted – if an intervention isn’t working we will provide something else, using evidenced based information to select another intervention. We will repeat the process if necessary until your child makes progress.
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| **How we adapt our teaching for children with special educational needs** |
| * All staff are expected to make sure that all children can access learning but at the same time are challenged so that what they are asked to do is not too easy or too difficult.
* This ‘differentiation’ requires that teachers know the capabilities of children and where they are at in their learning; this means that they can plan for children’s next steps in their learning.
* Sometimes children may use additional resources or may be supported by an adult to ensure that their learning is appropriate.
* Some children may be provided with opportunities to go over concepts or skills they find hard to learn.
* We may ask parents/ carers for information about things that really interest their child so that we can make their learning engaging and meaningful.
* Each child is an individual and we try to provide exactly what they need in order for them to be independent successful learners.
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| **How we decide what resources we can give to a child with special educational needs.**  |
| * At the start of each academic year resources are allocated to each class according to the needs identified during the previous year; this means, for example, that if a child has been provided with some 1:1 support, it is not suddenly withdrawn when they arrive in a new class.
* The needs of all the children in the school are looked at and resources are allocated accordingly.
* During our half-termly pupil progress meetings, senior staff discuss with class teachers the progress of all the children in their class. If it is felt that a child has needs which aren’t being met then a new intervention will be put in place. Sometimes this may mean that resources have to be taken from groups/ individuals and re-allocated to those with greater need.
* Parents/ carers will be kept informed by the class teacher and will be able to meet the SENCo/ Head of School/ Executive Head Teacher to discuss why and how the decision was made, should they have any concerns.

**The priority is for children to make progress, using information on how they were doing before the intervention started and any changes in their performance since it commenced are used to help decide if the intervention is appropriate. Parents/ carers should bear in mind that interventions are usually for a block of time and are not open ended in duration.** |
| **How we check that a child is making progress and how we keep parents/ carers informed** |
| * Each half term children are assessed, either by using a formal test or by teachers using their judgement on how a child is performing in class.
* This information is provided to parents/ carers during consultation meetings each term.
* Children who have interventions are assessed more frequently, often assessments are built in to each session and teaching assistants who deliver the sessions provide this information to teachers. Depending on circumstances this is shared with parents/ carers.
* Parents/ carers will be provided with information about the intervention(s) their child has and also supplementary information on how they can support their child at home.
* If a child is experiencing particular difficulties then this will be fed back to parents/ carers but generally feedback will be given at the end of a unit/block of work.
* Praise for effort and achievement will be given to children with their parents/ carers present regularly as appropriate.

**Each term parents/ carers can request a meeting with the SENCo present to discuss particular issues around their child’s needs; this may be part of the parent/teacher consultation meeting, an annual review or a separate meeting.** |
| **Support we offer for children’s health and general wellbeing** |
| We recognise that children’s physical and mental health and well-being are important factors in their ability to learn and make the most of the opportunities provided to them. * To support this we ensure that we have records on any issues that my affect them, these are shared with 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.
* The school has a medical policy which covers the administration of medication, we currently have children with chronic conditions who are supported during school by teachers and teaching assistants and we also provide personal care as required.
* Children are encouraged to work towards managing their care independently – with adult support and they have the opportunity to comment on their support and we listen to their contributions.
* It could be that we identify that children are displaying levels of anxiety that are unusual, in the first instance parents/ carers would be consulted and if it was felt that additional support was required the Health Mentor would be suggested; with parental consent, a programme of support would be drawn up.
* In some circumstances parents/ carers may be offered the support of ‘Place2Be’ for their child, 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 home -school liaison worker is a member of the team and she liaises with parents/ carers and works to address any issues before they become problems, she is able to 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/ carers***
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| **Specialist external services we use when we think extra help is needed** |
| We make use of a wide range of professionals to ensure the support we provide is the best it can be. * We employ an independent speech and language therapist who works in school for one day a week, she supports and develops the teaching assistants who deliver language groups and gives advice to teachers and parents/ carers.
* We have an allocated educational psychologist who visits school for 2 – 3 visits each half term, she works with children to further assess their needs and provide school staff with guidance on how to develop their learning.
* Both schools have an allocated school nurse who provides advice on supporting children with medical conditions, including writing care plans. She also can provide advice to parents/ carers on common medical conditions.
* We have good links with Phoenix special school via their outreach team.
* We refer children to specialist health providers such as Occupational Therapy Services, the Child Development Team, the Autistic Spectrum Disorder Assessment Service, CAMHS, the paediatric audiology team, Speech and Language Therapy assessment – where appropriate

We have referred several children to the Support for Learning Team for behaviour assessments; we would also refer to their other services (visual impairment, hearing impairment, physical disability advisory services). |
| **The training that our staff have had or are getting** |
| We want all our staff to be provided with regular training to support continuous professional development so that they are always aware of changes in legislation, approaches to learning and teaching plus specialist training to help them meet all our children’s needs. We ensure we have adequate numbers of trained first-aiders and that their training is kept up to date. * All staff attend weekly hour-long training sessions – teachers and teaching assistants plus 5 INSET training days each year; we aim that 1 in 5 sessions should cover inclusion/ SEN.
* Over the last year staff have had training in working with children with Autism, conflict resolution and basic awareness of speech, language and communication needs.
* These areas will be re-visited over the next year plus identifying when children have additional needs, supporting children with literacy difficulties.
* We make use of external training providers and staff regularly attended courses when appropriate, for example managing medical conditions; using and making visual resources for children with Autism.

**Our SENCO has the National SENCO qualification.** |
| **How we include children in activities and school trips** |
| We aim to include every child in all activities and provide support as necessary to ensure that every child has equal access; this could be by:* providing adult support, such as extra adults on trips to increase safety, sometimes we may also ask parents/ carers to accompany their child.
* accessing funding to subside the costs, such as providing a taxi for children unable to access public transport
* reviewing after school clubs with children and parents/ carers to ensure there is a range that are appropriate for all children and the staffing of the clubs is carefully considered.

**For those children who have additional needs we will plan in advance, in conjunction with parents/ carers, to ensure that they can take full part in residential visits and day trips.** |
| **The school environment** |
| **St John’s School:*** St John’s school has two buildings, the original Victorian main building for key stages 1 and 2 plus the new early years building.
* The accessibility of the main building is limited by its construction, it has two ground floor classrooms which are accessible but the hall and the other classrooms are on the upper floors. There is a disabled toilet on the ground floor, accessed via a ramp at the side of the main entrance.
* The new building is fully accessible with a disabled toilet and changing room on the ground floor with a lift to the first floor.
* The classrooms and stairways are fully carpeted and this contributes to an improved environment for those with hearing impairments, the classrooms have blinds to help minimise glare and years 2 to 6 have new interactive whiteboards with larger screens to improve the visual environment.

**St Paul’s Whitechapel:*** St Paul’s School is composed of aa Victorian building ion two floors onto which a hall was added in the 1960s along with two extensions in the last ten years: an early years unit and key stage 1 classrooms and toilets.
* The age of the core building makes accessibility difficult although a lift was installed for access to the upper floor rooms.
* As at St John’s, the classrooms, corridors and stairways are fully carpeted to provide an improved environment for those with hearing impairments. The classrooms have blinds to help minimise glare and all classes interactive whiteboards with larger screens to improve the visual environment.

**We have an accessibility plan to try to improve our provision for all children and adults, as far as possible, within the limitations of the building and available budget.** |
| **How we prepare for children/young people joining our school and leaving our school** |
| * When parents/ carers accept a school place they receive a home visit from their child’s new teacher and the home- school liaison worker to gather information on the child and their family so that any additional needs are identified after discussion with the parents/ carers.
* Teachers are prepared and familiar with new pupils and this helps children to have a successful start to school.
* Children leave school at the end of year 6 and support for this important transition starts early.
* During the summer term, parents/ carers of children in year 5 are provided with information on secondary transition – those with special needs who have a statement or EHCP are encouraged to attend information sessions run by the Parents Advice Centre and secondary transfer is discussed during their annual review.
* At the beginning of year 6 parents/ carers are supported to complete the application forms and on request the school can provide information on the support that children receive.
* During the summer term the school organises transition sessions, these vary according to needs.
* There may be a group of children who have extra transition visits to their new school.
* We pass on information on the support a child has had and what has worked well, their strengths etc. so that the new school will be prepared to meet their needs.

**The SENCO receives information on all new pupils who may have additional needs so that resources can be allocated accordingly. The Inclusion Leader/SENCO also works closely with schools that pupils are transferring to so that new staff are aware of the identified needs of children to enable them to plan in advance to ensure a smooth transition.** |
| **How parents/ carers are involved in school life** |
| Parents/ carers are considered to be very important partners as they know their children best of all and they are provided with feedback from class teachers and teaching assistants regularly and are encouraged to speak to staff – class teachers initially, and raise concerns as they arise. * They have opportunities to meet with other members of staff; appointments can be made via the office.
* There is an active parent council who meet with the head teacher and head of school on a regular basis.
* The school has some members of staff who act as translators during meetings with parents/ carers who do not have English as a first language.

**We value all parents/ carers and we listen to their views and work with them to improve the education of all our pupils.** |
| **Who to contact for more information or to discuss a concern** |
| Any concerns should initially be directed towards their child’s class teacher, appointments can be made via the school office or by asking the teacher at the end of the school day. * The home-school liaison worker is also available to speak to parents/ carers either by speaking to her in the playground before or after school or by telephone; she can provide advice or information on a wide range of issues.
* Prospective parents/ carers can speak to the Head of School via the school office.

Our SENCo is Mrs Veysey, until December 2019, and Mrs Dixson from January 2020. They can be reached via the school office (St John’s: 0208 980 1142; St Paul’s: 0207 480 6581). |
| **Our offer to children with special educational needs and disabilities was prepared in September 2019.****It will be reviewed in July 2020.** |