



St Mary's and St Peter's C of E School

SEND Information Report

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' is at the heart of our school and we believe that all within our community should be able to flourish and achieve their full potential.

This policy, along with all our policies and practices, has been written with our vision of *life in all its fullness* for the children, staff, and wider community in mind, and to support us in realising that vision.

St Mary's and St Peter's Church of England Primary School (SMSP) is a mainstream school for children aged 3 to 11 years.

We are supported by Achieving for Children to ensure that all our pupils with additional needs make the best possible progress in school. Information about how Richmond supports children with SEN (called their 'Local Offer') can be found on the [Achieving for Children Local Offer website](#).

The Local Offer provides information on local services and support available for families including children and young people aged 0-25 years with special educational needs or disabilities.

What are Special Educational Needs and Disability (SEND)?

Children with Special Educational Needs and Disability have learning differences and / or a disability that makes it harder for them to learn than most children of the same age. These children may need support which is additional to or different from that given to most of their peers. The 2014 Code of Practice broadly defines these four areas of SEN as: communication and Interaction; cognition and learning; social, emotional and mental health; sensory and / or physical needs.

What is the admissions process for children with SEN and Disability?

Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires that all children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must** not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must** not refuse to admit a child on the grounds that they do not have an EHC plan.

What is the school's approach to teaching children with SEN and Disability?

At SMSP, we respect difference. We are an inclusive school and all children are taught to be respectful and understanding of the varying needs of others. We employ an inclusive approach to teaching all pupils. Skilled teaching staff deliver high quality learning experiences that are appropriately planned and differentiated to enable pupils to access the curriculum.

A child has Special Educational Needs and Disability (SEND) if they have a learning difference or disability which calls for additional provision to be made. A child may have these needs either throughout, or at any time during, their school career. A child of compulsory school age has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age and stage, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age and stage in mainstream schools.

At SMSP we ensure that:

- The school site is fully accessible to children with a physical disability via ramps and lifts.
- Small group rooms are used for delivery of Year Group and SEN interventions and these are available to all children.
- The equipment used is accessible to all children.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Access arrangements are made for children with SEND who take part in Standard Attainments Tests (SATs) in Year 6.
- Support is provided for children with SEND who require it at lunchtimes and breaks.
- Homework is differentiated and home-school communication books are used, if appropriate.

At SMSP each child's progress is continually monitored by their class teacher and this is reviewed formally every term. Information is shared with parents regularly at each parent's evening. At the end of each key stage (i.e. at the end of Year 2 for key stage 1 and Year 6 for key stage 2) the government requires all children to be formally assessed using Standard Assessment Tests (SATs) and the results are published nationally.

If there is cause for concern at any stage, the Class Teacher would contact the child's parent and discuss the possibility of setting some specific time-limited targets to help to ensure progress. Each Year Group provides intervention groups ('catch-up') across a range of areas. If at the end of the monitoring period, the targets were not met, then they might be amended or updated by the Class Teacher, in consultation with parents. After consideration, it might be decided that the child should be entered onto the school's SEN register as the next best step, and this would be in consultation with parents and the SENCo. At SEN support stage, the child would have access to support if necessary, additional group or individual intervention. Examples of SEN support provision might include: ELSA sessions; nurture group; extra English or Maths sessions (1:1 or small groups). At SEN support stage, each child has an Additional Needs Support Plan, which is created by the class teacher, with advice and input from the SENCo where necessary. Additional Needs Support Plans are reviewed each term by the class teacher. The effectiveness of the interventions is measured by a child's achievement of or work towards the specific targets within their individual plan. For children with an Education Health and Care Plan (EHCP), this is reviewed formally each year (the Annual Review meeting which includes all the adults who are involved in the child's education) as well as through the Additional Needs Support Plan termly target-setting.

How will I know if my child has SEND, and how my child is doing in school?

If a child is identified as not making expected progress despite quality first teaching and support, Parents or the school can ask for a meeting to discuss in more detail. The school has a range of methods which are used to provide evidence that children are/are not making the expected progress. These include: book scrutiny; lesson observations; learning walks; tracking systems; screening and diagnostic assessments; pupil progress meetings.

In conversation with parents the school will be able to: listen to any concerns; plan with them any additional support a child may receive; discuss any appropriate referrals to outside professionals to support a child's learning if appropriate.

Over an agreed period of time, the school will deliver the additional support review the effectiveness of the support and progress towards the agreed outcomes. This is part of the 'assess, plan, do, review' cycle which is

specified in the 2014 Code of Practice. At the review stage new targets may be set, if required and where appropriate. This information is shared with parents. (See attached SMSP process chart).

What are the different types of support available for children at St Mary's and St Peter's C of E Primary?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching:

The Class Teacher has the highest possible expectations for all learners in their class. The teaching is based on building on what a child already knows, can do and can understand. Different methods of teaching are in place so that children are fully involved in the learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENCo or external specialists) are in place to support learning.

Specific small group work (sometimes called intervention groups in school):

Programmes of support are put in place on a short term basis to help children to fill any gaps in their learning. These may be run in the classroom or in the shared area by either a Teacher or a Teaching Assistant. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Special Educational Needs Support:

Children with an Additional Needs Support Plan may receive additional support in school alongside quality first teaching and intervention groups. Specific strategies (which may be suggested by the SENCo or specialist professional) are in place to support children to learn and make progress.

Parents may be asked their permission for the school to refer a child to a specialist professional such as a Speech and Language Therapist, Occupational Therapist or Educational Psychologist to help the school and parents better understand a child's particular needs in order to provide more focused support.

Specified Individual support:

This support is usually provided via an Education, Health and Care Plan (EHCP). Where, despite the school providing several cycles of SEND support, a child has not made expected progress and requires very specific support and provision to access the curriculum.

School will discuss with parents the possibility of requesting Statutory Assessment by the Local Authority (LA). If the local authority agrees that a child requires significant additional support they will agree an Education Health and Care Plan (EHCP). This document will outline the provision and support a child must receive. The LA provides the school with additional funding, ensuring this planned support can be provided. Progress towards the outcomes agreed in the EHCP is reviewed at least annually and all adults involved in supporting a child are invited to attend this. The process of applying for an EHCP takes 20 weeks.

This type of support is available for children whose learning needs are both significant, long-term and complex.

What support will there be for my child's overall behaviour and well-being?

SMSP values high standards of behaviour, respect, and care for one another and oneself, and these are fostered in and around the whole school community. Rewards and sanctions are used to promote and encourage good behaviour and mutual respect. Everyone within SMSP is valued and treated equally. Our key rules, Ready, Respectful and Safe are understood by all pupils. Children with SEND may have reasonable adjustments applied, and this could include the use of personalised rewards charts, behaviour support plans, play times and areas, and communication methods. In these ways the school hopes to avoid incidences of bullying, school refusal or exclusion. In order to prevent incidences of bullying, all staff are alert for any signs of distress among the

children and the adults will listen, assess and act. Supportive strategies which may be used include playground buddying or worry boxes, if children cannot easily articulate their concerns.

What support is there for improving the social, emotional, mental and social development of pupils with SEND?

SMSP employ a trained ELSA (Emotional Literacy Support Assistant) full-time. ELSAs are trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs that may be affecting their learning in school. The majority of ELSA work is delivered on an individual basis but sometimes small group work is more appropriate, especially in areas of social and friendship skills.

At SMSP we may run social skills groups if appropriate. The aim of the groups is to focus on developing the pupil's social and emotional skills, such as listening and following instructions, turn taking and sharing, feelings, linking thoughts, feelings and behaviour and problem solving skills. A number of students have a Teacher Mentor who speaks with them regularly. A Teacher Mentor is a familiar member of staff who has usually worked with the pupil previously.

SMSP also has an Educational Welfare Practitioner (EWP) attached to the school. The SENCO is able to refer parents to this service. The EWP is able to work with parents via a weekly support session in person or virtually, focussing on how best to support their children with anxiety or behaviour difficulties. The EWP is also able to work with pupils in school (with parental consent) in small groups to help develop key skills in areas such as resilience.

How is extra support allocated to children?

The school budget includes funding for supporting children with SEND. The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school and the funds available. The Headteacher and SENCo decide what resources, training and support are needed via a Subject Leader Plan. All resources/training and support are reviewed regularly and changes are made as needed.

What expertise and training do school staff have in SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This involves whole school training on SEND issues. All staff have received training on Zones of Regulation and supporting pupils with Autism and Dyslexia. Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class.

Where a training need is identified we will find a provider who is able to deliver it. Examples of training providers we can approach include: Specialist Schools, Educational Psychologist Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Teaching and Learning Advisors.

The SENCo's name is Sara Colenso. You can contact her on 020 8943 0476 or scolenso@smsp.richmond.sch.uk. Her role includes providing support, strategies and advice to all colleagues regarding the teaching and learning of children with SEND. She delivers some specialist teaching to some children on the SEN register. She attends regular SENCo network meetings, provided by Achieving for Children. Where external agency expertise is required, the school can refer to Speech and Language Therapists, Occupational Therapists and Educational Psychologists.

What advice is available for school staff regarding SEND? How does the school receive that advice?

Part of the SENCo's role is to co-ordinate support and make referrals for specialist external agency support. This could include Speech and Language Therapy, Educational Psychology, Occupational Therapy, School Nurse, Child and Adolescent Mental Health Service (CAMHS), Primary Mental health Trust (PMHT), Social Care

including family support workers, Richmond Young Carers, Hampton Junior School Nurture Provision. Liaison with some external agencies, e.g. social services is sometimes led by other members of the school's Leadership Team.

How does the school know if its SEND provision is effective?

There are several ways in which the SEN support is evaluated e.g. book scrutiny; lesson observations; meetings with parents; discussion of SEN support plan targets/outcomes; learning walks; tracking systems; screening and diagnostic assessments; provision mapping; reports to Governors and pupil progress meetings.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Communication and creating opportunities to ask questions are highly valued at SMSP. Children on the SEN register each have an Additional Needs Support Plan with personalised targets. These are set up by the Class Teacher and shared with parents on a termly basis. This may happen at the regular parent evenings. The Additional Needs Support Plans follow the 'assess, plan, do, review' model from the 2014 Code of Practice. Targets are set which are specific and appropriate for each child; they are realistic and achievable in order to motivate the child, and to foster positive self-concept and independence. As per the SEN Code of Practice, Parents are offered a minimum of 3 meetings a year.

Who are the best people to talk to at St Mary's and St Peter's C of E Primary about my child's difficulties?

If you have any concerns about your child's progress and attainment you should first contact the class teacher. The class teacher will be able to answer many of the questions you have. They can be contacted via the school office, where you can leave a message or arrange a meeting to discuss any issues or concerns you have.

If you continue to be concerned or if you would like to feedback, including compliments and complaints about SEND provision at our school please contact: Year Group Leader, Phase Leader, SENCo or Headteacher. If you would like to speak to the school SEND Governor, they can be contacted via Mrs Allison Peach in the School Office.

Your child's Class Teacher is responsible for:

- Quality first teaching that meets the learning needs of all pupils including pupils with SEND. This means planning lessons according to the specific needs of all groups of children in their class, and adapting this on a daily basis, if needed.
- Using specific resources and strategies to support each child individually and in groups.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in agreement with the SENCo (SEN support).
- Writing SEN Support Plans for those children on the SEN register within their class and sharing and reviewing these with parents.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The SENCo is responsible for:

- Developing the school's SEND provision to make sure that all children get appropriate levels of support and high quality first class teaching.
- Coordinating all the provision for children with special educational needs and / or disabilities (SEND).
- Ensuring that parents are: involved in supporting your child's learning; kept informed about the support your child is getting; and involved in reviewing how they are doing.
- Liaising with external agencies that may be coming into school to help support your child's learning, for example, the Speech and Language Therapist, Educational Psychologist or Occupational Therapist.

We value wisdom, hope, community and dignity.

- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist guidance to colleagues in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with potential next providers of education to ensure that a smooth transition is planned.

Under the SEN Code of Practice (2014), the school's Headteacher is responsible for the day to day management of all aspects of the school, including support for children with SEND and for ensuring the Governing Body is kept up to date about any issues in the school relating to SEND. The SEND Governor is responsible for ensuring that the necessary support is made for any child who attends the school who has SEND.

Who are the people providing services to children with SEND at St Mary's and St Peter's C of E Primary?

At St Mary's & St Peter's C of E Primary we work in partnership with a range of professionals in order to support children with SEN.

Directly funded by school	Funded by school through Achieving for Children – delivered in school	Funded by Hounslow and Richmond NHS Trust – delivered in school
SENCo	Educational Psychology (EP) Service	School Nurse
2 x Part time SEN Teaching Assistants	Educational Service for Sensory Impairment (ESSI)	Speech and Language Therapy
1 x Full time Emotional Literacy Support Assistant (ELSA)		Occupational Therapy
		Physiotherapy

How does the school involve children and young people with SEND in their education and in the decision-making process?

Children at SEN support level are involved in target setting for their SEN Support Plan if appropriate. They will be asked to comment on their strengths and to give examples of specific areas that they would like support with. Children give their opinions in different ways e.g. student questionnaires, self-assessment scaling, setting their own target, if appropriate, school council membership, buddying, mentoring. Achievement is celebrated regularly and the child's ownership of their success is actively endorsed by all staff. Students with an EHCP are asked for their views prior to their Annual Review. These views are then shared at the meeting, and strategies are put in place to support any areas of need that may arise from the pupil questionnaire.

Who, outside of school, can I turn to for advice and support?

Parent carer forums are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

Details can be found on Richmond's Local Offer https://kr.afcinfo.org.uk/local_offer Richmond Parent Carer Forum (PCF) is an independent group run by parents for parents or carers of children/young people (aged 0 – 25 years) who have any form of special educational need or disability. Your child does not need an official diagnosis for you to become a member and the PCF supports families of children with any type of additional need including learning difficulties like dyslexia. The PCF receives funding from the Department for Education and its purpose is to ensure that the voices of parents, children and young people are heard in the planning and implementation of SEND services in Richmond. They can also help you to access services and provide valuable peer support, connecting you with other parents who understand the special joys and challenges of raising a

family with additional needs. Email: Information@richmondpcf.org.uk Website: www.richmondpcf.org.uk
Facebook: www.facebook.com/richmondpcf/

Independent Supporters can work with you and your child to ensure that your voices are heard. They offer a free, friendly, flexible service for families and young people. They offer support when you have applied for an education, health and care plan (EHCP) for your child and/or your child has a statement that is transferring to an EHCP. They aim to do this by: supporting you to understand the legal framework underpinning the changes in SEN; helping you to think through and identify what the changes mean for you; attending or supporting you at meetings with the local authority or school. The local organisations that provide this service are: Independent Support Partnership. Phone: 020 8831 6076 Email: independent.support@richmondaid.org.uk Website: www.raid.org.uk

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS). In addition to independent support, SENDIASS offers advice across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus: support with understanding reports and letters, attending meetings and preparing for assessments and reviews; information and signposting to support services in your area; support with transition and preparing for adulthood; support with and signposting to mediation; advice and support on benefits Phone: 020 8831 6179 Email: richmondkingston@kids.org.uk Website: www.kids.org.uk

Where can I find information about Local Authority provision for children and young people with SEND?

Information about how Achieving for Children (Richmond-upon-Thames) supports children with SEN can be found on their website: www.afclocaloffer.org.uk and sendlocaloffer@achievingforchildren.org.uk. Their phone number is 020 8547 4722. The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 – 25 years with special educational needs or disabilities.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for all children and that those with SEND may need additional support and intervention to secure the best outcomes and to make any transition as smooth as possible. All local schools work in partnership to support transitions, and there are local transition days which facilitate this.

If your child is moving to another school, we will contact the school's SENCo and make sure that he/she knows about any special arrangements or support that may need to be made for your child. With your permission, all records will be passed on as soon as possible.

When your child is moving classes within school, information will be passed on to the new Class Teacher in advance and, in most cases, a planning meeting will take place with the new teacher. If needed, a social story or transition book to support your child's understanding of moving on, will be made for them.

In Year 6, the SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school. Your child will have focused learning tasks about aspects of transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in SMSP.

In addition, for children with an EHCP, we will hold the Year 5 Annual Review at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school. We can also hold the Year 6 Annual Review at the end of the Spring Term or beginning of the Summer Term and invite the SENCo of the named secondary school to attend.

How should complaints regarding SEND provision be made?

At SMSP, we strongly advocate regular, clear and supportive dialogue with all parents and carers. We are working with you to deliver the best possible educational outcomes for your children, for their future achievements and well-being. If you have a complaint about SEND provision, please contact the SENCo, and/or your child's Class Teacher to arrange a meeting. You can access the SMSP Complaints Policy via the school website: www.smsponline.co.uk/the-school/policies/

Who should I contact in school for further information and support re SEND?

Parents can contact their child's class teacher for any information regarding learning and SEND. The SENCo's name is Sara Colenso and you can contact her on 020 8943 0476 or scolenso@smsp.richmond.sch.uk. You can access the SMSP Inclusion Policy via the school website: www.smsponline.co.uk/the-school/policies/.

Safeguarding

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our SEND Information Report is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children and staff where they feel valued and are respected.

Report Date: January 2024

Review Date: January 2025