SPECIAL EDUCATIONAL NEEDS Information report 2018 - 2019

With reference to Clause 65, regulation 3

If you would like help understanding this document, contact the SENCO.
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Corpus Christi is a two form entry Primary School with a Nursery.
There are 424 children on roll. Children with Special Educational needs make exceptionally good progress here as noted by Ofsted January 2010;

Pupils with special educational needs and/or disabilities make exceptionally good progress because of the very effective way they are challenged and supported in their learning by class teachers and their assistants."

1. The kinds of Special educational needs for which Provision is made at Corpus Christi School

All Lambeth maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need and or Disability being met in a mainstream setting wherever possible, where families want this to happen.
Corpus Christi School will meet the needs of students with the following SEND:

Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory and/or physical

2. Admission of pupils into school with SEND

Corpus Christi School is committed to integrating pupils with SEND into the school. Places are allocated according to the criteria listed on the schools Admissions Policy. Parents/ Carers of a child with SEND are warmly invited to meet with the SENCO to look around the school before deciding if they would like to apply for a school place. Contact details for the SENCO are listed above.

3. The School's Policies for the identification and assessment of pupils with Special educational needs.

<u>How does Corpus Christi School identify children with Special Educational Needs?</u>

The early identification of Special Educational Needs is vital in order to start support for the child. Parents/Carers of pupils placed on the SEN register are informed and consulted. The identification process is ongoing but difficulties may be identified from any of the following sources:

- Information gathered from parents/carers when a child starts school
- Records sent from feeder schools/ settings
- Concerns raised by outside agencies such as the Health Authority or Social Services
- Referrals from class teachers or support staff
- Concerns raised by parents/carers or children themselves, which alert teachers to a possible need
- Regular ongoing teacher assessment
- Pre-school assessments - e.g. Development Assessment, Health Authority
- Nursery & Reception: - Baseline assessment, Early Years Foundation Stage Profile
- Year 1: Formal assessments, Teacher assessment
- Year 2: SATs, Teacher Assessment
- Year 3: Formal assessments, Teacher Assessment
- Year 4: Formal assessments, Teacher Assessment
- Year 5: Formal assessments, Teacher Assessment
- Year 6: SATs, Teacher Assessment

In addition, the Educational Psychologist, the Speech and Language therapist, the Autism specialist and the Mary Sheridan Centre may assess and review pupils' needs and assist in devising SEND Support Plans for pupils at Wave 3.

4. Information about the School's Policies for making provision for pupils with Special educational needs.

a) How does Corpus Christi School monitor and evaluate the effectiveness of provision for SEN children?

The progress of all pupils with Special Educational Needs is reviewed every half term by teachers, SENCO and Specialist teachers. Evidence is considered, from individual and class assessments and also by looking at the 'whole child' and how they are managing all aspects of school life. The support for these children is reviewed and set for each pupil and recorded on the Whole School Provision map. SEND support plans and individual targets are reviewed with parents twice a year. In addition to this, children with an EHCP have an annual review with their parents, the Local authority, and all staff who work with that child.

b) How does Corpus Christi School assess and review the effectiveness of support for SEN children?

The success of the Corpus Christi School's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO / SEN Support Teachers and Senior Leadership Team
- The Provision Map
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- PIVATS and SCERTS monitoring and target setting for some pupils on the SEN Register
- School self-evaluation of additional provision
- The governors' annual report to parents, which contains the required information about the implementation and success of the SEN Policy
- The School Development Plan which is used for monitoring provision in the school
- The yearly SEND Action Plan which highlights areas of need and strategies to meet that need.
- Feedback from children, parents and staff, both formal and informal, following meetings to produce SEND support plans and targets, revise provision and celebrate success.
- Appropriate INSET provided for both Teaching and Support Staff
- An Inclusive learning environment which encourages acceptance, respect and special sensitivity
- Increased pupil confidence and self esteem
- Analysis of pupil progress and achievement, based on prior attainment data
- Pupil participation in all aspects of school life

c) What is Corpus Christi School's approach to teaching SEN children?

At Corpus Christi, we believe that children with Special Educational Needs should be taught within their own classroom setting. Children may occasionally be given withdrawal support in individual or small group settings if it is appropriate and best suits the child. All children with Special Educational Needs are fully integrated into mainstream classes. Pupils have full access to the environment, resources, staff and activities, including trips and School Journeys. Some children follow a discrete curriculum in English and Maths tailor made for their current attainment and linked to the PIVATS target setting system. These children also usually have additional adult support from an LSA. Some children also follow SCERTS targets as part of their developing Social Skills learning. We are also in the process of meeting the Autism Standards.

We believe that using inclusive strategies in all classes for all children is the most inclusive way of teaching and learning; for example, Visual Timetables are used in

every class throughout the School. Teachers also use specific target questions is lessons to ensure that all learners are challenged and supported.

d) How does Corpus Christi School adapt the curriculum and learning environment for SEN children?

Wave 2 – Group support is offered in the area of need. This support changes termly, depending upon the needs of the pupils in the class/ year group. Currently we have group support for reading, maths and spelling in all year groups from Year 2 -6. EYFS and Year 1 also have a range of Wave 2 interventions for reading, handwriting and maths.

Wave 3 - The pupil receives additional support or advice from a specialist from outside the school, or one of the School Specialist teachers. Parental permission is needed. These children are named and planned for on teacher's weekly plans as part of our 'Inclusion Planning.' Specific tasks or resources are differentiated for these children, outside of the usual class differentiation.

Education and Health Care Plan – The school or parents can refer the pupil to the Local Authority for initiation of an EHCP, providing 3 cycles of SEND Support Plans, Specialist teacher recommendations and evidence to support this. The Local Authority SEN panel meet to consider the evidence and to decide whether or not to issue an EHCP. This enables the school to apply for top up funding to support the child in their specific area of need. The Local Authority then appoints an EHCP co-ordinator, who will organise an EHCP Planning meeting involving parents, teachers, and other professionals who work with the child. Children with an EHCP often have a 1:1 adult working with them on a separate curriculum, differentiated to meet their needs. An annual review involving all adults working with the child, parents and the Local Authority is conducted every year to discuss progress made and support still needed.

How does Corpus Christi School ensure access to the Curriculum for SEN children?

We aim to provide access to the full range of the curriculum by creating a positive and stimulating learning environment for children with Special Educational Needs. We do this through:

- Being aware of all information on record
- Differentiating planning and delivery
- Following strategies outlined in advice from professionals and recorded in the pupils SEND support plans
- Defining the learning sequence and ensuring that steps to achieve the learning outcome are identified
- Giving clear instructions and checking that they are understood
- Allocating support staff appropriately
- Considering different kinds of presentation, for example, multi-sensory activities such as games, computer programmes, pictorial and oral tasks

- Offering support and differentiated means of children presenting their learning
- Considering readability and/or specific vocabulary
- Considering groupings - e.g. mixed ability groups where peers can support those with difficulties
- Assessing and planning progress using PIVATS and SCERTS.

Corpus Christi School is committed to reducing barriers to learning for pupils with SEND. We work closely with pupils, their families and outside professionals on a daily basis to ensure that we provide a co-ordinated approach; removing barriers and ensuring equality of provision for all pupils.

e) What does Corpus Christi School have as additional support for learning for SEN children?

In addition to planning specifically for SEN children on a weekly basis, there are also;

- support groups for maths
- support groups for writing
- support groups for reading

Corpus Christi also employs;

- a Speech and Language Therapist one day a week,
- a specialist SEND teaching assistant who is trained in meeting the needs of dyslexic pupils
- Corpus Christi buys in 13 visits a year from the Educational Psychologist.
- We also receive fortnightly/ monthly support from Larkhall Outreach service to support pupils in school who have a diagnosis of autism.

f) Which activities does Corpus Christi School have for pupils with Special Educational Needs in addition to those in accordance with the curriculum?

- SCERTS programme with target linked activities to help children develop their social skills and awareness. These children are assessed by the SENCO, SEN consultant and Larkhall Advisory teacher. SCERTS targets are set with parents and children.

- Children following SCERTS targets also follow a 'real life' learning programme where they go on short trips in the local area with a purpose, such as shopping with a list, going to the post office, looking for street signs. These trips are planned by the SENCO, SEN consultant, learning support assistants, parents, children and LSA's.

- SENCO teaches a daily maths group for SEN children in years 5 & 6 which is focussed on maths number skills. This group runs parallel with the Year 5 & 6 maths setting groups.

- Infant and Junior Social Skills groups run by our learning support assistants, these groups happen weekly.

- 4 days a week Occupational Therapy (OT) club, for Infant and Junior children. This takes place before school at no charge to parents.

- 4 days a week Multi-sensory Spelling Club for pupils in Year 3 and . This takes place before school at no charge to parents.

- Lego therapy

g) What support does Corpus Christi School have for improving the emotional and social development of children with Special Educational Needs?

Please see above for detail.

- SCERTS target setting, planning and evaluation.
- Real life learning programme
- Infant & Junior Social skills groups
- OT club

5. Name and Contact Details of the SENCO at Corpus Christi School

Who do I contact at Corpus Christi School for help and advice about Special Educational needs?

Mrs Zoe Bray (0207 274 4722)

zbray@corpuschristi.lambeth.sch.uk

The SENCO is Zoe Bray who is responsible for co-ordinating the day-to-day provision of support for pupils with special educational needs.
The SENCO is responsible for monitoring, evaluating and providing appropriate support for pupils with Special Educational Needs within the budget.
SENCO responsibilities include:

- Monitoring, evaluating and providing appropriate support for pupils with Special Educational Needs within the budget
- Maintaining the school's SEN register and overseeing the records of all pupils with Special Educational Needs.
- Liaising with teaching/support staff and advising colleagues as necessary
- Meeting with parents/carers to discuss their child's needs

- Liaising with external agencies, including the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Department of Child and Family Psychiatry, Health Service, Social Services, and the Literacy Specialist teacher, and making referrals as necessary
- Arranging multi-disciplinary meetings involving the school doctor, school nurse, speech and language therapist and other agencies as appropriate
- Appointing, inducting and managing the performance of Learning Support Assistants
- Arranging termly meetings with class teachers to discuss pupils at School Action / School Action Plus of the register, reviewing their progress and planning new ISPs
- Timetabling extra support and resources for pupils with special educational needs.
- Reviewing the progress of children and planning new ISPs, SEN support and EHC plans, in consultation with children and parents/carers, external agencies, class teachers and classroom support assistants
- Organising and conducting the annual review meetings for children with EHC plans.
- Involving children in discussing and setting their targets, and decision making as appropriate
- Reporting to governors as required
- Carrying out other liaison and administrative duties as required posting home SALT reports to parents (weekly)
- Arranging dates and correspondence for annual reviews
- Arranging dates and correspondence for special educational needs Intervention Parent meetings
- Resourcing the SEND room and classrooms
- Liaising with class teachers regarding referrals for intervention and assessment by outside agencies
- Mentoring LSA's with PIVATS planning.
- Evaluating, Setting and planning PIVATS & SCERTS targets.
- Transition visits with Year 6 children and parents to Secondary Schools
- Passing on of all SEN information to Secondary Schools
- Arranging CPD training for all staff.

6. Information about the expertise and training of staff in relation to children with Special Educational Needs and how specialist expertise will be secured.

<u>What Specialist provision is there at Corpus Christi School?</u>

- A Speech and Language therapist
- A SEND Assistant who is trained to deliver dyslexia support

- An Autism specialist
- An Educational Psychologist

Children who have a significant need in one of the above areas can be referred by either the parents, class teacher, or teaching assistant, to the SENCO who organises an assessment with the appropriate member of staff.

Children with an EHCP often have an LSA working closely with them, and entitlement to in-school support and specialist help, which is part funded by the LA. Depending on their level of need, these children usually follow a separate appropriately differentiated academic curriculum. PIVATS target setting and assessment is used for these children.

In-Service Training (Inset)

Meetings take place as necessary, led by the SENCO or visiting specialist to support the implementation of the Code of Practice and the development of skills and knowledge for both teachers and support staff.
Staff who are new to Corpus Christi meet with the SENCO for induction into policy and procedures.
Inset is provided by the visiting specialists and also by local training centres (Lambeth ASD Outreach Service) to train support assistants, teachers, and the SENCO. Teachers and teaching assistants who attend specialist training, always feedback to the rest of the staff to disseminate new knowledge and good practice. Parents are also invited to attend training in subjects of interest to them and their children. Corpus Christi has an Inset policy which defines the criteria used for individuals to apply for in-service training. Training needs may be identified in the annual School Improvement Plan.

7. Information about how equipment and facilities to support children with special educational needs will be secured.

If specific equipment is needed to support a child, the SENCO has a budget for resources and will order the appropriate equipment.
Where possible, reasonable adjustments to the school environment will be made.
There is a lift that serves the Upper Hall. The school has one toilet which is accessible to people with wheelchairs.

The school has an Accessibility policy in accordance with Schedule 10 of the Equality Act 2010.

8. The arrangements for consulting parents of children with special educational needs about the education of their child.

How are parents kept informed about support, plans and progress at Corpus Christi School?

Parents can contact the SENCO via email at any time. Parents are kept informed at all times about the support their child receives. This consultation process takes the form of:

- Meetings with the class teacher, teaching assistant and SENCO
- Meetings with other expert staff at the school.
- Invitations to, SEND Support plan reviews, EHCP planning meetings and annual reviews.
- Regular email communication and feedback.
- Copies of SALT reports, Literacy Specialist support reports, ASC and Social skills reports sent home.
- PIVATS assessment reviews and targets discussed termly.

9. The arrangements for consulting young people with Special Educational Needs about, and involving them in, their education.

How are children involved in their support and education at Corpus Christi School?

All children receiving SEN support are given the opportunity once a term to comment on (scribed if necessary) their support, what they think they have learnt, and what they would like to learn next.
This information is used to inform the SENCO, Specialist teachers, LSA's about the child's next steps. SEN children also complete playtime questionnaires, to promote discussion about enjoyment at playtimes and to suggest activities.

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational needs concerning the provision made at the school.

How can you make a complaint about the SEN provision at Corpus Christi School?

Parents/carers can raise complaints about the special provision for their child by speaking to the class teacher or SENCO.
If the situation is not resolved, the parent/carer may wish to discuss the matter by making an appointment with the Co - Headteachers. If the parent is not satisfied after talking to school staff, they can make a complaint, using the school's Complaints Policy, to the Chair of Governors, who will then investigate the complaint and respond as appropriate within ten working days.

11. How the governing body involves other bodies, including health and social services bodies, 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.

What links with support from outside organisations does Corpus Christi School have?

- Local offer
- NHS links
- Lambeth ASD Outreach Service
- SIBS
- Family Support workers
- Social Services
- CAMHS
- Mary Sheridan Centre

The SENCO and SEN governor have links with all of the above agencies and can support families of pupils with SEN in accessing these services.

12. 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.

13. 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.

How does Corpus Christi School prepare children with Special Educational Needs for new classes, teachers and Secondary School?

- Information handover: The SENCO at Corpus Christi School ensures that all information about children with Special Educational Needs is passed on to the children's next class teacher.
- Transition videos and books: The learning support assistants and Lambeth ASD advisory teacher make DVD's and books for children to watch throughout the summer holidays, previewing their new teacher, classroom, timetables and routines.
- Secondary transfer visits: The SENCO visits both mainstream and special secondary schools with parents of children with Special Educational Needs to support the family and meet other SENCOS.
- Secondary School visits and guide books: When a secondary school has been allocated to a child with SEN, the SENCO visits the school with the child to photograph key areas for making a guide book, to meet staff who will be important for that child and also to make transport plans with the child.

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

https://www.lambeth.gov.uk/send-local-offer

The link above gives information about the support that is available in Lambeth from the local authority to all children who have been identified as having SEN.

List of abbreviations and meanings:

SEND Special Educational needs and disabilities

SENCO Special Educational needs co-ordinator

LSA Learning Support assistant

EHC Education Health & Care plan

PIVATS Performance Indicators for Value Added Target Setting

SCERTS Social Communication, Emotional Regulation, Transactional Support

ASC Autistic Spectrum Condition

ASD Autistic Spectrum Disorder

SALT Speech and Language Therapy

SIBS For brothers and sisters of disabled children and adults

CAMHS Child and Adolescent Mental Health Services

OT Occupational Therapy