



Meeting the Needs of Pupils with Special Educational Needs & Disabilities SPSM – An inclusive school for all

St. Paul's With St. Michael's Primary School, like all schools in Hackney, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our approach is guided by our Christian Values as expressed in our mission statement: *"Through God's love, we value, nurture and challenge everyone to achieve their best; aspiring to a promising future."* We are committed that a pupil with SEND gets the support he/she needs.

We aim to meet the needs of pupils whose needs fall within the following five broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and or physical.
5. Medical Needs

Although we may not always be able to support pupils with the most severe and complex needs, we will always attempt to do so.

School Accessibility

The single storey Infant, Nursery and Reception buildings are all wheelchair friendly with ramps in all buildings. Unfortunately, at present the Victorian Junior building is unsuitable for wheelchair users as there are many stairs and no lift.

Arrangements for Providing Access to the Curriculum.

The school discuss and develop various areas to provide effective provision for pupils with SEND by:

- analysing with staff what constitutes good practice.
- developing appropriate teaching methods and strategies.
- differentiating work and matching it to pupil needs.
- using in-class support.
- withdrawing pupils for specialist teaching and support.
- acknowledging that individualised support plans form an important and essential part of provision for children within the SEN process.

We have tried to answer the most Frequently Asked Questions about how we meet the needs of pupils with special educational needs. If you need any more information please contact Ms Pam Broadhurst, SENCO.

How will you support my child's special educational needs?

How is the decision made about what type and how much support my child will receive?

Throughout their time at school, pupils may receive varying levels of support, according to their changing needs and circumstances. We aim to identify pupils who need additional support as early as possible, and by providing that support enable them to make good progress. The particular interventions we put in place will vary over time as needs change. If we think your child needs additional support we will always discuss this with you first. For details of the wide range of interventions and provision we make in response to children's needs please contact the school SENCO.

Who can I contact if I have concerns about my child's progress?

The first point of contact for anything relating to your child's education is the class teacher. However the person responsible for co-ordinating the support in school is the SENCO (Special Educational Needs Co-ordinator).

Ms Emma Murray (Trainee SENCo), contact details 0207 254 1927.

What training and expertise is available to the staff supporting children with SEND?

All teachers are given on-going training and advice on how to support pupils identified as requiring 'SEN' support. The SENCO will ensure that all Learning Support Assistants are fully trained to deliver the interventions the school has chosen to support pupils identified as needing additional support. Outside agencies i.e. Educational Psychology Service, Speech and Language Therapy, Social Services and Specialist teachers from the Local Authority, are also recruited to provide support to staff, pupils and parents where necessary.

What equipment or facilities are available to support SEND children?

Support for SEND pupils is divided up in the following ways:

- Staffing, both teachers and teaching assistants.
- Additional support staff to support the development of curriculum materials.
- The purchase of any IT resources, specialist equipment and curriculum support materials.

The school has a holistic approach to supporting pupils with special educational needs and this can be seen in the provision map for each pupil receiving intervention support. Pupils requiring 'SEN support' will be offered support appropriate to their need. Pupils with an Education and Health Care Plan will have support as agreed in partnership with the pupil, parent and the 'Team around the Child' professionals. This support may change as a pupil's needs change. Advice is given to staff by the SENCO on all aspects of special educational needs and she works collaboratively with class teachers and Teaching Assistants.

How will I know how my child is doing and how will you help me to support my child's learning?

There will be on-going communications with you about your child's learning, through one-to-one conversations, parent's evenings and termly assessment data. In addition, you can have up to date assessment data about your child's progress.

How will my child be consulted with about their learning?

There will always be on-going discussion with the pupil and the teachers and in particular the school will gather the pupil's views through the teaching assistant that works with him/her.

What will the governing body do if I have a concern or complaint about the provision for my child?

Here at St. Paul's With St. Michael's, it is our vision that SEN support is most successful when the school, pupils and parents work in partnership. However, if there are queries or concerns raised, the SENCO should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put in place or the situation rectified.

Following this consultation, if the situation is not resolved, the parent/carer should contact the Head Teacher: Mrs. Kiyeran Lot. If the situation is still not successfully resolved, it is advised that the parent/carer send a written complaint to one of the SEN Link Governors, Ms. Janette Goss.

How does the school help my child moving on to secondary school and beyond?

St. Paul's With St. Michael's ensures that all relevant information about the pupil's needs is shared with their Secondary School. This is done in the following ways:

- School sends Secondary School transition forms containing all the relevant information about the pupils like assessment data and SEN information.

- Secondary School send transition person to come in to school and speak to the children about transition. Ex-pupils are brought along to convey their experiences of transition and answer any questions the pupils may have.
- Year 6 pupils get an opportunity to visit a local secondary school and do workshops.
- SPSM work with local charity called Into University which provide opportunities for pupils to think about going to university and spend a week at a local University and have a graduation at the end of the week.

Where can I find out more about what is available through Hackney Council?

www.hackneylocaloffer.co.uk

Assessment Requirements

All pupils with special educational needs should be identified and assessed as early as possible and then appropriate intervention and support given. The Special Educational Needs Code of Practice sets a model of action and intervention designed to help pupils work towards independent learning. For most pupils, these additional provisions will be sufficient to enable pupils to make progress. When there is a significant concern about progress, a request for an Education and Health Care Plan will be made. There will be a continuous and systematic cycle of planning, action, review and evaluation to enable pupils to learn and progress. As a school we expect all stake holders, pupil, parents, teachers and support staff to have high expectations and ambitions for all pupils with identified as having SEN.

The identification of a pupil requiring SEN support

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. Where pupils are falling behind or are making inadequate progress given their age and starting point they will be given extra support. This support will be monitored and most pupils will make adequate progress which can be:

- Similar to that of peers starting from the same baseline
- Matches or better the child's previous rate of progress;
- Closes the attainment gap between the pupil and their peers;
- Prevents the attainment gap growing wider.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is where they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for other of the same age in mainstream schools.
- (c) Where a pupil is identified as requiring 'SEN support' teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Here at SPSM, we will not make the assumption that all pupils will progress at the same rate. A judgement will be made in each case as to what it is reasonable to expect a particular pupil to achieve, using a wide range of evidence. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the pupil. It is important all stakeholders, pupils, parents and school work together to put in place SEN support to ensure there is adequate progress.

On-going identification of needs

The school recognises that if pupils enter SPSM with an Education and Health Care Plan (EHCP), this is a legal contract between

parents and the Education Authority. The school must meet any requirements stated on the Education and Health Care Plan. Each individual statement contains requirements for that particular pupil, i.e.

- individualised structured teaching programme to help overcome specific difficulties
- access to a differentiated National Curriculum with appropriate subject material
- classroom support by a teaching assistant
- personal learning aids

The school will work in partnership with the pupil, parents and other agencies to ensure the objectives of the Education and Health Care Plan are implemented.

Annual Review

It is the responsibility of the SENCO to ensure that the annual review of every Education and HealthCare Plan is carried out. Pupil and parent/carer views are an important part of the review.

Access arrangements for examinations.

Pupils requiring additional support to complete statutory testing will be supported in guidance from the requirements outlined in the DFE guidelines for administering these tests.