



Roehampton Church School Special Educational Needs (SEN) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school. We follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan

At Roehampton Church School all children, 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. However for some children there are occasions when further positive support may be needed to help them to achieve their targets. With this in mind, we provide support for children with needs in a variety of areas including: communication and interaction, cognition and learning, social, mental health, medical, sensory and physical.

The full range of support available to Wandsworth pupils is presented in Wandsworth's Local Offer for 0-25 year olds for pupils with Special Educational Needs and Disabilities which can be accessed through the following link:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

At Roehampton Church School, our SENCO is Mrs Ruth Azurdia

She can be contacted on 020 8788 8650 and her email is: ruth@roehampton.wandsworth.sch.uk

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

In the first instance, we would encourage you to arrange a meeting with your child's class teacher to discuss any concerns. At this stage it will be considered whether your child would benefit from being placed on our 'Pre-SEN' or 'Cause for Concern' list. This is where concerns are highlighted, any extra support is outlined and support put in place if necessary. If concerns persist, even though your child has been closely monitored and support has been in place, then in partnership we may decide that further more intensive support is needed and they will be placed on our "SEN Support" list.

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

When pupils join the school steps are taken to contact any previous early years providers or schools in order to check whether any concerns have already been raised and to get an up to date picture of the child's needs. If necessary, children may be placed immediately on the SEN Support list. If there is an unclear picture of the child's needs then their progress will be closely monitored over their first half term, in order to ascertain whether any extra support is required. Any child receiving outside agency support will automatically be placed on our SEN support list. However, in the EYFS for example, some measures are put in place with outside agencies e.g. Speech and Language to act as a preventative measure to placing children on our SEN support list.

The progress of all children within the school is very carefully monitored in a variety of ways including through half termly teacher assessments, individual assessments such as TOWRE reading test and termly pupil progress meetings with the Senior Leadership team. Where concerns regarding progress and achievement are raised, either by the school or by parents, we adopt a graduated response which involves parents at every step. Initially, where concerns are apparent, a child may be placed on our

“Pre-SEN support” list and steps to tackle any concerns are agreed between the class teacher and the parent/carer. Where concerns persist, as stated above, a child may be placed on “SEN support” and more intensive extra provision will be agreed, in liaison with parents/carers. At this stage a child would be given a SEN Support Plan which identifies provision, individual targets and outcomes. Where concerns persist over a longer period of time or are particularly complex, it may be necessary to refer a child to an external agency for further support and permission for any such step will always be sought from parents/carers. If it is agreed by all parties, both internal and external, that a child has more severe and complex needs then an Education and Health Care Plan may be requested from the local authority. In such cases, parents/carers are very heavily involved in the formation of the plan via a series of Team Around the Child (TAC) meetings.

How will I know how my child is doing and how will you help me to support my child’s learning?

There are 2 parent consultation meetings each academic year where you will be given the opportunity to hear more formally about the progress your child is making. At any stage of the year you are welcome to request a more informal meeting with your child’s class teacher at a mutually convenient time. You will also receive an annual report summarising your child’s achievements and progress at the end of the academic year and will be invited to discuss the report with your child’s teacher if you so wish. We set termly individual targets for your child and these are sent home to help you support your child further, for example when supporting them with homework tasks. If your child does require SEN Support at any time, suggestions for supporting your child at home will be included in their SEN Support Plan. When possible, we also organise SEN information sessions and coffee mornings for parents to help keep them informed of any current developments.

How will my child be involved and consulted?

We run termly pupil conferencing weeks every term where the children get an opportunity to discuss their progress with their class teacher and to jointly plan future targets for improvement. Where children have received SEN Support, we often complete SEN questionnaires with them to find out how they feel the support has helped and to gain feedback on any ways to improve. Ahead of more formal SEN meetings, such as Annual Reviews for children with Education and Health Care Plans (EHCP’s), TAC meetings or PEP meetings, children are given opportunities to share their views with a trusted adult. The views of the child can then be used in meetings to help plan support.

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

All children’s levels are more formally assessed on a termly basis ie 3 times across the academic year. Teachers use a combination of tests and children’s regular classroom work to come to decisions about your child’s level of achievement. On a termly basis, the Senior Leadership team, along with your child’s class teacher, have pupil progress meetings where the progress of all children are discussed and future plans and expectations are embedded. Pupils’ achievements are regularly moderated and scrutinised by representatives from the Local Authority. Children with Education and Health Care plans have their progress more formally reviewed in an Annual Review.

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

There is an emphasis on Quality First Teaching in class where the curriculum is differentiated to meet the needs of all children. Children have an opportunity to work with children of a very similar level as well as in mixed ability groupings. Carefully timetabled and targeted support from teaching assistants in class allows greater opportunity for children to achieve in lessons. Emphasis is placed on enabling children to respond to questions posed by additional adults working in class, to help to deepen and clarify their understanding. This helps to ensure that children do not become too dependent on the input of adults along with the use of a range of strategies to support pupils to independently access learning opportunities. A wide variety of resources are available to help the curriculum to be adapted to your child’s needs. Examples include: visual timetables/planners, visual widget resources, word lists, story

strips/boards, word maps, spell checkers, individual whiteboards and pens, a range of hands on/visual maths resources, sloping boards, wobble cushions, fiddle toys, weighted lap pads, sound recording buttons, pencil grips and Theraputty. Children also have access to a web base resources and programmes that can be accessed on laptops.

In addition to the support in class, we run a range of interventions to support children, including those with SEN. We take a flexible approach to the interventions being run, depending on the needs of the children year to year but some examples of interventions include: Direct Phonics, Catch Up, Numicon, Social Skills programmes, Draw and Talk, Self-Esteem groups, Attention Bucket, gross or fine motor skills groups, Narrative groups, Talkabout and Explore and Talk. We also work with a wide range of external agencies to provide support for children where needed. These include the Educational Psychology service, including using them for Therapeutic Play, Occupational Therapy, Place to Be (Journey of Hope) and the Behaviour Learning Support Service. We also have a linked Speech and Language Therapist working within in the school on a regular basis, both working with individuals and supporting group work as well as carrying out reviews of pupils progress, providing targets, providing resources, suggesting training and advice and making referrals to further agencies if necessary. Staff regularly attend courses relating to supporting children with SEN and we provide training sessions for staff which relate to such issues.

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

As a school we place high priority on supporting children's emotional well-being. Examples of support we offer in this area include: one to one Therapeutic Play and therapeutic self-esteem groups both using a therapeutic dog, 1:1 Emotional Literacy Support sessions delivered by our ELSA, Draw and Talk, Self Esteem groups, Social Skills and Social Communication programmes.

As a whole school we help support children's well-being in a variety of other ways such as Values assemblies, PSHE lessons, Anti-Bullying Weeks and the use of School Council members who play a mentoring role for younger children. In RCS we also have a Rainbow Room which has been equipped with resources to support emotional wellbeing and which is a much less formal learning space. The rainbow room is used with, individuals, groups and whole classes. In class all staff use Zones of Regulation to enable children to self-regulate and identify their mood. Support is given to guide children to 'the green zone' where children are at the best place for optimal learning.

How do you promote positive behaviour?

We have a whole school Behaviour Policy which outlines our positive approach to developing children's behaviour in school. This includes details about the rewards that are in place to support positive behaviour which include stickers, stamps, Stars of the Day, certificates, Merit assembly awards, house points, extra play time and so on. Our School Council members and Eco Council members act as positive role models for other children with regard to promoting good behaviour. At times we run Behaviour Emotional and Social Development groups to target particular children who may require support in this area.

What training and specialist skills do the staff supporting children with SEND have or are having?

Training sessions for staff have covered a wide range of areas including: Dyslexia, Autistic Spectrum disorder, Language Difficulties, Selective Mutism, Behaviour, Zones of Regulation, Attention Bucket and the use of Numicon. Where appropriate, staff from external agencies, such as the Speech and Language Service or the Wandsworth Autism Advisory service will deliver training in school. We also ensure that relevant staff attend external training on a variety of issues relating to SEND. The SENCO attends the termly SENCO forum meetings run by the local authority, to help ensure that her knowledge is up to date as well as Confident Leadership SEND based training run by Wandsworth School Improvement Manager. We also arrange visits to other schools and settings for staff. For example, some of our staff visited the Pupil Referral Unit for the Behaviour and Learning Support service.

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

All classes have large interactive touch screen which is used to engage children in learning activities and to encourage pupil involvement. Care is taken to ensure that children are sat in positions in class which help them to make the best progress. For example, a child may be sat closer to the screen if they have an attention difficulty or are visual or hearing impaired, the backgrounds of lessons teaching slides are presented using pastel colours and not always white. Children have access to timetables and visual timetables, both whole class and individual, as appropriate. Further adaptations to the physical environment are accommodated where possible. Examples have included handrails for school playground stairs, Move and Sit (wobble) cushions, sloping boards for writing and adapted chairs and toileting facilities. Smaller equipment such as pencil grips, word lists, theraputty, stress balls, fiddle toys, spell checkers, yellow paper and reading rulers, are used to help ensure all children with SEND are able to access learning tasks. There is increased access to ICT resources for children with SEND, especially through the school laptop trolleys. During any testing procedures including formal ones such as SATs, appropriate adaptations are made for children with SEND e.g. smaller groupings, extra time or breaks. Access to the school's Rainbow room ensures that all children have the opportunity to use a more informal learning space.

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

All children have opportunities to join after school activities which run on a termly basis. In addition there is a breakfast club which provides places for children of all ages. Risk assessments are carried out for all out of school trips and on some occasions parents may be asked to accompany their child, if it is in the best interests of the child concerned. In Year 6 all children have the opportunity to attend a residential school journey. Prior to this, there is a general meeting with parents regarding procedures. Extra meetings are arranged where necessary for individual children, for example if they have more specific medical needs. All efforts are made to include all children in any out of school trips and activities irrespective of their SEND needs.

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

When your child transfers to secondary school there are a variety of induction programmes in place, depending on the school in question. If your child has SEN then the SENCO will complete a Primary Secondary Transfer Form which highlights needs and strategies which work well with supporting your child. The SENCO also attends a Wandsworth Secondary Transfer session where she meets with secondary SENCOs to talk about your child needs and the best way to manage the transition. We also send on all relevant paper work. If your child transfers to another school before they reach Year 6 then again there will be close liaison between the two schools and all relevant papers will be passed on.

If your child is joining our school for the first time in Nursery or Reception then you will be offered a home visit and this will give you the opportunity to share any concerns you may have regarding your child. You are also invited to come and visit the setting with your child and we liaise closely with any early years providers where relevant. Your child is given time to settle in but if there are concerns then we will respond in the usual way and plan extra support where appropriate. If your child joins our school higher up from elsewhere we ensure that all relevant paperwork is passed on and, where necessary, the SENCO would contact professionals from the previous setting.

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

- We have a school based Speech and Language therapist, who regularly works in school providing input, advice and training. In addition some children will have clinic based Speech and Language therapy and staff regularly visit to observe these children in school.
- We have an allocated Educational Psychologist who visits our school a number of times a term to carry out a variety of work e.g. meeting parents, one to one assessments, advising teachers and 1:1 therapeutic play and therapeutic self-esteem groups.

- Place to be, in the way of Journey of Hope, provide support for groups of children every week around emotional concerns, confidence issue, self-esteem.
- We also work closely with the following agencies: Behaviour Learning Support Service, Moderate Learning Difficulties Service, Hearing Impairment Service, Visual Impairment Service, Garratt Park Advisory Service, Children's Services, Occupational Therapy and the Early Years Centre.

We regularly hold Team Around the Child (TAC) meetings and ensure that all professionals from relevant agencies are invited. In addition we hold regular review meetings and there is an open dialogue between professionals, parents and the school.

What will you do if my child has medical needs?

All parents are asked to fill in a form when their child starts at our school which asks for any medical information. Where there are medical needs, we will work closely with parents and other medical professionals to ensure that these are catered for. We have access to the school nurse referral system and parents are able to request appointments with our school nurse if they wish to. We ensure that all staff working with your child are aware of any medical needs and that training is accessed as appropriate. If your child has a severe specific medical need a Care Plan is drawn up by the medical professionals and training given to support delivery of the medication and plan.

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

If you are unhappy with your child's support or progress in school we would urge you, in the first instance, to talk to your child's class teacher. If concerns persist, we would invite you to meet with either one of the following members of staff: SENCO, Key Stage Lead, Deputy Head or Headteacher. You are able to express any concerns to our Chair of Governors or to Wandsworth via the link below. We pride ourselves in working hard to bring parents and professionals together to work through any concerns that may emerge.

<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 and Support Service (WIASS) provides an impartial and confidential service to all parents of children with SEND. Visit their website <http://www.wandsworth.gov.uk/wiass>
- The SEND Parent Carers in Wandsworth are your local Parent Care Forum and they work with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. Use the following link to access information about them.
- <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=ikM9TEMEzu0>
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website <http://fis.wandsworth.gov.uk>

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email info@roehampton.wandsworth.gov.uk