



Special Educational Needs (SEND) Information Report

As a school, we work within the Department for Education's SEND code of practice (2015) and Wandsworth guidance on Provision for children with SEND in mainstream schools, which explains the way pupils and children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy.

What is a special educational need?

A special education need is defined as:

- *A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision 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 significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or 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' (SEND code of practice 2014)*

At Trinity St Mary's School (TSM), all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At TSM, our Special Education Needs Co-ordinator is: **Miss Rebecca Greene**

Appointments can be made by:

Phone: **020 8673 4166**

Email: rebecca.greene@tsm.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

1. If you think your child has additional needs, we recommend that you contact your child's class teacher first to discuss the next step and what we can do to help your child.
2. Together we will decide on a plan of action and set a review date if necessary.
3. If your child is identified as needing more specialist input, we will discuss the involvement of other outside agencies e.g. speech and language therapist, paediatrician to advise and support the school in providing targeted support to your child.

How does the school decide whether a child has a special educational need and what extra help they need?

If staff or parents think that a child has a special educational need, then they follow a set procedure to identify the needs and put strategies in place to support the child.

- We will observe them, assess their understanding of what we are doing in school and explore what may be causing the difficulty
- Children are regularly assessed to ensure they are making expected progress, if they are not progressing at the expected rate they will be identified and supported by a member of staff.
- The class teacher will complete an initial concern form and discuss this with the parent/carer. During this meeting, the class teacher will set 3 or 4 targets and give a time period for improvement to be made.
- After the time period has passed, a meeting with the parent/carer is arranged to review the targets. If the child has made significant progress, then the child continues with quality first teaching. However, if there is not enough progress then more targets are set with new strategies to be reviewed in an appropriate time period (normally within a half term).
- After this time period and another review meeting, the class teacher arranges a meeting with the SENDCo to discuss outside agencies or specialist strategies that could be used to support the child further. The SENDCo will observe the child and look at samples of work.
- If the outside agencies recommend further support e.g. Education, Health and Care Plan (EHCP) then the SENDCo writes this and applies to Wandsworth.
- If the child is granted this plan, then the SENDCo writes, plans and reviews this to ensure up to date support is given by the 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?

- At TSM, we hold termly parent/carer meetings at which your child's progress is discussed
- Whenever possible, staff are also available at the end of the day to discuss any concerns. However, if you require a longer discussion, please make an appointment with the class teacher through the office (020 8673 4166).
- Reports are provided at the end of the summer term containing results from the end of year assessments as well as comments on how well your child has achieved during the year.
- If your child has other professionals involved, e.g. a speech and language therapy, they may provide separate targets and reports for your child.
- If your child has an Education and Health Care Plan (EHCP), which replaced the old Statement of Needs, this will be updated yearly at an annual review.

How will my child be involved and consulted?

- At TSM, targets are set each term for English, Maths and a social area (e.g. friendships, confidence in presenting). These targets are discussed with the children.
- Children are encouraged to discuss and set targets, with the class teacher or support staff in class.
- Both short term and long-term targets are set for children with Special Educational Needs and Disability (SEND) as this gives them ownership of their learning and helps them to monitor their progress in small steps. These targets form part of the child's Individual

Support Plan (ISP) which outlines key strategies, access arrangements, pupil voice and targets for each term.

How do you assess and review my child's progress?

- Your child's progress is continually monitored by the class teacher.
- At TSM, we use a range of strategies to assess progress in smaller steps, and these can be used to monitor progress and set targets from the curriculum.
- We use termly staff meetings to moderate/compare writing throughout the school to check our judgements are correct for children of all abilities.
- The school uses Target Tracker (tracking software) to monitor progress in a range of subjects.
- We check how well a child understands and makes progress in each lesson through ongoing assessments, teacher observations and evaluations.
- Our Senior Leadership Team monitors the progress of all children every term at Pupil Progress meetings and reviews. We discuss what we are providing to make sure pupils make good progress including those with SEND.
- For children with SEND, teachers discuss progress with the SENDCo and parents, every term at parents' meetings.
- Children with an EHCP have an Annual Review with the class teacher, parents and SENDCo which is reported to the Local Authority.

How is teaching and the curriculum adapted to my child's needs?

- It is every teacher's responsibility to deliver quality first teaching, which is differentiated, provides challenge and support and with adapted resources as necessary to meet the needs and different learning styles of all children.
- All our staff are trained to make lessons accessible for children at all stages of learning. We make or provide any additional resources required.
- We have a group of support staff who are deployed according to the expertise and the needs of the children as identified at Pupil Progress Meetings who may need additional support; using multisensory methods to target the strengths best suited to the child.
- Children are placed in small groups for English and Maths; however, these are flexible and may be changed depending on the topic.
- We use additional materials/interventions in order to pitch work at the right level for children with SEND.
- Children may be withdrawn in small groups with an adult to take part in communication & language groups, small group/individual reading with an adult, movie time (social skills) groups, gross and fine motor skills, sensory circuits or movement breaks.
- We makes effective use of accessible features available on Apple iPads and other devices to meet individual needs. These technologies can support pupils with a range of specific learning difficulties, including hearing impairments, dyslexia, and vision disabilities. Features such as speech-to-text, text-to-speech, guided access, visual and auditory adjustments, and screen readers are used to promote independence, engagement, and inclusion within the classroom.

What support is there for my child's emotional well-being?

- We have skilful and approachable staff. Children are aware that they can talk to whomever they feel most comfortable with – this may not necessarily be the class teacher.
- TSM offers pupils a counselling service provided by Place2Be, three days a week - Wednesday to Friday.
- The service is led by **Maria Troupkou** the school project manager, who can be contacted on **020 8673 4166 ex. 207**
- Referrals to the Place2Be can be made by members of staff or parents.
- The service also provides counselling for parents/parenting courses should you need it.
- Children are encouraged to visit the Place2talk (a drop in provision) during playtimes and lunch breaks on their own or with friends to discuss concerns and issues.
- If there are ongoing concerns, we will discuss these with you and if necessary make a referral to Child and Adolescent Mental Health Service (CAMHS).

How do you promote positive behaviour?

- TSM is a community based Church of England school with Christian values and principles. Children, parents, staff and governors work together to promote a happy, supportive and secure learning environment.
- As a Church of England school, we promote the Christian ethos and our key Values of 'Kindness', 'Unity' and 'Courage' help to ensure that our children flourish in school.
- We use a variety of strategies to promote continued positive behaviour by nurturing solid relationships, based on understanding and consistency; we endeavour to guide and support each child's development, both academically and emotionally. Through a selection of reward systems, interventions, group activities and sanctions, we aim to meet the individual needs of all our children through specially tailored support that best meets their individual needs.
- Children understand that they have rules to follow and use these rights to form class charters. The charters explain the rules the children have agreed to follow.

What training and specialist skills do the staff supporting children with SEND have and how are these developed?

- The SENDCO's job is to support the class teacher in planning for children with special educational needs.
- An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in supporting children with SEND.
- Individual teachers and support staff work alongside the Speech and Language Therapist, Occupational Therapist and specialist teachers from Behaviour and Learning Support, Linden Lodge and Garratt Park Advisory service to enhance and develop their skills.
- Individual training for identified staff members are linked with the needs of a child with special educational needs and/or disabilities or identified through the performance development process.

What do you do to make the school environment and curriculum accessible for all children?

- We use visual timetables and cues; various ICT Programs and countdown timers for children who need this. Any child who needs a tailored curriculum will be supported with tactile resources to support their access.
- We deliver speech & language programmes provided by the Speech and Language Therapy Service (SaLT) as well as Occupational Therapy (OT) provided by the NHS. A therapist demonstrates to the school's specialist Speech & Language TA how to use the programme and this is then taught and assessed after a given period of time.
- We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- Any specific physical requirements are assessed individually and equipment is provided to meet those needs with the help of Local Authority SEND services.
- Environmental adaptations for learners with ASD / Sensory needs are used when needed e.g. a quiet area, a movement cushion or sensory equipment.
- Exam access arrangements are made in response to guidelines for assessing children with SEND.

How will my child be included in activities outside of the classroom?

- We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will investigate and make the necessary arrangements if possible.
- P.E lessons and sports day are differentiated to suit the need of the child
- Breakfast club and After School Care is also provided by the school, however numbers are limited. If you wish your child to attend, please contact Debbie Bennett in the office to enquire about vacancies.
- We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year, open to the Year 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion.

How will the school prepare my child to join the school or transfer to a new school?

- Children entering TSM in Nursery or Reception will have an arranged home visit in the summer term prior to them starting in the September. Information will be gathered regarding any SEND and any necessary support will be put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings are arranged for those children who are already known to Early Years SEND Services to make the school aware of their needs to ensure the correct support is in place.
- If children arrive at TSM with an EHCP, we liaise with the previous school and follow targets already set.
- When children leave TSM to transfer to secondary school, meetings are arranged at school in the autumn term to inform parents of the process.
- A meeting is held at the Professional Centre so that SENDCo's from primary and secondary schools can meet to share information about special arrangements and support that has

been in place to help children achieve their goals. This is especially for those children with a statement of special educational needs or EHCP.

- Children transferring to Paddock or Garratt Park Special School follow a transition programme with a specialist teacher, which includes visits to the school with a TA
- In-year transition is supported with visits to the new class and “meet the teacher” sessions in their new classrooms before the summer break. For children with ASD, booklets are made (if needed) with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.

What specialist services from outside does the school use to help meet children’s needs and how do you work together?

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication, behaviour related needs and learning difficulties, i.e. autism).
- We get support from other Local Authority services, SEND Specialists, Educational Psychologists (EP), Speech and Language Therapy (SaLT) and Victoria Drive Pupil Referral Unit.
- We receive support from Occupational Therapy (OT) for children who need assessment for specific needs.
- We review all targets that are set with specialists every term. We discuss and agree what everyone will do to make teaching more effective to support the learning.
- New targets are discussed and a date set to review how well the child is doing, if the targets are making a difference and what we need to do next. This information is recorded to ensure accountability.

What will you do if my child has medical needs?

- At TSM, we immediately inform the parents if there are any serious accidents and a slip is sent home describing the action taken and first aid given. Any head injuries result in a phone call home to inform the parents of their accident.
- Parents need to fill out a medical form provided by the school office stating their child’s needs if they require any medication to be given on site. These medicines will be given by a first aider only.
- Asthma pumps and other medications are kept in the school office and administered by a first aider, however; a consent form must be filled in and signed by parent/carers before this can be carried out. If the asthma or allergy is very severe, then their medication will be kept in their classrooms or close by.
- For children who have specific medical needs e.g. sickle cell or diabetes, staff are trained in what to do on a day-to-day basis as well as in an emergency.
- For further information, please read the ‘Supporting pupils with medical conditions’ policy, available from the school office.

What should I do if I am unhappy with my child's support or progress?

- Parents should make an appointment to see the class teacher to express their concerns.
- If these concerns persist then an appointment can be made to see the SENDCo.
- If the concerns still persist then an appointment can be made with the Headteacher through the school office.
- If parents are still unsatisfied, they may write to the Chair of Governors, Mrs Hayley Van Den Bergh, via the school office.
- If concerns persist then parents may contact Wandsworth Children's services

<https://www.wandsworth.gov.uk/schools-and-admissions/schools/how-schools-are-run/school-complaints-process/>

Where can I go for further advice and support?

- The Wandsworth Information Advice Support Service for parents/carers of children with SEND/disability) provides an impartial, free and confidential service to all parents of children with SEND. Visit their website at: <https://www.wandsworth.gov.uk/schools-and-admissions/wandsworth-information-advice-and-support-service-wiass/> or telephone 020 8871 8065
- The Family Information Service also provides a directory of information and advice for families around parenting support, activities, health and more. Visit their website at <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=ikM9TEMEzu0>
- More information about Wandsworth's local offer of services and support for children and young people with special needs and disabilities aged 0 – 25 in Wandsworth can be found on the SEND Local Offer website <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>
- If you have a child who has been diagnosed with a learning difficulty or disability, guidance and support can be found on Wandsworth's website: <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=2Sa7xbH9Fss>

Further information can be found on the school's website regarding policies and school events. www.tsm.wandsworth.sch.uk