

St John's Walworth CoE Primary School

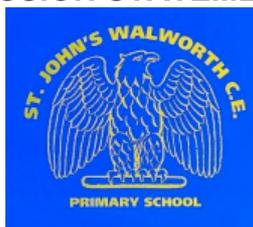
Special Educational Needs (SEN) Information Report

St John's Walworth Primary School is a Christian inclusive school that values every child. We have been commended for 'The strong, inclusive nature of the school that values all pupils and their families in a warm, safe and welcoming environment firmly rooted in its Christian values.' (Statutory Inspection of Anglican and Methodist Schools inspection report November 2014)

Staff are committed and dedicated to constantly improving the learning experiences of all our pupils. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and enable them to feel that they are a valued member of the wider community.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

MISSION STATEMENT



Our aim in St John's Walworth School is the same for every single child, taking Christ as our example and giving all our pupils the best education. That will look different for each one of them. We all think differently, we come at things in different ways; we have different strengths and weaknesses. That is what is so special about our St John's Walworth school family – we are all the same, but different.

OUR CORE VALUES

are

**Hope, Responsibility, Respect,
Care and Faith**

WHOLE SCHOOL/SETTING APPROACHES

The SEN Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four broad areas of need identified within the SEN Code of Practice 2014 and which are provided for at St John's Walworth Primary School are:

- Communication and Interaction (e.g. speech and language delay, autism, etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, etc.)

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- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, etc.)
- Sensory and Physical Needs (e.g. visual impairment, physical disability, etc.)

This is not an exhaustive list. However, **we cannot stress strongly enough that parents/carers who wish to apply for a place at St John's Walworth for their SEND child should make every effort to visit the school** as we are on a very restricted site, with very small classrooms and no special units. There have been several occasions where, working together with parents/carers and the school we have supported in getting a child transferred to an appropriate special school which can cater better for their needs in terms of equipment, play space, and specialist interventions.

Who is involved?

At St John's Walworth School every child is valued and all teachers are teachers of pupils with Special Educational Needs and Disabilities (SEND). The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, gender, class, physical challenge, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a Christian, caring and considerate environment where staff and children value their contribution to the life of the school.

Everyone at school works to make sure that children are supported and achieve their full potential.

Key Staff

The child's class teacher:

- always focuses on high quality teaching and learning for all the children in their class, including children with SEND
- differentiates in planning and provision for children; and their full range of unique abilities
- has a role in the initial information gathering when we are identifying and assessing if a child has a Special Educational Need
- regularly communicates through a range of methods (e.g. informally at morning drop off and afternoon pick-up, phone calls, meetings, communication books, etc.) with parents/carers
- works with other members of school staff and external professionals where necessary to make the best provision for children with SEND

Margaret Asamoah-Sigbi - SENDco

- co-ordinates day to day provision for children with SEND
- Liaises with outside agencies – e.g. Speech and Language Therapy, Paediatrics, School Nurse, Educational Psychologist, Child and Adolescent Mental Health Services, etc.
- keeps school systems up-to-date so we know who in school has SEND and what we are doing about it.
- helps teachers and support staff access resources they need to help children with SEND in the school achieve the best progress possible

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- works with families and other school staff to make the best provision for children with SEND

Mrs June Nicol-Dundas – Acting Headteacher

- The Headteacher have overall responsibility for ensuring that a child's needs are met.
- They ensure that the governing body is kept up-to-date about SEND in the school, and liaise with the SEND link governor.

Mary Sears - Family Support Advisor

Shelly Bergh - Learning Mentor and Pupil Development Centre (PDC) Co-ordinator and ELSA

Learning Support Assistants – staff who support children with statements or EHC plans and have had additional training to support specific needs

Outside Agency Partners

Speech and Language Therapy – Claire McMahan

Early Help Service including Early Help Family Support and Early Help CAMHS (Child and Adolescent Mental Health Services)

Educational Psychologist - Tom Coleman

School Nurse and Diabetes Specialist Nurses

Sunshine House - Paediatric NHS services

Autism Support Service – Jonathan England

Pupil Referral Unit (PRU) – Summerhouse Primary School

COSS- Anna Parsons

CAF Process (Common Assessment Form)

We work closely with parents to assess needs and seek targeted support for students and families. We work closely with those families to monitor the impact of support. The CAF process can access support such as Early Help, an Educational Psychologist or Speech and Language Therapy.

How accessible is this school for my child?

The school has an accessibility plan that is reviewed by the governors. The building is accessible to children with a physical disability, except for the two upstairs temporary rooms in the school playground, one of which is currently used for teaching small groups and the other is the music room.

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- There is a disabled platform (lift) to the first floor of the main building.
- Toilets are accessible and a specially equipped disabled toilet is available
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- SEND are not excluded from any activity unless medical services direct us to do so. We would normally expect the parent to provide evidence of the need to exclude a child from any activity, i.e. a letter from the family G.P.

Future plans include a hearing loop system to be installed, and some areas of lighting (which currently comply with legal requirements but are not bright enough for the partially sighted) to be enhanced.

How will we support your child when they are leaving this school, OR moving on to another class, OR joining Reception Class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCo and ensure s/he knows about any special arrangements or support needed.
 - We will make sure that all records about your child are passed on.
- When moving classes in school:
 - Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- In Year 6:
 - The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school, and when possible will arrange for the child to visit the school with their support worker or other member of staff.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - A representative of the new school will be invited to any annual reviews held in Year 6
- Joining the school in Reception Class:
 - We do not have a nursery so 30 children join Reception Class each year from as many as 22 different settings
 - The school does all it can to liaise with these settings, but many of them pass records on to parents/carers which they should then pass on to the school
 - Parents/carers of SEND children have a series of meetings with the SENDCo and, if needed, the head, before admission
 - Arrangements are put in place for support of needed
 - Induction times are arranged for the child to visit and join in at the school

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- Outside support agencies are alerted as to the placement of the child so that support plans can begin before admission.

Managing medical needs

The school nurse, works with the school and families to create care plans for those with medical needs requiring medication.

The school ensures staff supporting students with named conditions (e.g. diabetes) are trained appropriately and can deliver medication as prescribed. For pupils with hearing or vision loss, we work directly with NHS specialists who advise us.

Information on the Local Offer:

Southwark Council has developed its local offer of services available. This is can be accessed at <http://www.localoffer.southwark.gov.uk/> it details support and services that may be available to families with children and young adults with Special Educational Needs.

What arrangements does the school have for the admission of disabled persons as pupils at the school?

Reception Class: All pupils are subject to the statutory requirements for admissions arrangements when joining the school in Reception class, and the schools' admissions committee offer places based upon the admissions criteria available on the school website. At the point of offer any special needs are not known to the panel. If the school is named on a child's Education and Health Care Plan it would be expected that this has been as a result of liaison between the school and parent/carer (and in some cases the pupil where they are able to communicate) to discuss how the suitability of the school to cater for the child's needs within the limitations of our facilities as described above.

Admissions at times other than into Reception Class: The school keeps a waiting list which is updated termly. The admissions criteria is strictly adhered to, and pupils on the list are ranked according to this. Parents/carers seeking admission for a child with an Education and Health care plan at a time other than in Reception Class will have the school named on the plan, and the school will consider admission according to ability to cater for the needs as described in the plan, and vacancies within an appropriate phase, in partnership with the parents/carers and the local authority special needs department.

How will my child be supported to be part of the school?

- Most children with SEND are supported through opportunities provided to all children – high quality differentiated teaching, and supportive and empathetic staff who care about and listen to them
- Some children find the social and emotional aspects of school life more difficult; for them, we have behavioural and social or emotional support. This is managed by our leadership team, and our Pupil Development Centre leader, Shelly Bergh. They ensure that children's social and emotional needs are met by: providing individual and group-based support around social skills and making friends; anger management support; supporting children to learn to cope with difficult family circumstances, bereavement and other areas of need; and other emotional/social forms of support

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- We often seek wider opportunities, such as music, drama or sport to help children with particular social and emotional needs to help them develop their participation in the school community and with this their sense of belonging and self-esteem.
- The School's curriculum incorporates our Christian ethos, core values and spiritual, moral and cultural development, which will support your child. For further information visit the school's website

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based around building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical activities.
- Specific strategies (which may be suggested by the SENDCo or staff from outside agencies such as the health authority) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

These groups, often called Intervention groups by schools, may be

- Run in the classroom or outside, including our Pupil Development Centre
- Run by a teacher, a teaching assistant, a learning support assistant or a learning mentor who has had training to run these groups.

Specialist interventions run by outside agencies e.g. Speech and Language therapy or Occupational therapy.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo or parent/carer in partnership with the school as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

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- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them
- Support to set targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a speech and language group
- Group or individual work with the 'outside' professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support through an Education, Health and Care Plan.

This means your child has been identified as needing a particularly high level of individual or small group support through following a statutory process.

Usually your child will also need specialist support in school from an outside specialist professional or team. This may be from:

- The Local Authority
- The local Health Care Trust
- Private providers
- Charities

This type of support is available for children whose needs are:

- Severe, complex and lifelong
- Low frequency but high needs

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you still have concerns regarding the child's needs being met can speak to the SENDCo. It is best to make an appointment at the school office.
- Occasionally a parent/carer may want to talk to the headteacher after having had discussions with the class teacher and SENDCo. Again it is best to make an appointment through the school office.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is not making good progress or has issues in school relating to an illness or disability the school will arrange a meeting to discuss this with you in detail, and also...

- listen to any concerns you may have
- plan next steps with regard to support your child may receive
- discuss with you any possible referrals to outside professionals to support your child if appropriate

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How will we support the emotional and social development of your child?

Whilst it is obviously the responsibility of all staff in the school to care for the emotional and social development of all pupils we also offer our Pupil Development Centre (PDC) activities for children who have appropriate needs. The PDC is a room dedicated to for the support of pupils, and is managed by the SENDCo and supported by our Learning Mentor

Activities include:

- Circle Time
- One to one counselling
- Language/communication groups
- Social games
- Responding to crises (i.e. a bereavement, family break up, etc.)
- Reflection time
- Behaviour support programmes
- Anti-bullying programmes

In addition we have worked with Kidscape to run a programme of anti-bullying lessons in classes.

All relevant policies are on the school website.

How can I complain if I am not happy about the provision for my SENDCo child in school?

The school complaints policy is published in the school prospectus available in school or online. Initially any discussion should be held with the class teacher. If needed the SENDCo will also meet the parent/carer. Any unresolved issues can be referred to the headteacher, and if there are still unresolved issues, an approach can be made to the school governors by contact through the school office.

Information about funding and resources

The school budget, received from Southwark LA, includes money for supporting children with SEND.

- The Governors decide the budget for Special Educational Needs and Disabilities following advice from the headteacher, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already
 - the children who may need extra support
 - the children who have been identified as not making good progress
 - The children who have physical needs as a result of illness or a disability

These discussions form the basis of recommendations to the governing body.

- All resources/training and support are reviewed regularly and changes made as needed to maximise impact

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How will the school fund the support needed for my child?

We manage this funding effectively and try to ensure that pupils receive adequate support to help them make progress.

How are decisions made about funding and what can I do if I am unhappy with this?

The governors set the budget at this school and receive regular reports on how resources are in terms of Statements and EHC plans. The school decides the appropriate allocation of funding to support those children's needs using the delegated funding mentioned above. The school will now finance the first £6000 of any future EHC plan from the SEN budget.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium funding is also available to meet the needs of children who have qualified to be entitled to Free School Meals in the last six years or who are Looked After. Information about how St John's uses its Pupil Premium funding is available on our website.

The Headteacher organises support and additional staff deployment to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

The school purchases support from a Speech and Language Therapist from the NHS, to assess and provide advice with regards to the needs of children with speech and language difficulties.

St John's also accesses support from the Early Help Service (EHS) locality team, which includes access to an Educational Psychologist, an Education Welfare officer, Family Support Workers, a Social Worker and the Autism Support Service. Referrals can be made to the Early Help Service team when further assessment or support is required for children using the

Common Assessment Framework (CAF).

St John's is committed to effective collaboration between agencies working with a child and family and a multi-disciplinary approach. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families.

Across the school, provision is organised to meet needs and is set out within provision maps. Provision maps are maintained by the SENDco, Margaret Asamoah-Sigbi. The effectiveness of these interventions is monitored by the staff team by reviewing the outcomes at pupil progress meetings, data analysis, teachers' observations, pupils' responses and analyses of children's behaviour and attitudes to learning.

We access training and professional development using both internal and external expertise. Staff are sent out for training to meet specific needs of pupils, for example, Makaton and Autism training. The school runs internal training to update staff knowledge and competence. We share expertise and work alongside staff, modelling strategies and approaches

Where can I find further support or information?

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Southwark Local Authority provides full information and support around its local offer and attached services. See their website: <http://localoffer.southwark.gov.uk/>

Telephone 020 7 525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 0207 525 3104
sias@southwark.gov.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Telephone: 0207 359 3635 www.kids.org.uk

Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email

Telephone 020 7358 7799 southwark.office@cafamilly.org.uk

ADDISS, The National Attention Deficit Disorder Information and Support Service. Provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Telephone: 02089522800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Telephone: 01512372661 www.adhdfoundation.org.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 020 7771 3491 www.nas-southwark.com

Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 08088003333 www.scope.org.uk

Information: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing

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similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

Telephone: 0208704 5935 www.smallsteps.org.uk

Information: Info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's syndrome.

Telephone: 020 7701 9521 Email: gundy@dircon.co.uk

Down's syndrome Association (National) offers information and support on all aspects of Down's syndrome.

Telephone: 03331212300 www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.

Telephone: 01462454986 www.dyspraxiafoundation.org.uk

Information: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

Telephone: 08088008880 www.ndcs.org.uk

Information: helpline@ndcs.org.uk

Resources for Autism provides a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Telephone: 020 8458 3259 www.resourcesforautism.org.uk

Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Telephone: 01732592500 www.rlsb.org.uk

Information: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Telephone: 08088025544 www.youngminds.org.uk

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Information: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 02078431900 www.councilfordisabledchildren.org.uk

Information: cdc@ncb.org.uk

Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark.

Telephone: 02077084497 www.southwarkcarers.org.uk

Information: info@southwarkcarers.org.uk

Southwark Parent Carer Council (PCC) a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families.

By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services.

They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF).

Telephone: 02075251106 or 07944107019 www.Southwarkpcc.org.uk

Information: info@southwarkpcc.org.uk

Southwark Young Carers Project: A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem.

Telephone: 02077036400 www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter.

Telephone: 02077012826 Information: www.kids.org.uk/Event/southwarksiblings

Email: Natulie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone 07923103243 corinne.turner@family-action.org.uk

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To see Southwark Children's Services Local Offer click on this link... www.localoffer.southwark.gov.uk