



# The Federation of St.Mary's & St.Saviour's Primary School SEND Information Report.



**Next review: September 2019**

**Welcome to our SEND Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information is updated annually.**

At the Federation of St.Mary's and St.Saviours we value all members of our school community. Our local offer is in accordance with the government's new Code of Practise for children with SEND. Currently we in our Federation we have children with needs in all 4 areas of the SEN code of practise (2014)

### What are Special Needs and Disabilities?

At different times in their school life, a child or young person may have a special educational need. The Code or Practise 2014 defines SEND as follows:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children whom have an area of need or a delay in 1 or more of the following areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.
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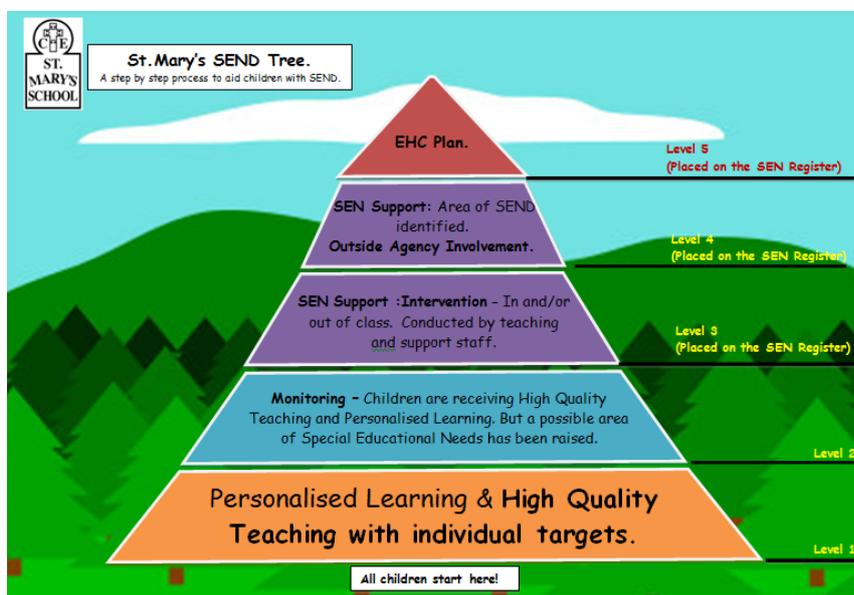
### Before a child with SEND joins the Federation:

**Please contact our Office Manager Alisha Anderson 020 8520 0612 if you have any general admission enquiries.**

Before a child with SEN joins our schools we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an EHC plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting.

### How do we identify and support children with SEND in our federation?

Every staff member in the federation follows our SEND Tree, made specifically for our schools. Every child in our school starts on the bottom layer and benefits from 'High Quality Teaching' and 'Personalised targets.'



## LEVEL 1 -



1. **Every child in our school has the right to high quality teaching and individual targets.**
2. Teachers are able to identify and provide for pupils with special educational needs.
3. **All pupils will have access to an appropriately differentiated curriculum** and receive their full entitlement to any support identified (as far as this can be controlled by the school)
4. All pupils are **fully integrated into the activities of the school** so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
5. **Curriculum planning and assessment takes account of the type and extent of any difficulty** experienced by any pupil.
6. Pupils are encouraged **to take responsibility** with us for their learning
7. Pupils' difficulties are identified as early as possible
8. **Parents are informed** and involved as partners in their children's learning
9. **Our Federation follows the 2010 Equality Act (amended 2012) and our accessibility policy can be found on our schools' websites.** <http://www.stmaryscofe.org/>  
<http://www.stsaviourscofe.org/>

## LEVEL 2 -



If a child reaches **LEVEL 2** of the tree when a **staff member or parent approaches the SENCO with a concern** in 1 or more of the 4 areas of SEND: Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.

Following this concern the following steps will be made in **LEVEL 2-**

- Teacher observations in class.
- Observations made by the SENCO.
- Teacher/parent/SENCO meetings.
- Your child's progress can be discussed by the class teacher and/or the SENCO at **parent evenings and parent drop-ins**. Details of which can be found on the schools' websites.

St Saviour's **SENCO (Helene Earnshaw)** has over 20 years of experience teaching across all key stages in both in the UK and abroad. She has also worked in Alternative Provision and in Respite Care for high needs children prior to becoming a teacher. She will draw on this experience when studying for her National SENCO award certificate. Beverly Hall our Executive Head Teacher is also in possession of this qualification.

**If you have a concern regarding your child you may contact St Saviour's SENCO: Helene Earnshaw on 020 8520 0612 or email: [helene.earnshaw@st-saviours.waltham.sch.uk](mailto:helene.earnshaw@st-saviours.waltham.sch.uk)**

### **LEVEL 3 –**



Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then they will be placed in a suitable intervention ran by a member of our support staff. **Our support staff are all highly trained in a range of SEND including art/Lego therapy, speech and language and understanding Autism.** We also have access to learning mentors at both schools to work with children that have emotional and social difficulties.

A guide to the interventions children can be placed in can be found here: <http://www.stmaryscofe.org/sites/default/files/A%20guide%20to%20interventions.pdf>

And here: <http://www.stsaviourscofe.org/sites/default/files/A%20guide%20to%20interventions.pdf>

**Regular reviews of these interventions will take place each term** alongside the class teacher's in class assessment. Children may be moved from their intervention, the frequency of their intervention may be increased or decreased and this will be in accordance with their progress.

### **LEVEL 4 –**



If a child continues to show difficulties in 1 or more of the 4 areas of SEN. (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then a referral may be made to an outside agency. **All referrals are made with parent/carers consent.**

**Agencies currently being used across the Federation include:** Speech and Language Therapy, Social Inclusion Development Team, Early Help, CAMHS, Occupational Therapy, Social and Communication Clinic, Waltham Forest Dyslexia Association, Whitefield School Outreach support, Care Free Kids and Educational Psychologists.

All available outside agency details can be found within the Waltham Forest SEND Local Offer: [www.walthamforest.gov/localoffer](http://www.walthamforest.gov/localoffer)

**These agencies provide the school and parent/carers with objectives to follow to ensure progress is made by the child in 1 or more of the 4 areas of SEND.** Reviews of these objectives are made on a term by term basis in school and yearly by outside professionals.

## **LEVEL 5 -**



This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an **Education, Health and Care Plan (EHC)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on **LEVEL 3 or 4**.

### ***For your child this would mean***

- The school (or you) can request that **Local Authority Services carry out a statutory assessment** of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the '**Panel of Professionals**' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to **write a report outlining your child's needs**. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your **child's needs are severe, complex and lifelong**. If this is the case, they will write an Education Health Care Plan (EHC).
- The **EHC Plan will outline the number of hours of individual/small group support your child will receive** from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The **additional adult** may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- **Every EHC plan is reviewed yearly**; all adults involved in the child's education, their parents/carers and the child themselves are involved in the reviewing process.

### **Transitions:**

Every child on **LEVEL 4** will be discussed at pupil progress meetings with class teachers and senior leadership, children on **LEVEL 5** will be discussed in pupil progress meetings, annual reviews and have a transition meeting in the summer term where parents/carers can meet with their child's current and new teacher to ensure a smooth transition between year groups.

Children with an EHC plan in year 6 will have a similar meeting with their secondary school of choice and the application for a secondary school place is sorted independently of non-EHC applications.

**If you do have any queries please do not hesitate to contact the school office and ask for one of the following members of staff:**

**Helene Earnshaw (SENCO)**

**Kerry Munden (Headteacher)**

**Beverley Hall (Executive Headteacher)**

020 8520 0612

[Helene.Earnshaw@st-saviours.waltham.sch.uk](mailto:Helene.Earnshaw@st-saviours.waltham.sch.uk)