



St. Winefride's Catholic Primary School

SEND Information Report

2016-2017

<p>The kinds of special educational needs that are provided for at our school.</p>	<p>St. Winefride's Catholic Primary School is a small (1.5 form entry) voluntary aided maintained school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulty with:</p> <ol style="list-style-type: none"> 1. Communication and Interaction. <ul style="list-style-type: none"> • Speech and Language Needs. • Autism Spectrum Disorder. 2. Cognition and Learning. <ul style="list-style-type: none"> • Moderate Learning Difficulties. • Severe Learning Difficulties. 3. Social, Emotional and Mental Health difficulties. <ul style="list-style-type: none"> • Challenging Behaviours. • Attention Deficit Hyperactivity Disorder. • Attentive Deficit Disorder. • Attachment Disorders. • Anxiety/Depression. 4. Sensory and or Physical Needs. <ul style="list-style-type: none"> • Visual Impairment. • Hearing Impairment. • Allergy to foods that could result in Anaphylaxis. <p>Children on our current SEND register have needs in all four areas listed above.</p>
<p>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.</p>	<p>Pupils may be identified by:</p> <ul style="list-style-type: none"> • Parents/carers. • Professionals from a previous educational setting. Staff may visit an educational setting to meet with the prospective pupil and speak with staff who has been working with the pupil. • The pupil themselves. • Staff working at St. Winefride's School. Staff may identify the needs of a pupil through observations, meeting and talking with pupils, home visits, structured class room observations, scrutiny of work and assessments. • External agencies. <p>Concerns are usually discussed with the SENCO who will in turn arrange to meet with the parents/carers, pupil and class teacher.</p> <p>Name and contact details of the SENCO. The name of the SENCO is Sheila Britton. She can be contacted through the school office and by email Sheila.britton@st-winefrides.newham.sch.uk</p>

<p>Arrangements for consulting with parents of children with SEND and involving them in their child's education.</p>	<p>St. Winefride's school:</p> <ul style="list-style-type: none"> • Encourage parents to approach their child's teacher informally to discuss any concerns that they may have about their child's education. • Ensure that parents/carers are consulted before any referrals are made. Full parental approval will be requested. • Invite parents to IEP meetings and Annual Reviews. We consider the parent views to be important and will be recorded. • Advises and signposts parents to meetings, initiatives and workshops that are conducted on site. These may include stay and play in Nursery and Reception classes, Maths meetings and phonics workshops.
<p>Arrangements for consulting with pupils with SEND and involving them in their education.</p>	<p>The views of pupils are paramount. We therefore make every effort to listen to and record their views about how they feel they are progressing, any difficulties or concerns they may have and how they would like the school to support them.</p> <p>If the pupil has limited vocabulary, we will support them to express themselves by using, e.g. visual aids, gestures or signing.</p> <p>A person centred approach is used when holding review meetings. The pupil is expected to be present for all or part of the meeting. The amount of time spent at the meeting will largely depend on the needs of the pupil.</p>
<p>The approach to teaching children with SEND.</p>	<p>St. Winefride's School provides first quality teaching for all pupils. The teachers differentiate the activities appropriately for pupils in their class. Teaching assistants support targeted individual or groups of children within the classroom. The progress of pupils is closely monitored by the adults that work with them.</p> <p>As an inclusive mainstream school, we believe that all pupils should be taught within the classroom environment.</p> <p>Sometimes it is necessary for some pupils with a high level of need to be educated in small groups. This is largely to deliver the intervention programme documented on the pupil's personalised timetable and or education plan.</p>
<p>The adaptations that are made to the curriculum and the learning environment for the pupils with SEND.</p>	<p>Adaptations are made to curriculum to enable the pupil's access the curriculum, to participate and create opportunities to interact with other children.</p> <p>The school complies with the disability and access legislation. The school has:</p> <ul style="list-style-type: none"> • A ramp situated at the main entrance. • Disabled toilet on the ground floor, opposite the Dining Hall. • Sensory room. • Disabled parking bay in the school car park adjacent to the school.

<p>The expertise and training of staff working with children with SEND.</p>	<p>The SENCO is qualified to assess pupils for specific learning difficulties and has many years of experience teaching pupils with a range of SEND. She continues to receive support and training. The SENCO is also the reading leader for the school.</p> <p>All teachers are qualified to teach pupils with SEND. Most of the teaching assistants are qualified, whilst all are experienced in supporting pupils with SEND. Our 3 Nursery Nurses have are qualified with diplomas in childcare. The whole school uses sign along with all pupils on a daily basis. Training for staff is an ongoing process, therefore staff are trained and practice updated regularly to meet the needs of the pupils they support.</p> <p>Specialist Training received by staff includes:</p> <ul style="list-style-type: none"> • Autism Awareness. • SCERTS. • Deaf Awareness. • Anaphylaxis and use of the Epi Pen. • Intensive interaction. • Colourful semantics. • Running social skills groups. • Setting up language enrichment groups. • Delivering 1:1 RWI tutoring. • Attention autism. • Lemonade learning. • Magic buckets. • Reading and language Intervention for pupils with Downs Syndrome. • Numicon. • Paediatric First Aid.
<p>Evaluating the effectiveness of the provision offered and how does the school know whether pupils are making progress.</p>	<p>Intervention programmes are evaluated by :</p> <ul style="list-style-type: none"> • Monitoring the progress of pupils with use of observations and half termly assessments. • Tracking and analysing data. • Evaluating the provision map.
<p>Arrangements for supporting children in moving between phases of education and in preparing for adulthood.</p>	<p>Yearly residential trips for Year 6 pupils, arrange for the autumn term for pupils to develop their level of independence, social skills and confidence.</p> <p>The SENCO and Learning Mentor attend the transition meeting held in the summer term for staff to transfer information and discuss the needs of vulnerable pupils. Pre -transfer meetings with staff from the secondary school. These meetings are held largely between class teachers. Taster day, when Year 5 visit a Secondary School for the day. Transition day, when Year 6 visit their chosen Secondary School for the day. Extra days to visit the school are arranged for those pupils who need further support with the transition process. Staff from the Secondary School are always invited to Year 5 and Year 6 Annual Review Meetings for pupils with an EHC plan or those pupils who receive High Needs Funding. The Learning Mentor offers support to pupils in preparing them for day to day life at the secondary School.</p>

<p>Assessment.</p>	<p>Assessment of pupil's needs are carried out through:</p> <ul style="list-style-type: none"> • Observations in class and or other areas within the school setting. • Conversing with the pupil. • On entry baseline assessments to the nursery or Reception classes. • Early Years Foundation Stage profile. • Progress through the P scales for those pupils working below National Curriculum bands. • Analysis of Target Tracker results. • Individual /group work in class. • Individualised target setting for IEPs.
<p>Arrangements for assessing and reviewing children's progress towards meeting their targets, including the opportunities available to work with parents as part of the review.</p>	<p>The range of strategies that are used to review progress are:</p> <ul style="list-style-type: none"> • Observations by teachers and support staff. • Class observations, work in books, photographs and video evidence. • Termly Parent and Teacher meetings, where parents are encouraged to bring their children with them. • Review of Literacy and Maths also success criteria found in exercise books where pupils and parents will have access to these. • Review of IEP targets and the progress achieved towards meeting the targets. • Meetings with outside agencies, where parents are invited to attend. • Pupil progress meetings to show progress using Target Tracker.
<p>Additional support for learning that is available for pupils with SEND.</p>	<p>Part of the school's budget is allocated to support pupils with SEND. We ensure that the funds are used for the pupils who qualify.</p> <p>In some cases additional extra funding may be required for pupils who are considered to have a high level of need. In which case the SENCO will make an application to the local authority.</p> <ul style="list-style-type: none"> • If it is agreed, the pupils will receive High Needs Funding which the school will use to meet the needs of the pupil.
<p>Arrangements for providing equipment and facilities for children with SEND and how these will be secured.</p>	<p>Some of the equipment needed to support pupils is purchased from the budget allocated for SEND.</p> <p>In some cases resources and equipment are offered on loan to pupils from the outside agencies e.g. transmitter worn by staff to support pupils with hearing loss and equipment required to deliver the listening programme.</p>
<p>Details of extra-curricular activities for pupils with SEND and how pupils with SEND are enabled to engage in activities with pupils who do not have SEND.</p>	<p>Some pupils with SEND will follow a personalised curriculum.</p> <p>Additional adults may be required to support pupils for before and after school clubs, day trips or residential settings.</p> <p>A pupil with SEND will not be excluded from extra-curricular activities. If the risk assessment reveals that the activity is unsuitable for the pupil then an alternative activity has to be sought.</p>

<p>Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN</p>	<p>Looked after children (LAC) with SEND are included in all activities and provision available to other children with SEND. However LAC with SEND will be further supported by 6 monthly PEP meetings. Also these children have premium funding therefore funds allocated will be spent on extra resources, equipment or for developing particular pupil interests, e.g. specific clubs.</p>
<p>The arrangements for the admission of disabled persons as pupils at the school</p>	<p>All children are treated equally by the admissions criteria put in place by the school. This criterion is set by the schools of the Newham Deanery. Once a child has been accepted to the school, their needs will be assessed once they begin their education at the school. However if the family or previous educational establishment give notice of any SEND, then the assessment and preparation for the child to attend the school will begin at once.</p>
<p>How the school supports pupil well-being and contributes to their emotional and social development. Listening to the views pupils and the measures taken to prevent bullying.</p>	<p>The school supports the well-being of pupils by providing input through:</p> <ul style="list-style-type: none"> • Social skills groups • Self-esteem groups • Counselling from the Brentwood Catholic Society • Weekly achievement assembly • Gold letter • Golden room experience • Lunch time awards • ‘Feelings’ box • After school and before school clubs • Monitors • Play Leaders • Peer Mediators • Mini Vinnies • School Council • School Choir • Inclusion Team
<p>How the school involves other bodies in meeting the needs of children with SEND and their families.</p>	<p>The outside agencies that are available to support pupils are as follows:</p> <ul style="list-style-type: none"> • Educational Psychology Service • School Nurse • Complex Needs and Dyslexia Service • Language Communication and Interaction Services • Occupational Therapy Services • Brentwood Catholic Society • Speech and language Therapy Service • The Sensory Needs Service • The Developmental Advisory Clinic • Dyslexia Breakthrough • Physiotherapy • Paediatrician • Occupational therapy • Behaviour Support Service • Newham child and family consultation Service

<p>Arrangements for handling complaints about provision in the school for those with SEND.</p>	<p>If there are concerns about the provision that a pupil is receiving, we urge that parents will first speak to the class. If the matter is not resolved, contact the SENCO. The head teacher will intervene if the concerns continue.</p>	
<p>Details of the schools contribution to the Local Offer and where it is published.</p>	<p>Newham's Local Offer can be found on the Newham website. St. Winefride's contribution to the Local Offer can be found on the school's website.</p>	
<p>Contact details of support services available for parents of children and young people with SEND.</p>	<p>Asperger's Syndrome Service</p> <p>Audiology</p> <p>Behaviour Support Service</p> <p>Carers' Network, Newham</p> <p>Child and Family Consultation Service</p> <p>CLASP Children's Looked After Special Project</p> <p>Community Children's Nursing Team</p>	<p>Rehabilitation and R Team Unit1 Stratford Office Village 4 Romford Road Stratford E15 4EA 020 82217600</p> <p>West Ham Lane Health Centre 84 West Ham Lane Stratford E154PT 020 8260 7334/7335</p> <p>Tunmarsh Centre Tunmarsh Lane London E13 9NB 020 3373 2109</p> <p>Stratford Advice Arcade 107-109 The grove London E15 1HP 020 8519 0800</p> <p>York House 411 Barking Rd London E13 8AL 020 70778400/020 7066 8401</p> <p>Second Floor East wing Newham Dockside 1000 Dockside E16 2QU 020 3373 1336</p> <p>Unit 4,Warehouse K, 1st Floor 2 Western Gateway London E16 1DR 0202 7069 6517</p>

	Community Paediatricians	West Ham Lane Health Centre 84 West Ham Lane Stratford E154PT 020 8350 7366
	Community Team for People with Learning Disabilities	Unit 7&8 Stratford office village 4 Romford road Stratford E15 4EA 020 8250 7500
	Complex Learning Needs/Dyslexia	Brampton Primary School Masterman Road London E6 3LB 020 3373 625
	Disabled Children and Young People's Service	Second Floor East wing Newham Dockside 1000 Dockside E16 2QU 020 3373 6643
	Early Intervention Service	Beckton & Docklands 020 3373 2727 East Ham 020 3373 1090 Upton Park & Plaistow 020 3373 4241 Manor Park 020 3373 6050 Canning Town 020 3373 100 Forest Gate & Stratford 020 3373 3210
	Educational Psychology Service	Second Floor East wing Newham Dockside 1000 Dockside E16 2QU 020 3373 2711
	Epilepsy Nursing Service	Unit 4, Warehouse K, 1st Floor 2 Western Gateway London E16 1DR 0202 7069 6517
	Health Visiting Service	Unit 4, Warehouse K, 1st Floor 2 Western Gateway London E16 1DR 020 7059 6933

Independent Parent Forum	St Mary's Community Centre 218 Tollgate road London E6 5YA 07805 181 084 07528 562 902
Language, Communication and Interaction Service	Latham Junior School Latham road London E6 2DU 020 8325 4527
National Autistic Society	07795 127787
National Deaf Children's Society	Newham DCS 38 Knox road Forest Gate London E7 9HP 07798 636 436
Newham Parent Partnership Service	743-747 Barking Road Plaistow London E13 9ER 020 8470 9703
Occupational Therapy	West Ham Lane Health Centre 84 West Ham Lane Stratford E154PT 020 82507339
Physiotherapy	West Ham Lane Health Centre 84 West Ham Lane Stratford E154PT 020 82507339
Richard House Children's Hospice	Richard Drive London E16 3RG 020 7511 0222
School Nursing Service	Unit 4, Warehouse K, 1st Floor 2 Western Gateway London E16 1DR
Sensory Enablement Team	Resources Centre 200 Chargeable Lane London E13 8DW 020 3373 7459

	Sensory Service	Tunmarsh Centre Tunmarsh Lane London E13 9NB 020 3373 2105
	Sickle Cell and Thalassemia Services	Sickle Cell Centre 19-21 High Street South East Ham London E6 6EN
	Special Educational Needs (SEN Section)	Second Floor East wing Newham Dockside 1000 Dockside E16 2QU 020 33373 9454
	Speech and Language Therapy	3rd floor West Ham Lane Health Centre 84 West Ham Lane Stratford E154PT 020 8250 7340
	Transition to Adults Team	London Borough of Newham Newham Dockside 1000 Dockside E16 2QU 020 3373 2659
	Voice Ability Newham	Stratford Advice Arcade 107-109 The Grove London E15 1HP 020 3355 7142
	Wheelchair and Special Seating Service	29 Romford Road Stratford E15 4LY 020 8498 9029