



LDDBS Academies Trust

Excellence and Equity for All Children in a Christian Context

SEND Information Report

INSPIRING BELIEF
in God and one another



ST RICHARD'S
SCHOOL

DATE	September 2020
REVIEW DATE	September 2021

Vision Statement

Our schools aspire to provide 'excellence and equity in a Christian context', where every child is valued as a unique individual treasured by a loving God. 'I have inscribed you on the palms of my hands.' Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full. 'I have come that they may have life and may have it in all its fullness'. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school, we demonstrate how we support this vision through our values, which are Friendship, Endurance, Trust and Hope and summarised in the school's own vision statement: Inspiring belief in God and in one another.

The vision of St Richard's CE Primary School is for a thriving and outstanding school where children and adults, working with the local community, have the opportunity to become the best they can be.

Inspiring belief...

- in ourselves – through progression and fulfilment
 - in each other – through motivation and teamwork
 - in the children – through showing them their potential
 - in the parents – through building trust by results
 - in God to all – through our whole lives
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- We believe in looking out for everyone
We put safety first and we do all we can to ensure that all needs are met.
 - We believe in working together
We act like a family who support and motivate one another.
 - We believe in aiming for the best
We do all we can to ensure the highest quality in every area – our children deserve nothing less.
 - We believe in looking to the future
We are positive and seek opportunities to grow and improve, overcoming obstacles to achieve our goals.

We live out our values and vision through our key policies e.g. The LAT Behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

LAT HR policies are common in all schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

Rationale

St. Richard's is a mainstream Church of England (VA) Primary School with a nursery provision and an ASD unit.

The information below forms the school's SEN Information Report, detailing ways in which parents and children may access the support required.

Who are the best people to talk to if I am concerned about my child?	<p>Your class teacher is your first point of contact. His/her information can be found on the school website. Parents can bring concerns or information about their child's needs to the class teacher or the Phase Leader.</p> <p>If you think your child may have special educational needs, please see your class teacher first.</p> <p>If your child has medical needs, please notify the class teacher and contact the school office.</p> <p>You can also contact the Inclusion Manager, SEND Leader or Head Teacher via the school office.</p>
Name and contact details of the SEND Leader	<p>Camille Bertram</p> <p>Contact can be made via the school office.</p>
How will the school support my child?	<p>Class teachers are responsible for the children's learning and will be able to explain what is happening for your child. Learning opportunities are designed so that children of all abilities can take part. High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to children's ability.</p> <p>Additional adult support may be used in a variety of ways; small groups, one to one support in or out of class, or to support the class teacher to plan for, or work with, children with special needs.</p> <p>The additional support may be provided by a teacher, teaching assistant, therapist or peripatetic support e.g. OT.</p> <p><u>Pupils with Educational, Health and Care Plans (EHCP)</u></p> <p>Either school or parents can request that the LA carry out a statutory assessment for a pupil's need. This is a legal process. Information is gathered from school, outside agencies and parent that is submitted to the LA. The LA will meet and decide to carry out an assessment. Reports will be submitted from all interested parties with information about the pupil. If the request is denied, school will continue with the SEN support required in school. After all reports have been sent in, the LA, school, outside agency representatives and parents will decide of the needs</p>

	<p>are severe, complex and lifelong requiring more than 20 hours of support in school. If it is not the case, school will continue to provide SEN support. If agreed by all parties, a EHC Plan will be written detailing the numbers of hours of support, how the support will be used and what strategies should be in place. The plan will have short and long term goals on for the pupil.</p>
<p>What are the policies for identifying pupils with SEN and assessing needs?</p>	<p>SEND Policy Teaching and Learning Policy Behaviour Policy Inclusion Policy Accessibility Plan</p> <p><u>Identifying</u> The triggers for intervention will be a concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes</p> <ul style="list-style-type: none"> • little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness • shows significant signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas • presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school • has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment • has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum. <p><u>Assessing needs</u> If inadequate progress continues the class teacher in conjunction with the SEND Leader, will assess the child's difficulties using a range of assessments. The SEND Leader may refer the child for further assessment. An Individual Support Plan (ISP) or Individual Behaviour Plan (IBP) may be required which suggests alternative strategies, learning programmes, modifications to the curriculum and / or extra support for the child, individually or in small groups. This may involve the support and advice of outside agencies such as Health Service, CAMHS. ISPs and IBP are reviewed regularly against targets to support learning. There are also further</p>

	<p>opportunities throughout the year to discuss and involve parents/carers in ISPs and IBPs</p> <p>The triggers for an ISP/IBP are a child continues to make little or no progress in specific areas over a long period</p> <ul style="list-style-type: none"> • continues working at National Curriculum Age Related Expectations substantially below that expected of children of a similar age • continues to make slow progress despite adjustments stated above • continues to have difficulty in developing literacy and mathematics skills • has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite St Richards Primary School SEND Policy • having an individualised behaviour management programme • has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service • has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
<p>What are the arrangement for consulting parents of children with SEND and involving them in their children's education?</p>	<p>St. Richard's School operate an open door policy and encourage parents to discuss any concerns with a member of staff. Parents meetings are held termly, a report with targets goes out in the spring term and a follow-up report card goes out in the summer term. Parents will have child's reviewed Individual Support Plan shared termly. Children with Education Health Care plans (EHC plans) have an annual review meeting. Parents are always welcome to arrange appointments with their class teacher and SEND Leader.</p>
<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>Children and young people with special educational needs or disabilities often have a unique knowledge of their own needs and every effort will be made to ascertain their views about what sort of help they would like, for them make the most of their education.</p>
<p>What are the arrangements of assessing and reviewing pupils' progress towards outcomes? (This should include opportunities available to work with parents and young people as part of this assessment and review.)</p>	<p>Parents meetings are held termly, a report with targets goes out in the spring term and a follow-up report card goes out in the summer term. Parents will have child's reviewed Individual Support Plan shared termly. Children with Education Health Care plans (EHC plans) have an annual review meeting. Parents are always welcome to arrange</p>

	<p>appointments with their class teacher and SEND Leader.</p> <p>When agencies from outside school have been involved, they normally provide suggestions, make appointments with parents to feedback and discuss any issues and give advice that can be followed up at home.</p> <p><u>Education, Health & Care Plan (EHCP).</u> A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of a EHC is necessary, then the pupil's SEND and provision will be summarised in the EHC document. This will be reviewed annually. The school undertakes to fulfil the specific requirements as outlined in the EHC.</p>
<p>What are the arrangements for supporting pupils moving between phases of education and preparing for adulthood?</p>	<p>We will ensure that all transfers between schools are planned, monitored and supported to guarantee successful outcomes. We will consult the LA, SEN department, LDBS and governing bodies of other schools, when it is necessary or desirable in the interests of the co-ordinated special educational provision in the area.</p> <p>We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate, make joint planning arrangements.</p> <p>The school works closely with schools and early education settings in the local area to support the needs of all children when they arrive. There is a Nursery and Reception open day. The Early Years Team arrange home-visits during September.</p> <p><u>Transitioning to St. Richard's</u> The school works closely with other schools and early education settings in the local area to support the needs of all children when they arrive. There is a Nursery and Reception open day and arrange home-visits for the Autumn Term.</p> <p><u>Transitioning to Secondary School</u> At the end of Year 6 children will spend the day at their new school as arranged by the Local Education Authority. The Inclusion Manager/SEND Leader makes contact with the next school's SEND Leader in the summer term to support transitions.</p> <p><u>Moving to the next year group</u></p>

	<p>Class Teachers arrange a handover meeting during the Summer Term to discuss the needs of each child in preparation for the new academic year. The children experience an afternoon in their new class in the Summer term.</p> <p>We will support the child based on their level of need. This can be done through the following ways e.g. the one page of document of new teacher, TA and classroom. This could include activities to look forward to e.g. year 3 swimming, year 6 residential.</p>
How do children gain admission to ASD Ocean Centre?	<p>Entry to the ASD Ocean Centre is decided by the SEN Panel at the London Borough of Hounslow, not the school itself.</p> <p>Parents of children with ASD are welcome to look around the centre. Please contact the Ocean Centre Leader to arrange an appointment.</p>
What approaches are used to teach pupils with SEND?	<p>Teaching and Learning policy Accessibility Plan</p> <p>Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At St Richard's we strive to be an inclusive school, engendering a sense of community and belonging through our:</p> <ul style="list-style-type: none"> • Inclusive ethos • A broad and balanced curriculum for all pupils • Systems for early identification of barriers to learning and participation • Different teaching strategies depending upon the nature of the child's needs • High expectations and suitable targets for all children
How adaptations are made to the curriculum and the learning environment of pupils of SEND?	<p>Accessibility Plan</p> <p>All teaching is differentiated according to the need of the pupil. Children's specific learning needs are supported through the use of technology where appropriate.</p> <p>The school is on one level with wheelchair accessible doorways.</p>
What expertise and training are used to support the staff to support pupils with SENDS,	<p>All staff are trained in teaching children with special educational needs through whole staff training sessions. Individual staff members may also have</p>

<p>including how specialist expertise will be secured?</p>	<p>additional specialist training in a range of areas including speech and language work, TEACCH etc.</p> <p>At times, specialist support will be required to support the needs of the pupils. Concerns will be discussed with parents to highlight what the aim of the specialist support is for. Parent will need to give consent before a referral is made.</p> <p>Our Centre Leader in the ASD Ocean Centre holds additional qualifications specialising in the education of children with Autistic Spectrum Disorder. She trains all centre staff and shares strategies with the parents of children in the centre each year.</p>
<p>How is the effectiveness of the provision made for pupils' with SEND evaluated?</p>	<p>The effectiveness of the provision is evaluated against the targets that were set out in the ISP.</p> <p>We track the progress of all our children rigorously through Daily Assessment, Half-Termly Formal Assessment, and regular Pupil Progress Meetings.</p>
<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>	<p>Accessibility Plan Equality Plan</p> <p>Reasonable adjustments are made to ensure all pupils with SEND engage in activities.</p> <p>Our enrichment timetable and trips outside school are accessible for all our children. If necessary, additional adults are arranged to support children with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips. Risks assessments are signed off by the Head teacher and the Chair of Governors.</p>
<p>What support is there for improving emotional and social development of SEND children? (This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying)</p>	<p>Anti –bullying Policy</p> <p>We implement strategies provided by outside agencies. Children will have an opportunity to share their views and opinions through the school council.</p>
<p>How is the school involved with other bodies, including health and social care, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families?</p>	<p>The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SEND Leader and these services.</p>

<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice or are not satisfied they are welcome to arrange a meeting with the SEND Leader. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If, however, parents are still concerned they may contact the governor responsible for SEND and / or SENDIASS who may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of these services.</p>
<p>What is the school's contribution to the local offer? Where the LAs local offer is published?</p>	<p>We have published a local offer on our school website. The LA has also published a borough local offer and this can be found on their website.</p>