

# ST PAUL with ST LUKE



## HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### Abbreviations

**EHC Plan:** Education Health Care Plan

**LSA:** Learning Support Assistants

**MEPS:** Multi Element Plan

**PLT:** Pupil Leadership Team

**SEND:** Special Educational Needs and Disabilities

**SENCo:** Special Education Needs Co-ordinator

**SPSL:** St Paul with St Luke CoE Primary School

### Vision and Aims:

Our vision at SPSL is for every learner to have skills to achieve their full potential; we wish for our school community to be inspired to become learners for life. SPSL is safe and stimulating learning space, which encourages children to be creative thinkers.

We aim for our vision to be fulfilled by providing a supportive and accessible setting for all children, enabling them to strive for high standards of learning.

SPSL is guided by 6 values which include: celebrating individuality, life-long learning, caring and respectful, taking responsibility, spiritual and reflective, and working together. All 6 values guide our professional practice and feed into our broad, balanced and differentiated curriculum. Making learning accessible irrespective of race, gender, religion, or ability. Through our behaviour policy and rewards we encourage children to develop self-awareness in how individual behaviour affects other people.

At SPSL our SEND provision recognises a wide spectrum of special needs and we work relentlessly to meet the needs of individuals. As a team of education professionals we understand that a child's learning is most successful when parents, governors and children are involved in planning, setting targets and being part of consultations. We also appreciate the diverse community, which surrounds the school and strive to reflect a multi-cultural society in our curriculum. In order to

offer a progressive and high standard of teaching and learning we provide a planned process for staff development.

#### **School:**

Church of England Maintained Primary School (1-form entry)

#### **Ofsted 2014:**

**Overall 3**

**Leadership and Management 2**

**Behaviour & Safety 2**

Teaching and Learning 3

Achievement 3

#### **Pupil Voice:**

SPSL uses a Pupil Centred approach to teaching and learning, whereby children are empowered to be active in making decisions about what they learn. Therefore all children are consulted termly about the curriculum and offer feedback, which informs whole school planning.

SPSL has an active Student-led School Parliament that is made up of a diverse representation of pupils across the school. School Parliament meets weekly; they liaise with their peers and teachers to develop a school improvement plan.

Additionally from 2014 we have a Pupil Leadership Team (PLT), which is made up of a year 6 Head Boy/Girl, Deputy Head Boy/Girl, and more students who take on extra roles around the school, including: Behaviour, Safety, Friendship, and the Environment. Children with additional needs or SEND may also design with their teachers a MEP, which focuses on child friendly targets.

If a child has an EHC Plan both children and parents are central in the process of planning and decision making, this is to ensure a collaborative approach in supporting children to overcome barriers in learning. EHC Plans are reviewed annually and pupil voice is heard at every stage of the process, from: organising the event, making invitations, selecting food and music, even in the way adults listen to the pupil presentation and direct conversations to the child throughout the meeting. This way we hope that all children feel that adults value their needs and encourage active responsibility from everyone involved, including the child.

#### **Identifying children with SEND:**

On entry into Nursery all children are allocated a Key Worker who meets with the child and parents in the home setting. This meeting takes place  $\frac{1}{2}$  term before the children commence Nursery. Home Visits are an opportunity for parents to flag up any concerns. If a parent thinks their child has SEND the Key Person will inform the class teacher and SENCo and a plan for action will subsequently follow.

Our SEND Provision operates within an Assess, Plan, Do, Review framework, which means that annually there is cycle for class teachers, the SENCo and Headteacher to review the needs and progress of individual children.

At the start of every year teachers are asked to spend several weeks getting to know the children they teach. Shortly into the new school year class teachers meet with the SENCo and Education Psychologist to discuss any learning, social, emotions, behaviour or health concerns they might have. A plan of action will follow. There may be times when the class teacher has been given advice to modify or adapt teaching in order for the child to access learning in a different way, or the SENCo may recommend an intervention to support a child in a key area, or perhaps a classed based booster activity.

When necessary the SENCo will contact the parents for a meeting to discuss a more detailed plan and the possibilities of collaborative work with external services in education, health or social care. Parents and children are central to planning and will always be consulted if additional or different arrangements need to be made.

If a parent thinks their child might have SEND they should speak with their child's class teacher or SENCo in order to discuss support.

#### How we help children with SEND:

On a termly basis, teachers meet the SENCo and Headteacher to discuss individual pupils and together update a class provision map, which ensures that all teaching and learning interventions are effective and support all children to achieve their targets. The class provision map identifies individuals within different groups that may require literacy, maths, emotional and behavioural support as well as any specific SEND interventions.

The first tier of support is offered in the way that lessons are differentiated for a range of learning needs. Secondly a child may need an additional or different set of teaching resources to support children in becoming independent learners. This might include extra short sessions inside or outside of the classroom with an intervention Learning Support Assistant (LSA). If a child continues to find it hard to make progress like the rest of their peers we would meet with the parents and child to make a plan for external services to offer professional advice and support.

Additionally Support Staff are deployed in the school to work 1:1 with children who have SEND and they use a range of resources to encourage all children to become independent thinkers. LSAs might model work, use visual and/or tactile objects for learning or differentiate questions. They may also help with personal organisation and self-awareness, always in a positive and solution focused way.

Within the SEND provision there is:

- A SENCo: Responsible for the running of the SEND and teaches Nurture Group.
- 1:1 LSAs: Who work with individual children as well as support groups within a class.
- Intervention LSAs: Who work with small groups or individual children to provide additional or different learning opportunities.
- Class Teachers: Responsible for carefully planning and differentiating learning for all children in their class.
- Pastoral Mentor: Responsible for individual and small group well-being sessions.
- Education Psychologist: Responsible for advising and supporting parents, children, SENCo and Teaching staff on a variety of ways to enhance learning opportunities for children with cognitive and behavioural difficulties.
- Speech and Language Therapist: Responsible working with parents, children and teaching staff to enhance learning opportunities for children with Speech, Language and Communication Difficulties.
- Counsellors: Place2Be is an internal therapeutic service offering support for children with social and emotional difficulties.

#### SEND Teaching and Learning:

Our Teaching and Learning Policy at SPSL values differentiation. Therefore any lesson should have at least 3 tiered learning outcomes with resources to support different learners achieve their target. In some cases individual resources are used to further support children with SEND. This might be a timer to support a child that has difficulty maintaining focus and attention, or a word mat for a child with language difficulties, or a laptop for a child with Specific learning Difficulties.

#### SEND Resources:

The SEND Code of Practice (2014) informs our practice at SPSL and helps us effectively decide on resources for children with SEND. Furthermore SEND teaching and learning is a collaborative process that is person centred and outcomes focused.

If parent or teacher is concerned about a child not making the same progress as their peers, they must speak with the SENCo as soon as possible.

If, after class based differentiations and school based interventions, the child continues to make slow progress then the SENCo will meet with parents, where possible the child should attend also. Collaboratively the parents, child, SENCo will discuss and decide upon next steps, which could be: a request for external assessment or advice. For this to happen the parents, child and SENCo will work together to write a request for support services in Tower Hamlets to get involved. Once the request has been sent, the SENCo will support parents to meet with external specialists like: Education Psychologist, Speech and Language Therapist,

Occupational Therapist, Physiotherapist, Social care workers, Paediatricians, or Behaviour Specialists.

In further meetings parents, children and external professionals will decide on what outcomes are important and steps to reach them. These steps and outcomes will be reviewed at a decided time. Parents must give consent to any professionals working with their child.

### Monitoring Progress and Informing Parents:

Person Centred Planning is paramount at SPSL. Therefore in addition to the SEND Cycle for monitoring Pupil Progress, all children monitor their own learning in classes and against appropriate Success Criteria and Targets in any given lesson. Moreover all children have bi-annual parent conferencing of which all family members are invited to. Annual reports are given out to parents and children to highlight progress, achievement and next steps in learning for the next school year.

If a child has SEND, MEPs are designed and reviewed termly with children and these focus on targets that are specifically designed for children to overcome barriers to learning. MEPs are given to parents termly and feedback is required.

If a child has an EHC Plan, then there is an annual process whereby a meeting between Education, Health and Social Care Professionals, Pupils, Parents, Class Teachers, LSAs, Ed. Psychologists and the SENCo is scheduled to address pupil outcomes, progress, new targets and children are encouraged to lead to their best ability.

### Support for Health and Wellbeing:

Pastoral, health and social support is managed by the SENCo, Pastoral Mentor, Behaviour Support Team, Place2be Counsellors, School Nurse and trained 1<sup>st</sup> Aiders. If a child requires a Health Care Plan a member of staff will administer medicine with training from health professionals, like: Insulin and Epi-Pen care and management.

### We teach and reinforce good behaviour through:

- Celebrating Values Week
- Praise and modelling
- Reward systems for whole class: stickers, table points, golden time, marble treats
- Reward systems for individuals: values stickers, praise postcards, class dojo points
- Class and individual responsibilities and privileges
- Awarding of Pupils of the week and Values Awards
- A whole school social, emotional, behavioural skills scheme is delivered through the PSHE curriculum/assemblies and safeguarding lessons.

## **TARGETED SUPPORT FOR PUPILS WITH SEMH (social, emotional, mental health) NEEDS:**

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, eg: early childhood experience, environmental factors, inconsistent parenting, bereavement, bullying/discrimination, disaffection. Pupils are identified through different school systems, such as: pupil progress meetings, SEND highlighting as well as through concerns raised by staff and/or parent/carers. Thought and investigation will be given to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support.

The school will endeavour to address these needs through provision of additional support in the form of:

- individual behaviour support planning and allocation of a class based SEND LSA
- allocation of time to work with the Pastoral Mentor
- referral to Place2Be for therapeutic support
- referral to the educational psychologist, AWO or SLS behaviour support service or other relevant voluntary agencies
- use of CAF referral for a multi-agency approach eg Team Around the Child meetings

### **PSP (pastoral support plan) based support:**

Early identification of vulnerable pupils presenting with challenging needs is a priority. A behaviour or educational psychologist assessment advice is sought in order to inform personalised planning. Intervention programmes are developed to support the pupil to change behaviours that interfere with their and other's learning; behaviours that interfere with them being included in the classroom and that interfere with their inclusion in the activities and routines of school life.

### **PSP based support consists of the following:**

#### **Relationships:**

- Close and intensive working with the pupils helps staff to gain insight into the emotions underlying the behaviours presented.
- Teachers and school staff are supported in their relationship with the pupil.
- A trusting relationship will be built with the pupil and with the pupil's parent/carer.

#### **The intervention programme:**

- An individual intervention plan is developed which includes strategies to help the pupil work towards integrating into school life; timetables, for example, may be modified for a period of time to improve the pupil's chances of accessing the curriculum; the pupil may be supported to find ways to interact with their peers through friendship groups and/or social skills support.

- The intervention programme supports the pupil to develop greater self-awareness; to be able to begin to identify the 'triggers' and 'flashpoints' of their negative behaviour and to give them strategies to help them to manage their difficult emotions more productively and express themselves in more pro social ways.
- Clear systems for rewards and sanctions which are unique to the individual pupil are built into the plans. Many of the whole school sanction systems do not have an impact on these pupils and alternative ways of teaching them about consequences to their actions are put in place, for example, that rewards built into their individual plan will be withdrawn.
- In the case of extreme destructive, aggressive or violent behaviour, the pupil will need to be withdrawn and taken to calm down; removal may require physical handling or restraining techniques and the protocol for this is also built into the individual intervention plan and includes signed parent/carer approval. See also the school's physical handling/use of restraint policy.
- In the case where the behaviour has become uncontrollable and presents a risk to the health and safety of the pupils and those around them, despite the consistent and appropriate use of agreed strategies and approaches, the headteacher or assistant headteacher will direct either an internal or an external exclusion ( see exclusions procedure)

**Monitoring the impact of the intervention programme over time;**

- The extent of pupil engagement in lessons, the number of times a pupil has to be withdrawn to the quiet area and the number of internal and external exclusions are all recorded.
- The pupils' targets are modified accordingly.
- The individual intervention plan is reviewed within a fixed time (using the local authority PSP format) and includes the pupil, staff involved in the pupil's school life and parent /carers.
- The overall intervention programme may involve support from additional services; Place2Be, The Support for Learning Service or the Educational Psychologist. CAF referrals for a multi agency approach may be made which can lead to the involvement of CAMHs.

**Specialist External Services:**

Educational Psychology Service	Designated Educational Psychologist: Barley Birney Referrals accepted as required
Speech and Language Service	SLA therapist: Simon Philips Attends school one day per week to work with identified children

Phoenix Outreach Service	Outreach Teacher: Peta Griffiths Direct work and support for children with ASD. Staff training and advice where necessary
Sensory Support Service	Visual Impairment specialist: Amanda Coles Provide support for identified children and teachers as required/as set out in an EHC plan
Behaviour Support Team	Support provided following referrals for specific children
Specific Learning Difficulties Service	Support for children with literacy and maths difficulties. Training and support for staff as required
CAMHS (Children and Adolescent Mental Health Service)	Referrals accepted as appropriate for children with emotional difficulties
Occupational Therapy Service	Support for children with functional skills difficulties (e.g. toileting, eating, handwriting etc.).
Children's Physiotherapy Service	Support for children as appropriate. Training for staff as necessary.
Parents Advice Centre	Key Worker: Sudha Solaiman
Youth Inclusion Support Project (YISP)	Service to help prevent youths from entering the youth justice system. Referrals accepted as appropriate.
Social Care	Referrals made and support offered where appropriate
Parental Engagement Team	Advisory service to leadership teams in schools to support our work with parents and families
Social Inclusion Panel	A panel seeking to reduce social exclusion. Referrals made to other service via SIP as appropriate
Home Start	Family support charity to help parents/carers with day-to-day life
Health Visiting Team	Support to school/parents/carers and children from health visiting service where necessary
School Health Team	Supporting children and parents with children's health needs Designated school nurse: Norma Brown

### Staff Training:

SPSL offers on going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.



Recent and imminent training covers

- Safeguarding and Child Protection
- PREVENT
- Managing Challenging Behaviour
- Speech and Language development
- Understanding Autism
- SEND Code of Practice
- Interventions and SEND Resources
- Managing Diabetes in School
- EPI-Pen Management and Care
- Visual Impairment
- Kid scape Anti-Bullying

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

### **Trips and Inclusion:**

SPSL is an inclusive school and offers rich opportunities to learn. The curriculum is carefully planned to offer exceptional opportunities to learn in order to capture the imagination and inspire young learners. This means that there are occasions when children will explore through school visits.

All children regardless of their abilities are considered in the planning. Class teachers' carry out risk assessments, and additional adults are allocated to meet adult/children ratios, or to accompany children with SEND. In some cases parents come along too. Parents are always welcome to talk through school visits and we will amend plans where possible. Parent consent for school visits is essential.

### **School Environment:**

SPSL has an Accessibility Plan. The school environment has accessible ramps into ground floor classrooms. The grounds of SPSL are wheelchair friendly and on the 2<sup>nd</sup> floor a risk assessment is carried out to best facilitate ways for all children to access its resources. We are currently working with the Vision Impairment Team to develop a visually sensitive learning environment. SPSL has accessible toilets and changing facilities. We also have a range of equipment to support children with SEND.

### **Transitions (entering and leaving school):**

At SPSL we acknowledge that transitions are big life events and therefore arrange on entry Team Around the Child transitions meetings for a child with SEND. Similarly the SENCO works with children in year 6 with SEND to arrange transition meetings and visits to their secondary school. Any transition meeting will involve the parents, children, SENCO and any experts in education, health or social care,

working with the child.

### Parental Involvement:

Parents are vital in playing a role to enrich learning for children; therefore there are many ways parents can be involved in decision making and day-to-day school life. Parents are invited to make appointments with class teacher if they wish to discuss their child and this can be arranged at the start or end of the day.

Other ways for parents to get involved in the school community through:

- Structured Conversations
- Parent workshops (RWI, Literacy, Maths, Place2Be)
- Parent Conferencing
- Weekly Class Assemblies
- Special Events and Cultural Days
- Special classroom guests
- Parent Governors
- Educational Visits

Similarly we have a School Parent Liaison Worker who runs regular parental involvement activities like: Strengthening Families Classes, Curriculum Sharing, SEND Training, Health Services, Sewing & Craft Groups, Parent Voice Events

### Contacts:

Class Teacher/Phase Leader

Responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Coaching and Mentoring Teachers for Quality first Teaching
- Checking on the progress of your child and identifying, planning and delivering any additional support.
- Contributing to devising personalised learning plans to identify the next steps required for your child to improve in their learning.
- Applying the school's Inclusion policy

Special Educational Needs Co-ordinator (SENCO):  
Unta Taiwo  
[utaiwo.211@lgflmail.org](mailto:utaiwo.211@lgflmail.org)

If you have concerns about your child you should speak to your child's Class Teacher. You may then be directed to the SENCO.

SENCO is responsible for:

- Coordinating provision for children with SEND and developing the school's Inclusion policy.
- Ensuring that parents are:
  - Involved in supporting their child's learning and access

	<ul style="list-style-type: none"> <li>➤ Kept informed about the range and level of support offered to their child</li> <li>➤ Included in reviewing how their child is doing</li> <li>➤ Consulted about planning successful movement (transition) to a new group or school</li> <li>➤ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> <li>➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul>
<p>Acting Headteacher: Emily Wright deputyhead@spsl.towerhamlets.sch.uk</p>	<p>Responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND</p>
<p>SEN Governor/Chair of Governors: Aune Turkson-Jones</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>
<p style="text-align: center;">Our offer to children with special educational needs and disabilities was updated in <b>[September 2015]</b></p> <p style="text-align: center;">It will be reviewed in <b>[July 2016]</b></p>	