



St. William of York Catholic Primary School

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Special Educational Needs and Disability (SEND) School Information Report

The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Children with Special Educational Needs and Disabilities (SEND) are extremely valued in our school and are supported by a team of well trained and experienced teachers, teaching assistants and a Special Educational Needs Coordinator (SENCo). We work closely with parents and outside agencies to ensure each child's needs are identified, addressed and monitored to ensure that they make progress and meet their full academic and emotional potential.

Who are the People I need to talk to about Special Educational Needs at SWOY?

The Class Teacher who will:

- Monitor your child's progress and identify, plan and deliver any additional support your child may need; this may be in class or out of class as part of a targeted intervention as identified on the class provision map
- Work closely with the SENCo
- Ensure that the school's SEND Policy is followed

This may result in a referral to the school SENCo.

The SENCo will:

- Coordinate the support for children with Special Educational Needs or Disabilities (SEND)
- Develop and review the school's SEND policy to ensure a consistent high-quality approach, targeted to children's needs
- Liaise with parents to ensure that they are involved in their child's learning; know what support their child is receiving and be involved in reviewing the impact of provision
- Provide advice, support and training to all members of staff, to ensure children with SEND at our school are supported to reach their potential
- Ensure records are kept up to date for children with SEND and share these with the appropriate members of staff
- Organise and coordinate Annual Reviews for children with EHCPs
- Refer pupils to outside agencies to seek professional advice about a child's needs
- Liaise with outside agencies working with children in our school, supporting teachers and support staff to ensure recommendations are followed
- Ensure the school's SEND register is up to date and progress is monitored
- Monitor the effectiveness of provision in school

The Headteacher:

- Lead in the day to day management of all aspects of the school, including SEND.
- Give responsibility to the SENCo and class teachers for making sure children with SEND's needs are met and that appropriate support is provided
- Ensure that the Governing Body is kept up to date with SEND at SWOY

The SEN Governor:

- Meet regularly with the SENCo
- Monitor the effectiveness of SEND provision at SWOY
- Update the Governing Body about any SEND changes or issues

If parents have concerns relating to their child's learning, then please, initially, discuss these with your child's teacher. Parents may also contact the SENCo or Headteacher if they feel this is more appropriate. You can contact the SENCo on 0208 690 2842 or senco@swoy.lewisham.sch.uk

For complaints, please see the Complaints Policy, which is available on the school website or from the school office.

<p>What are the different types of SEND that are provided for at SWOY?</p>	<p>Special Educational Needs and provision can be categorised into four broad areas:</p> <ul style="list-style-type: none"> • Communication and Interaction (Autistic Spectrum Disorder; Asperger’s Syndrome; Speech & Language difficulties; Speech, Language and Communication Needs) • Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties, ADHD, ADD, Dyslexia, Dyspraxia, Dyscalculia) • Social, Emotional, Mental Health • Sensory and Physical (Hearing impairments, Sensory Processing Difficulties, Epilepsy etc.) <p>Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the School Admissions Policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.</p> <p>For children with an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHC plan, unless:</p> <ul style="list-style-type: none"> • It would be unsuitable for the age, ability, aptitude or SEN of the child or young person; or • The attendance of the child of young person there would be incompatible with the efficient education of others, or the efficient use of resources <p>Before making the decision to name our school in a child’s EHCP, the Local Authority will send the Governing Body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).</p> <p>Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.</p>
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<p>How will the school know if a child needs additional support?</p>	<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion. • Assessment, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills. • Whole school tracking of attainment outcomes indicates lack of expected levels of progress. • A pupil may ask for help. • Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need: <ul style="list-style-type: none"> ➢ Communication and Interaction ➢ Cognition and Learning ➢ Social, Emotional and Mental Health ➢ Sensory & Physical
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<p>How will the school support a pupil with SEND?</p>	<p>All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. At SWOY we have high expectation of all children.</p> <p>Different approaches and groupings are used in lessons, such as: mastery, independent, group and paired work, with concrete resources and a more practical approach when appropriate.</p> <p>Strategies suggested by outside agencies and the SENCo are put in place to enable your child to access the curriculum.</p> <p>Pupils with a disability will be provided with reasonable adjustments, such as: auxiliary aids etc.) to overcome any disadvantage and to increase their access to the curriculum.</p> <p>The quality of teaching provided to pupils with SEND is monitored through a number of processes that includes:</p> <ul style="list-style-type: none"> ➤ Classroom observation by the Senior Leadership Team and external consultants ➤ Ongoing assessment of progress made by pupils with SEND ➤ Work sampling and scrutiny of planning to ensure effective matching of work to pupil need ➤ Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND ➤ Pupil and parent feedback on the quality and impact of interventions provided <p>All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.</p> <p>Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team.</p> <p>Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided.</p> <p>Where it is decided that Special Educational Provision is required to support increased rates, parents will be informed that the school considers their child may require SEN Support and their partnership is sought in order to improve attainment.</p> <p>Additional support may include in-class support, targeted 1:1 support or group intervention run by a member of SWOY staff or an outside agency, such as, a Speech and Language Therapist or Drumbeat.</p>
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<p>How will the learning environment and curriculum be matched to each child's needs?</p>	<p>Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.</p> <p>At SWOY, we make all of our classrooms and teaching spaces SEND friendly.</p> <ul style="list-style-type: none"> • Every classroom is inclusive and adapted to meet a range of needs • Every classroom has a visual timetable that is referred to throughout the day • All staff use visual aids and prompts to support children's communication and understanding throughout the school day, including in the playground • A variety of visuals, displays and working walls are used to support learning
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	<ul style="list-style-type: none"> • Work is adapted to support children’s learning • A variety of resources are used to support learning, this could include: task boards, word mats, writing frames, handwriting-lined books, pencil grips, different pens, fiddle toys etc. • Classrooms for Yr1-6 have Soundfield Systems • Strategies are taught to aid working memory • Children are strategically positioned in the classroom • Staff have had Makaton training • Lessons are scaffolded and differentiated to meet the needs of all pupils (including group work, paired work and 1:1 support) • A range of recording methods can be used (computers, scribes, word processing, photos etc.) <p>When a pupil has been identified as having Special Educational Needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce their barriers to learning and enable the child to access the curriculum more easily.</p> <p>These adaptations may include strategies suggested by the SENCo in the provision map and/or recommendations from external specialists.</p> <p>In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as computing software and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.</p>
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<p>What are the arrangements for assessing and reviewing children with SEND’s progress at SWOY?</p>	<p>All teachers continually assess children’s progress and use this to inform their teaching to ensure children are reaching their full potential.</p> <p>Children’s progress is regularly updated on our whole school tracking system (Target Tracker) which feeds termly progress review meetings with the Senior Leadership Team.</p> <p>Progress is also reviewed through target setting, regular review meetings and reviews with outside agencies, parents and the child. This information is shared with parents at Parents’ Evenings and through the end of year reports.</p> <p>The SENCo and class teachers regularly meet to discuss children’s progress, barriers to learning and strategies to implement.</p> <p>The SENCo oversees additional provision and interventions and monitors success through data analysis, observations and discussions with class teachers, support staff and pupils.</p> <p>Additional support/interventions are recorded on a class and whole school provision map. The class teacher updates this regularly and reviews the progress and effectiveness of the provision with the SENCo at termly meetings, with next steps identified.</p> <p>Action relating to SEN support will follow an assess, plan, do and review model:</p> <ol style="list-style-type: none"> 1. Assess: Data on the pupil help by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. 2. Plan: If review of the action taken indicates that ‘additional to and different from’ support will be required, then the views of all involved, including the parents and pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
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	<p>3. Do: SEN Support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that reflect parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress.</p> <p>4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil</p> <p>If progress rates continue to be judged as inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.</p> <p>This will only be undertaken after parent permission has been obtained and may include referral to:</p> <ul style="list-style-type: none"> • Specialists in other schools e.g. Special Schools (New Woodlands) • Special Educational Needs Support Service • Specific Learning Difficulties Team • Autism and Sensory Outreach Team (Drumbeat) • Sensory Impairment Team • Educational Psychologist Service • Speech and Language Therapy Service • Paediatrics • Occupational Therapy Service • Educational Welfare Officers • Social Services • School Nurse • Child and Adolescent Mental Health Service (CAMHS) <p>In addition, the school will involve external agencies as appropriate, including: health and social services, community and voluntary organisations, Lewisham children and family centres, for advice on meeting the needs of pupils with SEND and in further supporting their families.</p> <p>For a very small percentage of pupils, whose needs cannot be met through SEN Support, a request will be made to the Local Authority to conduct an Education, Health, Care Needs Assessment. This may result in an Education, Health, Care (EHC) plan being issued.</p> <p>Progress towards targets set in EHC plans are reviewed regularly, with new targets set towards the short-term and long-term goals stated in the plan each term. EHC plans are updated annually as part of the Annual Review process.</p>
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<p>How will parents know how their child is doing?</p>	<p>Progress towards the identified outcomes will be shared with parents each term through Parents' Evenings and SEN Support review letters.</p> <p>Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share.</p> <p>Please contact the school office to arrange this appointment for you. The contact number is 0208 690 2842. The SENCo, Hayley Mayers, can be contacted via email senco@swoy.lewisham.sch.uk</p>
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<p>What are the arrangements for consulting with parents of children with SEND?</p>	<p>At SWOY, we understand and value the importance of parent voice and pupil voice. We value parental input and know the importance of the information parents provide about the needs of their child.</p> <p>The class teacher or SENCo may also suggest additional ways of supporting your child’s learning.</p> <p>The school organises a number of parent workshops during the year. These are advertised in the School Newsletter and on our website. They aim to provide useful opportunities for parents to learn more about how to support your child’s learning.</p>
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<p>What are the arrangements for consulting young people with SEND?</p>	<p>Children at SWOY are involved in their learning across the key stages. They are encouraged to reflect on their learning both independently and with their peers. They are encouraged to discuss their work and identify areas to target. In partnership with their teachers, individual targets are set and the steps needed to succeed are discussed. The children are encouraged to regularly check against their targets and with support to consider their next steps.</p> <p>If there is outside agency involvement, they will work with school staff, parents and the child. As part of this process, they will seek the views of all parties and give recommendations and advice, which is then implemented.</p> <p>All children, including those with SEND, complete a questionnaire about their experiences in school (with adult support where needed).</p>
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<p>What skills do the staff have to meet the needs of my child with SEN?</p>	<p>Part of the SENCo’s role is to support staff in planning for children with SEN and to provide training opportunities and advice.</p> <p>In the last few years, school staff have received a range of training:</p> <ul style="list-style-type: none"> • Supporting ASD in School • Attachment Disorders • Sensory circuits for pupils with ADHD • Rewards, Motivation and Behaviour • Working Memory • Maths Mastery • Read Write Inc. Phonics • Dyslexia – Literacy, Support and Intervention (British Dyslexia Association) • Communication Support for ASD • Support in the classroom: ASD • Support in the classroom: SLCN • Early Years – Communication and Interaction • Dyslexia – signs and how to support • Dyscalculia and Maths Difficulties <p>The SENCo continues to develop and update her knowledge and expertise by attending:</p>
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	<ul style="list-style-type: none"> • SENCo Forums • Collaborative meetings with local SENCos • SEN conferences • Workshops and training days <p>The school has regular visits from SEN specialist teachers and Educational Psychologists who provide advice to staff to support the success and progress of individual pupils.</p> <p>An NHS Speech and Language Therapist visits the school to assess referred pupils. Their recommendations are then implemented in class and delivered by a trained member of staff.</p>
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How will my child be supported during tests?	<p>All SEND children will have their assessment needs met by determining which access arrangements are most appropriate based on their needs. This may include:</p> <ul style="list-style-type: none"> • Teacher Assessment • A different assessment being used • Additional time • A scribe being used • A computer being used • 1:1 adult support • The test being read to them • A quiet room being used • Movement breaks
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How will my child be included in activities outside the school classroom?	<p>At SWOY, provision is made to ensure pupils with SEND are included in all activities offered in school. Detailed risk assessments are carried out before trips, including school journeys, stating the provision that will be in place to ensure involvement for all.</p> <p>Children with SEND are encouraged to attend After-School Clubs, as adaptations can be made where necessary.</p> <p>If a child is unable to take part in a specific activity or trip as it is considered unsafe, alternative activities will be provided in school.</p>
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How are medical needs met at SWOY?	<p>We work closely with the School Nurse to ensure children’s medical needs are met. Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents, and if appropriate, the pupil themselves.</p> <p>Members of staff are trained in First Aid.</p> <p>All medicine administration procedures adhere to the Local Authority policy and Department for Education (DfE) guidelines included within <i>Supporting Pupils at School with Medical Conditions</i> (DfE, 2014) and these are identified in the school Medicine Administration Policy.</p>
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<p>How accessible is SWOY?</p>	<p>The following adaptations have been made to the school environment:</p> <ul style="list-style-type: none"> • Soundfield Systems in classrooms for Yr1-6 • All outside steps edged with yellow to ensure they are easier for those with visual impairments to negotiate • There is ramped access to school buildings • One toilet has been adapted to ensure accessibility for visitors with a disability • Lift to all teaching levels • Coloured paper, overlays, large print and bold-lined books are available • Electronic equipment is available when needed • Pencil grips, writing slopes, alternative scissors etc.
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<p>What are SWOY's arrangements for children with SEND when transitioning between phases and schools?</p>	<p>Transitions can be difficult for any child and even more so for a child with SEN. At SWOY, we take steps to ensure that any transitions are as smooth as possible and support is put in place to help children with SEN to prepare and adjust.</p> <p>Joining the EYFS Home visits are carried out for children starting in both our Nursery and Reception classes. These visits will usually take place before your child starts with us and are a good opportunity for you to discuss your child's needs with school staff. If your child attends our Nursery and will be joining our Reception class, a gradual transition can be arranged if appropriate. If your child attends a different Nursery, the SENCo will contact them to share information and discuss ways in which we can support your child. Our SENCo will request copies of reports from the Nursery/School and outside agencies so that current targets can continue to be worked on and recommendations can be implemented.</p> <p>Moving classes in school Information will be passed on to the new class teacher in advance during a 'handover' meeting. This will include details about pupils with SEND and support used in class. Relevant documents will be shared with the new class teacher. If appropriate, social stories and transitions books, with photographs and information about their new class environment, will be used to prepare the child. They will also visit the new classroom and new teacher during the summer term before moving up.</p> <p>Moving on to Secondary School At SWOY, we support parents/carers in making decisions about which secondary school they choose for their child. The SENCo will visit other school SENCos with parents, if required. The Annual Review in Yr5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible. Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENCos of both schools will meet during a Secondary Transfer of Information Day to discuss the needs of pupils with SEN in order to ensure a smooth transition. The SENCo at SWOY will contact your child's new school SENCo to hand over all of the transition information. Where possible, your child will visit their new school and in some cases staff from their new school will visit them at SWOY. The children may be part of a specific intervention/support on independence if needed.</p> <p>Joining from another school If your child requires a transition book with photographs and information about the school, one will be made. The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located.</p>
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	prior to entry. The SENCo will contact the previous SENCo to discuss your child's needs. Your child will be able to come for a taster day if this is appropriate.
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What support is available at SWOY for children's overall well-being?	<p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none"> • A rich PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. • Small group interventions to support pupils' well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being. • Pupils who find social interaction difficult are provided with small group opportunities to develop their communication skills. • The use of peer mediators for supporting relationships is used during lunch times and play times. • Buddies system across both key stages. • School council with representatives for Yr2 – 6. • All staff are trained in Safeguarding Children and Young People • There is collaboration and communication with all external professionals involved with children, as appropriate (CAMHS, EP and MHST) • The school can signpost families to Mental Health and Wellbeing Support through the MHST service • The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health
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How are the school's resources allocated and matched to children's Special Educational Needs?	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:</p> <ul style="list-style-type: none"> • A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit • The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND. • The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services. <p>This funding is then used to provide the equipment and facilities to support pupils with Special Educational Needs and Disabilities. The range of support offered is identified on the provision maps. These target the broad areas of need:</p> <ul style="list-style-type: none"> • Cognition and Learning • Behavioural, Emotional and social • Communication and Interaction • Sensory and/or physical <p>If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or member of the Senior Leadership Team.</p>
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Where can I get further help and support?

<p><u>Lewisham Local Authority</u></p> <p>The Lewisham Local Offer gives information on a range of services available in Lewisham to support children and young people with SEND and their families.</p> <p>For more information visit www.lewishamlocaloffer.org.uk If you have any questions you can contact local.offer@lewisham.gov.uk</p>	<p><u>Special Educational Needs</u></p> <p>32 Kaleidoscope Child Development Centre, Rushey Green, SE6 4JF0203 049 1475</p> <p>sen@lewisham.gov.uk</p>
<p><u>Family Information Service</u></p> <p>The Family Information Service (FIS) provides information on local services available to children and families in Lewisham. The directory includes:</p> <p>https://www.lewisham.gov.uk/my services/socialcare/children/Pages/family-information-service.aspx</p>	<p><u>Pre-school Learning Alliance – Lewisham Children and Family Centres</u></p> <p>Pre-school Learning Alliance Lewisham has a wide range of services supporting children and families across Lewisham borough. They provide services from pre-birth through to primary, with some services for older children in the family, including: childcare from age 2 years upwards, family activities stay and play sessions, music sessions, parenting courses, employability workshops and 1:1 support in the family home.</p> <p>https://www.pre-school.org.uk/lewisham-children%E2%80%99s-centres</p>
<p><u>Contact a Family</u></p> <p>Contact a Family Lewisham offer information, advice and support to parents and carers of disabled children as well as to professionals working with families. They also run a range of workshops and activities.</p> <p>http://www.cafamily.org.uk</p> <p>Contact the office to find out more about the services they can offer you. Call 020 8297 8056 or email lewisham.office@cafamily.org.uk</p>	<p><u>ASD</u></p> <p>Drumbeat Outreach</p> <p>http://www.drumbeatasd.org/page/?title=Drumbeat+Outreach&pid=10</p> <p>outreach.admin@drumbeat.lewisham.sch.uk</p> <p><u>The National Autistic Society</u></p> <p>http://www.autism.org.uk/</p>
<p><u>Dyslexia</u></p> <p>Dyslexia Action http://www.dyslexiaaction.org.uk</p> <p>British Dyslexia Association www.bdadyslexia.org.uk</p>	<p><u>Speech and Language</u></p> <p>Talking Point http://www.talkingpoint.org.uk/directory/free-resources-parents</p> <p>I Can http://www.ican.org.uk/help</p> <p>The Communication Trust https://www.thecommunicationtrust.org.uk/</p>
<p><u>Down Syndrome</u></p> <p>Down's Syndrome Association http://www.downs-syndrome.org.uk/</p> <p>Tel: 020 8614 5100 Tel: 0333 1212 300</p> <p>Email: info@downs-syndrome.org.uk</p>	<p><u>Mencap</u></p> <p>Mencap provides information and advice about the SEND process including the EHCP process.</p> <p>https://www.mencap.org.uk/advice-and-support/children-and-young-people</p>

