

School SEN Information Report

Children and Families Act 2014 SEND Code of Practice 0-25 years 2015

St Anne's Catholic Primary School

Headteacher: Mrs Catherine Davis

Inclusion Manager: Mr Miguel Carrascal

SENCO: Miss Lindsey Kelly

SEN Governor: Mrs Annie Mulroy

Updated and ratified by Governors: December 2017

Introduction

The Department for Education published the Special Educational Needs and Disability (SEND) code of practice: 0-25 years (January 2015). This document is statutory guidance for schools who work with and support children and young people who have special educational needs or disabilities.

Special Educational Needs and Disability (SEND)

As stated in the SEND code of practice:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Many children who have SEN may have a disability under the Equality Act 2010.

That is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

This SEND Information Report is for parents, carers and children and young people themselves. It details the provisions that St Anne's Catholic Primary School provides for children and young people with SEND whether or not they have an Educational Health Care plan (EHC plan).

A Glossary of terms is available at the end of this document to support understanding of the SEN information report.

At St Anne's Catholic Primary School our mission statement is:

Help all to develop a closer personal relationship with Christ;

Live by, teach and respect the values of the Catholic Church;

Promote honesty, respect, justice, tolerance, kindness and forgiveness.

Provide a welcoming, safe, loving and caring environment;

Treat everyone equally;

Celebrate cultural diversity and the uniqueness of the individual;

Teach our children to look after their world;

Encourage them to be responsible, independent, enthusiastic learners and do their best at all times;

Encourage them to develop their talents;

Offer high-quality teaching through a creative, fun, challenging and broad curriculum;

Work in partnership with families, governors, the parish and the wider community.

Inclusion is central to our mission statement as the school represents respect, tolerance, kindness and a safe, nurturing environment where everyone is treated equally.

We celebrate the diversity and uniqueness of the individual and challenge all of our learners to reach their potential. St Anne Catholic Primary School has high expectations for all pupils regardless of their needs, background or standing.

At St Anne's we are committed to developing every child's potential through the light of Christ.

“Let the light of Christ shine in our school”

All Lambeth mainstream schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the Local Authority (LA) to ensure that all pupils, 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 a student with SEND being met in a mainstream setting wherever possible, and where families want this to happen.

SEN is thought of in these 4 broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Individual children may have needs that cut across all these areas and children’s needs may vary over time.

The information below details what St Anne’s Catholic Primary School offers for children and young people with SEND and how parents and pupils may access the support they require.

SEN information report	
What kinds of SEND are provided for at St Anne’s Catholic Primary School?	<ul style="list-style-type: none"> • At St Anne’s Catholic Primary School we believe that every child is important and aim to address their needs and support their development in any way we can. • St Anne’s Catholic Primary School is currently providing additional and/or different provisions for a range of needs including: <ul style="list-style-type: none"> ✓ Communication and interaction – Autistic Spectrum Condition (ASC or ASD as previously known), Asperger’s Syndrome, selective mutism, speech, language and communication difficulties. ✓ Cognition and learning – Down’s Syndrome, moderate learning difficulties (MLD), specific learning difficulties (SpLD) including dyslexia, dyspraxia and dyscalculia. ✓ Social, mental and emotional health – attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and pupils with anxiety . ✓ Sensory/Physical - hearing impairment (HI), epilepsy • SEND training is part of the continuing professional development for all teachers and teaching assistants. This is planned in conjunction with the learning and SEND needs of our current cohort. • When pupils are provided with a diagnosis of SEN or Disabilities that we are unfamiliar with, or a new child starts at the school with an SEN not currently catered for, the SENCo will research and provide training to all/relevant staff members to enable them to best meet the needs of that individual.

What policies and arrangements are in place for identifying children and young people with SEND and for the assessment of pupil's needs, whether they have an EHCP or not?

- Pupil progress meetings occur on a termly basis. Pupils who are identified as not making the expected progress are discussed with the class teacher, the Inclusion Manager and the Deputy Headteacher. Interventions are put in place to support the pupil to make progress. If these interventions are not successful the pupil will be referred to the SENCo to support identification of potential barriers to their learning. The parent of the pupil will be notified through the class teacher and a meeting may be set up with the parents, if they have questions or concerns. Further investigation or assessment may then be completed with parental permission. Potential barriers to learning could include dyslexia, speech language and communication issues or social and emotional concerns.
- Teachers and support staff use their best judgements in class to identify areas of weakness for pupils who may be struggling to learn at the expected level in certain areas. For example there may be a gap in their phonics or spelling skills, they may struggle with a particular aspect of Maths or they may display other behaviours which may be indicative of social or emotional anxieties, impacting on their readiness to learn. Teachers use high quality teaching strategies to address these areas and provide additional support, where appropriate, to meet the needs of the pupil.
- Where teachers have ongoing concerns, despite the additional support they have provided, they will discuss their concerns with the SENCo and Learning Mentor at termly Inclusion meetings. When necessary, they will complete a school referral form for the Inclusion team. The Inclusion team will discuss the interventions which have been implemented, the highlighted concerns and provide recommendations to support the pupil to make progress. Where interventions are unsuccessful or a continuing concern for the pupil's learning both academically or socially persists, the Inclusion team will identify if external expertise is required such as a developmental assessment, Speech and Language assessment, or advice from an Educational Psychologist.

At St Anne's a range of specific, more specialised tests are used, usually by the SENCo, to assist in the identification of the individual pupil's needs in order to support identification of the barrier to their learning. To obtain further understanding of a pupil's learning difficulties we may use:

- Wide Range Intelligence Test (WRIT)
- Wide Range Achievement Test (WRAT)
- Phonological Assessment Battery (PhAB)
- Helen Arkell Spelling assessment (HAST)
- Dyslexia Screening Test
- Dyscalculia assessment

Other specialised assessments which may be used in school to identify barriers to learning may include:

- Evelina London Occupational Therapy Child Development pack

	<p>Additionally the school commissions the services of an independent Speech and Language Therapist (SaLT) who supports staff in identifying the speech and language needs of our pupils using a range of specialist assessments.</p>
<ul style="list-style-type: none"> • What are the arrangements for consulting parents of children with SEN and involving them in their child's education? 	<ul style="list-style-type: none"> • Where teachers have concerns about the progress of a pupil in their class they will discuss these concerns with the parents at Parents' Evening or they will arrange an additional meeting if required. • Where teachers have ongoing concerns about a pupil in their class, despite the additional support they have provided, they will discuss their concerns with the SENCo and complete a school referral form for the inclusion team. The inclusion team will discuss the concerns and the interventions which have been implemented and provide recommendations to support the pupil to make progress. Where interventions are unsuccessful or a continuing concern for the pupil's learning persists, either academically or socially, the Inclusion team will identify if external expertise is required such as a developmental assessment, speech and language assessment, or advice from an Educational Psychologist. • If concerns are ongoing and advice from external agencies is deemed necessary, parents will be invited for a meeting with the class teacher and the SENCo to get their perspective on their child and to get their permission to involve other professionals. Where appropriate the pupil will also attend this meeting and provide their point of view. • Once this discussion has taken place, referrals can be made with parental permission for further assessment of the pupil's needs. The SENCo will endeavour to put recommendations from external agencies in place with immediate effect. • Once an additional educational need has been identified the class teacher and the SENCo will put together a SEN Support Plan to target appropriate areas of concern under the 4 main areas set out in the SEND Code of Practice 0-25 years; communication and interaction, cognition and learning, social emotional and mental health, and sensory and/or physical. Parents will be invited to a meeting to contribute to this plan and share their own views and the views of their child. St Anne's encourages parents to take an active role in supporting target setting. This plan will be reviewed with the parents at least 3 times per year, or more frequently if the pupil's need is high or the circumstances change for the child. • After 3 cycles have been completed, the final review meeting will occur with the class teacher, SENCo, parent and the pupil where appropriate, to discuss the next steps. If sufficient improvement has been made the SEN plan will be discontinued. Where sufficient progress has not been made and areas of concern continue, an application for an EHC plan will be discussed. Education Health Care plans (EHCP) ,

	<p>previously called a Statement of Special Educational Need, are for pupils who require significant levels of support within school to access the curriculum content and learning environment.</p> <ul style="list-style-type: none"> • EHC plans are for pupils who have a learning difficulty or disability which calls for special educational provisions to be made for her. A pupil with a special educational need or disability is a child or young person who has a greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders them from making use of the facilities generally provided for by others of the same age.
<ul style="list-style-type: none"> • What arrangements are there for consulting young people with SEN and involving them in their education at St Anne’s Catholic Primary School? 	<ul style="list-style-type: none"> • At St Anne’s Catholic Primary School we value the cultural diversity and uniqueness of every pupil. We understand the importance of Pupil Voice and give the pupils many opportunities to express their thoughts and ideas within class. • The School Council provides opportunities for all pupils to share their views and contribute to the development of the school. School Council members are selected through pupil vote and are inclusive of all pupils. • The Learning Mentor has anonymous ‘Worry Boxes’ to allow pupils to express their concerns which can then be addressed through Circle Time, PSHE or through the Learning Mentor sessions Pupils with a SEN support plan will have the opportunity to comment on their strengths and weakness in the school setting and discuss targets set by the class teacher, parents/carers and the SENCo. This may occur during reviews of SEN support cycles, Annual Reviews in the case of pupils with an EHC plan or a Statement of Special Educational Need, during Parents’ Evenings and may occur when reviewing the success of an intervention. • If your child has a Statement of Special Educational Need or an EHC plan, these will be reviewed annually and they will have the opportunity to provide their views before and during the meeting, where appropriate.
<ul style="list-style-type: none"> • What are the arrangements for assessing and reviewing children and young people’s progress towards outcomes? What opportunities are available for St Anne’s Catholic Primary School to work with parents and young people as part of this assessment and review process? 	<ul style="list-style-type: none"> • Teachers assess pupil’s progress on a daily basis as part of their ongoing assessment, marking and feedback procedures. • Termly assessments map pupils against the expected progress for a pupil in their particular year group. This information takes into account the starting point of the pupil and the progress made that term, therefore if a pupil has SEN and is working below age related expectations, the assessment identifies the relative progress that they have made. This information is shared with the teacher, Deputy Headteacher, Assistant Headteacher, the Inclusion Manager and SENCo at pupil progress meetings. SEN pupils are monitored by the SENCo in these meetings to ensure that they are making progress in line with the school’s high expectations and working towards achieving their own individualised and aspirational targets.

	<ul style="list-style-type: none"> • Pupil progress is discussed with parents at termly Parents' Evenings. If there is a significant concern about the lack of progress of a pupil the teacher may arrange a meeting with the parent and the pupil to discuss their concerns prior to Parents' Evening. • Parent's contribution to their child's learning is essential and all views are taken into consideration at Parents' Evening or at earlier meetings. Pupils are given the opportunity to express their views and this can shape the support offered. • Interventions are put in place to support pupils who are identified as not making expected progress. • Where emotional barriers may be impacting on the pupil's ability to access the curriculum, the teacher will refer the pupil to the Learning Mentor. The Learning Mentor will request a meeting with the parents and if consent is given will provide interventions to support their self-esteem, resilience and/or social and emotional needs. • St Anne's acknowledges that it is sometimes harder to measure the impact of social and emotional development. This can often be measured through: <ul style="list-style-type: none"> ➤ Class teacher questionnaires ➤ Observations of the pupil in their learning and school activities ➤ Comments from other adults working with the pupil ➤ Comments from the parents or carer ➤ Discussion with the pupil ➤ Improvement in academic progress. (This progress can take time to be reflected in the data)
<ul style="list-style-type: none"> • What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? 	<ul style="list-style-type: none"> • St Anne's Catholic Primary School prepares pupils for their next stage of learning by allowing them to visit their new classroom in the summer term and meeting their new class teacher. • Home visits are provided for pupils going into Nursery to support their transition into an educational setting. • Pupils in the Early Years have a more extensive transition programme to help them prepare for a move into Year 1 and the changes that will bring. • More vulnerable pupils, for example those with Autism, will be supported with additional opportunities to engage with staff working with them in the next academic year. Information on who will be in their class will also be provided. Social Stories may be appropriate and can be provided on a case by case basis. • When joining or leaving a school all information about a pupil is transferred between the current and new school. If there is a high level of need the SENCo will contact the feeder school to ensure key information is shared.

	<ul style="list-style-type: none"> • When our more vulnerable pupils are preparing to move schools, or transition into secondary school, a Transition Plan will be put in place and parents will be supported to ease this move. The Learning Mentor can provide additional interventions to support anxieties at this time, develop specific skills and prepare the pupil for transition. • The PHSE curriculum supports Key Stage 2 pupils to address issues that prepare them for adulthood such as drugs, alcohol and healthy relationships etc.
<ul style="list-style-type: none"> • What is the approach to teaching children and young people with SEN At St Anne’s Catholic Primary School? 	<ul style="list-style-type: none"> • St Anne’s Catholic Primary School strives to enable each pupil to reach their potential socially, emotionally and academically. • We have high aspirations and expectations for all pupils regardless of their starting point. • We work in partnership with families and external agencies where appropriate to set challenging and aspirational goals for stretching and supporting our learners. • Consideration is given to the Learning Environments to maximise attention and learning in the classroom. Use of Communication in Print, a programme to provide visuals that support pupils to better understand language and concepts, occurs in all classrooms. • Visual timetables are used to support learners to know what lessons occur that day and support learners such as those with Autism and Asperger’s syndrome to feel secure in the structure of their day. • Quality first teaching takes places in all classrooms with the setting of high expectations to raise attainment and narrow the gap between individuals and the age related expectation • For pupils struggling to access the curriculum content, learning is differentiated based on the needs of the individual. This is supported by the SENCo, Headteacher and all staff members. <u>All teachers are teachers of pupils with SEND.</u> • Ongoing assessment for learning (AfL) and assessment of learning (AoL) are completed by teachers and support staff to identify how pupils are accessing the curriculum content. Modifications to teaching can then be made based on these assessments. • We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum. • Examples of some adaptations to the curriculum might be; additional time to complete tasks, physical objects to support

	<p>multi-sensory learning, visuals to support understanding of topic words or concepts and language, opportunities for extended thinking time, working with peers to support social development and turn taking skills.</p> <ul style="list-style-type: none"> • Through early identification of need and assessments by the class teacher, the SENCo and external agencies where appropriate, St Anne’s Catholic Primary School aims to support any pupil with additional educational needs and their overall development. We acknowledge that for some pupils with special educational needs they may also be More Able Gifted and Talented (MAGT) and require additional support to extend their learning and reach their full potential. This is supported by the Inclusion Manager who provides staff training, support and interventions to ensure all pupils are exceeding expected progress for their age. • Pupils who speak English as an Additional Language (EAL) and are struggling with their learning can receive individual or small group support, translators or programmes to enable them to better access the curriculum content. This is also available for bi-lingual pupils.
<ul style="list-style-type: none"> • How does St Anne’s Catholic Primary School make adaptations to the curriculum and the learning environment for children and young people with SEND? <p>For more information about how equipment and facilities are used to support pupils with SEND please refer to the Disability Equality Scheme and Access plan.</p>	<ul style="list-style-type: none"> • At St Anne’s we scaffold and differentiate the curriculum to meet the individual needs of all of our pupils. Differentiation may occur through grouping (eg. small groups, 1:1, peer partners); lesson content; teaching style (taking into account that pupils may be visual, auditory or kinaesthetic learners); lesson format (verbal, visual presentations, games, learning hooks, role-play etc); lesson pace; provisions for alternative recording methods (eg. scribing, dictating a sentence for an adult to write and copying it in your workbook, use of ICT, photographs); teaching materials used; support provided by adults and provisions such as work stations or alternative areas to work where needed. • In the Nursery and Reception a pupil centred approach is taken. Journey books are used to record the interactions that adults have with the pupil and the potential to engage with their learning whilst developing and extending it where appropriate. • St Anne’s Catholic Primary School works in collaboration with external agencies and aims to put recommendations in place with immediate effect. • Recommendations from Larkhall Autism advisory service are implemented where required to enable pupils with Autism or Asperger’s syndrome to best access learning or social development. This may be through the use of: <ul style="list-style-type: none"> ➤ Daily class visual class timetables ➤ Personalised individual timetables and prompt cards ➤ Workstations with start and finish boxes or visual schedules for what is required of them that lesson ➤ Rewards and motivations to complete activities

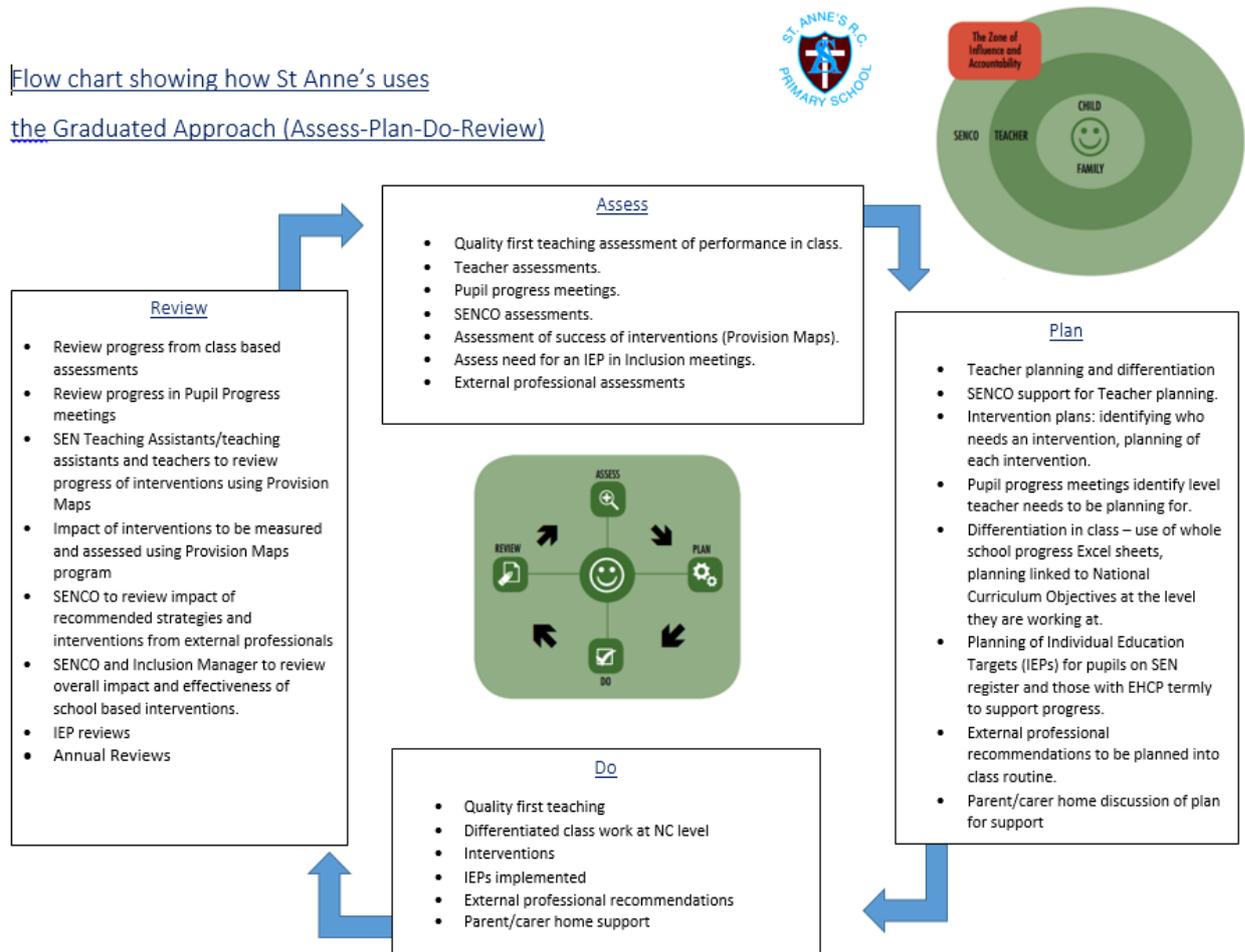
	<ul style="list-style-type: none"> ➤ Social stories to support social difficulties ➤ Lego Therapy to develop turn taking, social skills and following instructions <ul style="list-style-type: none"> • St Anne’s works closely with our independent Speech and Language Therapist (SALT) to make ‘Communication Friendly Learning Environments’. Communicate in Print is a visual programme which provides pictorial representations to sit above the word and is used throughout the classroom. This supports pupils to improve their understanding of word meaning and concepts when used within a lesson. In addition to this information is broken down into smaller “chunks”, key vocabulary may be pre-taught and processing time is extended when using language. • Other specific resources are also in place for many pupils as recommended by external agencies, for example: <ul style="list-style-type: none"> ➤ Sloping boards ➤ Sensory cushions ➤ Use of “learning” breaks ➤ Individual timetables ➤ Access to quiet areas ➤ Work stations that adopt the TEACCH approach ➤ Occupational therapy strategies as recommended by the Evelina London Occupational Therapy resource pack.
<ul style="list-style-type: none"> • What expertise and training do staff at St Anne’s Catholic Primary School have to support children and young people with SEN? How will specialist expertise will be secured? 	<ul style="list-style-type: none"> • At St Anne’s Catholic Primary School the SENCo is OCR level 5 SpLD trained (Dyslexia) with a background in teaching in a special educational needs school. • The Learning Mentor has been specifically trained to support pupils with emotional difficulties and their role is essential when breaking down barriers to learning for some of our more vulnerable pupils. The Learning Mentor also runs playground based interventions to support social communication skills. • We have 10 SEN teaching assistants trained specifically to support pupils with SEND, who provide daily English and Maths curriculum support for pupils with an EHCP and others on the school’s SEN list whom require additional support with their learning. In the afternoon they run targeted interventions aimed at pupils with any SEN. These interventions are monitored, reviewed and set by the SENCo . An example of the interventions are; Speech and Language support (programs set by the Speech and Language Therapist), colourful semantics (supports grammar), Toe by Toe (supports reading skills), and many others. • An independent Speech and Language Therapist (SALT) is available once a month to provide assessments and devise speech and language programs for those pupils with a speech, language and/or communication need. Pupils are allocated via a referral from the inclusion team and consent from the parents or carer on a needs led basis. Priority is given to pupils with the most complex needs.

	<ul style="list-style-type: none"> • St Anne’s Catholic Primary School also has access to outside agencies that can be called upon to provide additional professional support with individuals with a higher level of need. These include; <ul style="list-style-type: none"> ➤ Educational Psychologists ➤ Lark Hall Autism advisory service ➤ Speech and Language Therapy Service (for children under 5) ➤ Child and Adolescent Mental Health Services (CAMHS) ➤ School Nurse • Support staff are trained to support specific pupils within the class where they are deployed. • All SEN teaching assistants are managed by the SENCo and Inclusion manager. Appraisals and target setting meetings are used to identify areas for continuing professional development and training. • Class teachers and teaching assistants (TAs) are managed by the Senior Leadership Team (SLT) and appraisals and target setting meetings are used to identify areas for continuing professional development and training. • Teaching Assistant training sessions are run in-house to support continuing professional development around areas of need. • Whole School approaches to training and development are incorporated into staff INSET days. These can include strategies and resources to support pupils with special educational needs. • Teaching staff receive additional training at weekly staff meetings.
<ul style="list-style-type: none"> • How does St Anne’s Catholic Primary School evaluate the effectiveness of the provision made for children and young people with SEN? 	<ul style="list-style-type: none"> • At St Anne’s school we evaluate the effectiveness of our provisions for pupils with SEN to ensure they are reaching their potential and that the appropriate interventions and provisions are in place. • Assessments and standardised scores can be completed before and after intervention, where appropriate, to measure the effectiveness of the intervention. This also highlights gaps in learning where further intervention may be needed. • Attainment and progress data for pupils with SEN is used as part of the whole school tracking of children’s progress at pupil progress meetings. • Speech and Language needs are assessed and reviewed regularly by the independent Speech and Language Therapist (SALT). • SEN support plans are reviewed termly and are based on the

Assess-Plan-Do-Review model.

- Annual reviews are held yearly for any pupil with a Statement of special educational need or an EHC plan; interim reviews can also be arranged throughout the year if deemed necessary. Both the parents/carer and the pupil are to attend these meetings to provide their contribution to their child's progress and development, and to consider and review additional, out of school influences which may impact on their learning.

Flow chart showing how St Anne's uses the Graduated Approach (Assess-Plan-Do-Review)



• How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

- As part of our inclusive approach to education pupils with SEN are included in all activities available to pupils at St Anne's Catholic Primary School. If for some reason this is not possible, adaptations will be made to enable them to participate in a way that is suitable for their needs and enable them to feel included.
- School buddies are selected pupils who support on the playground and enable SEN pupils and pupils with no SEN to engage appropriately.
- Lunchtime clubs are set up to facilitate social skills and support for pupils with SEN. They are run in small groups and engage both SEN and pupils who do not have SEN to act as positive role models and improve peer-peer relationships.

	<ul style="list-style-type: none"> • Lego Therapy is available to pupils with SEN and requires the participation of pupils who do not have SEN. This increases engagement between all pupils regardless of their needs.
<ul style="list-style-type: none"> • What support is available for improving emotional and social development at St Anne’s Catholic Primary School? 	<ul style="list-style-type: none"> • St Anne’s Catholic School recognises the importance of improving Social and Emotional development for all pupils. • Where emotional barriers may be impacting the pupil’s ability to access the curriculum, the teacher will refer the pupil to the Learning Mentor. The Learning Mentor will request a meeting with the parents and where consent is given will provide interventions to support their self-esteem, resilience and/or social and emotional needs. • The Learning Mentor also provides emotional support and specific interventions to target pupils who present with anxiety around transitioning to a new school. • If a parent or carer has concerns about their child’s social or emotional development they can organise a meeting with the class teacher or Learning Mentor to discuss the need for their child to receive additional support in school. Any pupil identified will also be directed to the SENCo. • Social skills groups are run by the Learning Mentor on a weekly basis and target a range of pupils across all age groups. • The Speech and Language Therapist is available to provide social skills intervention ideas and support for LSAs working with pupils who have needs in this area. • School Council gives pupils a platform to communicate their student voice. • Bullying, although rare, is taken very seriously at St Anne’s Catholic Primary School. We participate in National Anti-bullying week which helps to raise awareness of the issue. Pupils have the opportunity to discuss strategies to manage bullying and know who to report bullying to. This links in to the Behaviour policy. • Cyber Bullying awareness is addressed in school; any incidents that occur both within school and out of school are reported to class teachers and escalated where appropriate. • School buddies are selected pupils who support on the playground and enable SEN pupils and pupils with no SEN with ‘Conflict Resolution’. They also support the resolution of any conflicts that may occur between pupils. • Lego Therapy is available to support the social skills development for pupils with Autism, Asperger’s or pupil’s with other social difficulties.

	<ul style="list-style-type: none"> • St Anne’s also implements specialist advice from Child and Adolescent Mental Health Services (CAMHS) • Specialist advice from Educational Psychologists at Lambeth (EP) services is implemented upon recommendation.
<ul style="list-style-type: none"> • How does St Anne’s Catholic Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families? 	<ul style="list-style-type: none"> • Lambeth Local Authority provides a Local Offer of services which support pupils with special educational needs and/or disabilities. Support and services can be utilised at any point in the identification of a pupil who has a greater difficulty in learning than the majority of their peers or has a disability which prevents them from making use of the school facilities. • Information on Lambeth services and their local offer can be found here http://www.younglambeth.org/local-offer/landing-pages/local-offer.html or by searching Young Lambeth Local Offer. • St Anne’s Catholic Primary School works in close collaboration with Lambeth to advise on the support required for pupils with SEN, in particular when an SEN support plan is used to request an Education Health Care assessment for an EHC plan. • Parents whose child may be identified as having a special educational need (SEN) are directed to the Parent Support Service. This can be found http://www.younglambeth.org/local-offer/useful-links/parents-information-advice-and-support-service.html or by searching Young Lambeth parents information advice and support.
<ul style="list-style-type: none"> • What happens if I have any questions or complaints about the provision made at the school for my child with SEN? 	<p><u>Who can I contact further for information or if I have any questions?</u></p> <ul style="list-style-type: none"> • If you are a parent or carer of a pupil currently at St Anne’s Catholic Primary School your first point of contact is your child’s class teacher. They will be able to discuss any concerns with you and where necessary can refer you to the Inclusion team. • If you are not happy about the level of support your child is receiving and the provisions being made for them you should speak to the class teacher first to discuss your concerns. If you feel they have not been able to answer your concerns then please contact the Inclusion Manager (Mr. Carrascal) or the Deputy Head (Ms Jones) to discuss the issue further. If you still feel that the issue has not been addressed satisfactorily you should contact the Headteacher (Mrs Davis) for an appointment. • In the unlikely event that the matter is still not resolved, you must put the complaint in writing to the chair of Governors. The Governing body will deal with the matter through the agreed complaint resolution procedures. • In the unlikely event that the matter is still not resolved, the parent or carer can take the complaint to the Local Authority.

Please contact the SENCO or Inclusion Manager for more information:

Inclusion Manager

Mr Carrascal: mcarrascal@st-annes.lambeth.sch.uk

SENCO

Miss Kelly: lkelly@st-annes.lambeth.sch.uk

Contact details: 6 Durham street, Vauxhall, London SE11 5JA

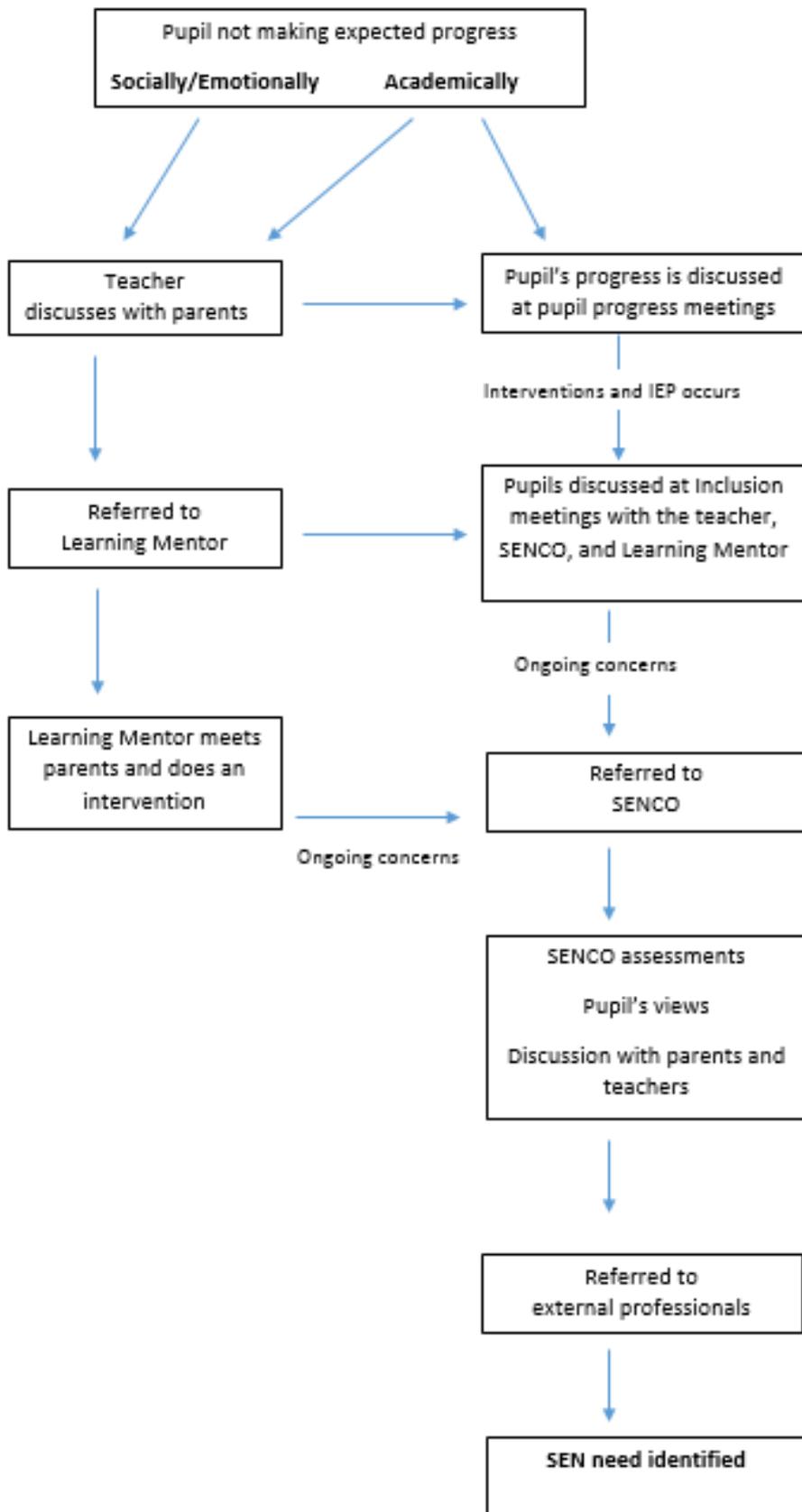
Telephone: 0207 735 4516

Glossary of Terms

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEND	Special Educational Needs and/or Disability
SENCo	Special Educational Needs Coordinator
EHCP	Educational Health Care Plan
EP	Educational Psychologist
SALT	Speech and Language Therapist
OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service
LM	Learning Mentor
TA	Teaching Assistant
LSA	Learning Support Assistant
SLT	Senior Leadership Team
LA	Local Authority
ASC / ASD	Autistic Spectrum Condition (ASC) also known as Autism, or Autistic Spectrum Disorder.
ADD	Attention Deficit Disorder

ADHD	Attention Deficit and Hyperactivity Disorder
MLD	Moderate Learning Difficulty
SpLD	Specific Learning Difficulty
HI	Hearing Impairment
MAGT	More Able Gifted and Talented
EAL	English as an Additional Language
AfL/AoL	Assessment for Learning/Assessment of Learning
TEACCH	TEACCH approach is a method for supporting children with Autism
Social Story	A special story with pictures that helps pupils to understand social situations.

Flow chart showing how St Anne's identifies a pupil with SEN.



SEN identification

Pupil progress meetings (termly)

- A pupil is identified as not making expected progress.
- Interventions are put in place to support them to make progress.
- Individual targets (IEPs) put in place to target their academic, social and emotional needs.

Parents Evening

- Teachers and parents discuss any concerns and support given to pupils at parents evening.
- IEPs are shared and can be discussed at Parents' evenings.

Inclusion meetings (termly)

- Where there are ongoing concerns despite the additional support provided, pupils will be discussed at Inclusion meetings with the Teacher, SENCO and Learning Mentor.

Referral to SENCO

- If interventions and IEPs are not having the desired impact, the teacher will refer the child to the SENCO through a referral form.
- Parents are informed that a referral to the SENCO is taking place by the class teacher, and consent is given. Parents to meet SENCO to discuss their concerns.

SENCO assessments

- SENCO will use standardised assessments and observations to identify potential barriers to a pupil's learning. Pupil's views obtained.

External professionals

- Parents will be consulted and further referrals to external professionals such as the Paediatrician, Speech and Language Therapist or Educational Psychologist may be required.
- SEN need is identified

SEN register

- Where outside agencies are involved and a need or diagnosis has been identified pupils will be placed on the SEN register.