



Childeric Primary School

We care, We share, We believe, We achieve

Childeric Primary School SEND Information Report 2020-21

Childeric is a mainstream primary school with an inclusive ethos.

1. What kinds of special educational needs are provided for at Childeric Primary School?

Communication and Interaction: speech and language and Autism

Cognition and Learning: MLD(Moderate Learning Difficulties), SLD(Specific Learning Difficulties, PMLD(Profound and Multi Learning Difficulties) and SpLD (Speech and Language Difficulties).

Social, Emotional and Mental Health Difficulties: depression, self-harm, physical symptoms that are medically unexplained, ADHD (Attention Deficit Hyperactivity Disorder) and attachment disorder.

Sensory and/or Physical needs

2. How does the school know if children need extra help?

At Childeric Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below age related expectations or equivalent (e.g. reading age is significantly below chronological age)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: BPVS (British Picture Vocabulary Scale), Ravens and Dyslexic Portfolio
- Children with a Statement/EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

3. How do I raise concerns if I need to?

- Talk to your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO (Special Educational Needs Co-ordinator): Yolande Graham. Appointments can be arranged in person, by phone or by email.

4. How will the school support my child?

4a Who will oversee, plan and work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of the curriculum.
- Our SENCO oversees the progress of any child identified as having SEND.
- There may be a TA (Teaching Assistant) or an additional teacher working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's individualised programme of learning and is reviewed and updated at least twice each year during parent/carers' consultation meetings.

4b Who will explain this to me?

- The class teacher will meet with you formally at least twice each year during parent/carers' consultation meetings in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCO to discuss support in more detail if required.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate) during the parent/carers' consultation meetings.

5. What support will there be for my child's overall wellbeing?

5a What is the pastoral, medical and social support available in the school?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Our curriculum includes weekly circle time as part of our PSCHCE (Personal Social Health and Citizens Education) curriculum. The Roots of Empathy programme is a particular focus for the Year 5 pupils as part of their PSHCE curriculum.
- We offer Time2Talk where children can talk in confidence to the Community Support Manager (Valarie Williams) about any worries or concerns they may have.
- We have a Pastoral Support Manager (Darrell Queeley) who offers support to children with barriers to learning.

5b How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines. Parents can request a copy of this policy from the school office.
- If a course of prescribed medication is recommended by healthcare professionals and needs to be taken during the school day, parents are invited to come to school at the appropriate time to administer the medication. If this is not possible please contact the SENCO, Deputy Headteacher or the Headteacher to discuss alternative arrangements.
- If your child has a designated nurse, outside of school, due to specific needs, the nurse will regularly provide us with advice and support which may sometimes include providing us with a medical care plan. This may include administering medication, physical exercises etc.
- We have a number of support staff who hold first aid qualifications which are updated regularly.

5c What support is there for behaviour, avoiding exclusion and increasing attendance?

- We promote good behaviour and encourage the children to make the right choices in all they do.
- Our Pastoral Support Manager (Darrell Queeley) plays an important role in promoting good behaviour in and around the school. Our restorative justice programme is particularly significant in resolving upsets on the playground.
- We encourage the children to take on a range of significant roles in the school which not only further promotes their self-esteem but also helps with the smooth running of the school. Such roles include: Ambassadors (for Year 6 only), School Council members, Buddy Readers, Young Interpreters and Playground Buddies.
- We have a number of external services who provide us with advice and support, including Lewisham Outreach Service, Drumbeat ASD Outreach Service and the Speech and Language Therapy Service.

- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and monitored by our admin team and shared with the attendance team in the London Borough of Lewisham who may take action if there is a cause for concern.
- Various incentive schemes are used to promote positive attendance and punctuality including weekly presentation of the attendance and punctuality cups to those classes with the highest attendance and punctuality.
- Termly attendance and punctuality assemblies are held during which certificates are presented to those children with excellent attendance and punctuality.
- We are able to signpost parents to a range of external agencies who may be able to provide them with specific support including Early Help, Contact a Family and SENDIAS.
- Our Community Support Manager (Valarie Williams) is available to talk with parents about a range of issues and can signpost them to a range of support agencies.

5d How will my child be able to contribute their views?

- Children who have an IEP discuss their progress and targets when these are reviewed (age appropriate), as well as at the parent/carer's target setting meetings.
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council as well as hold other positions of responsibility in the class and throughout the school including Buddy Readers, Playground buddies and Young interpreters.
- A pupil questionnaire is completed each year.

6. How accessible is the school environment?

- Our school has an accessibility policy.
- We have a lift which makes all areas of the school accessible by wheelchair.
- Accessible toilet facilities are available.
- If you have specific access queries or concerns please speak with us.

7. How will the curriculum be differentiated to match my child's needs?

- Curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. On occasions the learning might be individually differentiated.
- The class teacher, alongside the SENCO, will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.
- The SENCO meets regularly with the Head and Deputy Headteacher to discuss and monitor the progress of children with SEND. The Governing Body is up dated regularly particularly on how resources are being used.
- The Chair of Governors, Chris Owen, is the designated governor responsible for SEND. The Chair of Governors and the SENCO meet at least once per half term. They discuss and share ideas about the progress children with SEND are making.

- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

8. How will we know if this has had an impact?

- Ensuring that the child is making progress academically against national/ age related expectations and that the gap is narrowing between them and their peers
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children being removed from the SEN Register when they have made sufficient progress - parents will always be informed if this has taken place.
- Termly Pupil Progress meetings enable the Headteacher, Deputy Headteacher, SENCO and Class Teachers to closely monitor the progress of specific groups of children including those with SEND.

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

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Coffee mornings for parents are held at the beginning of the year to discuss the forthcoming year including visits, trips and the curriculum on offer.
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you at the Parent/Carer's target setting consultation which is held twice each year. The consultation will also provide suggestions as to how you can support your child's learning at home.
- All parents are offered an opportunity to discuss their child's progress during the Parent/Carer's target setting consultation which is held twice each year.
- If your child has specific SEND they may have a Statement of SEN or an EHCP. In such instances there will be regular meetings with the SENCO at least once a term and a formal meeting will take place to discuss your child's progress and a report will be written at least annually during the Annual Review process.

10. How does the school know how well my child is doing?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different formal and informal assessments.
- Pupil Progress Meetings are held each term between the class teacher and the Head teacher Deputy Headteacher and SENCO. In these meetings, discussion takes place about which children are making expected progress and which children are not and the reasons. In discussing the children who are causing concern, possible solutions and actions are considered and put into place.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example BPVS, Ravens, Dyslexic Portfolio and Reading Age assessments.

11. How will my child be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on all school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. In some instances it might be necessary/ appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- We provide a Breakfast Club each morning during Term Time. Please see the admin office for further information.
- We provide a range of after school clubs which are allocated on a first come first serve basis. Application forms are given to each child at the beginning of each term. It is advisable to let the admin office have your application form as soon as possible as the clubs tend to fill up very quickly.

12. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition program for Nursery children transferring to our Reception Class include visits to each establishment and the SENCO will visit the setting as necessary.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all specific needs are discussed and understood.
- If your child has specific needs then the Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- For children with specific needs, they will have a transition social story to help them manage the change.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

13. What specialist services and expertise are available at or accessed by the school?

- Our SENCO is a qualified and experienced teacher
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with a range of external agencies who provide us with support and advice on how best to meet the needs of all our children but particularly those with complex special educational needs. Such external agencies include: Lewisham outreach team, Drumbeat ASD outreach team, Educational Psychology service, the Specific Learning Difficulties team, Early Help, Social Care and Children's Centre. The support we receive from the Health services include: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists.

14. What training have the staff supporting children with send had or are currently having?

- We seek to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way

- The external agencies who visit our school provide staff with detailed training and advice about how to meet the needs of specific children.
- Training recently undertaken by staff include Handwriting, Phonics and Vocabulary. The Speech and Language Therapist provides ongoing training to a number of staff on a range of programs including: Lego Therapy, Language for Thinking, Emotional Literacy, Social Communication and Early Language.

15. Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website. This document can be found on the policy page of the school website
- Further information is available from the SENCO (Yolande Graham), Deputy Head Teacher (Colin Bessant), Head Teacher (Ann Butcher).
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:
 - www.lewishamlocaloffer.org.uk/
 - info@lewishamparentcarer.org.uk
 - www.ipsea.org.uk/

16. Who should I contact if I am considering whether my child should join the school?

Please contact the Attendance and Admissions Manager for further information about the school and to arrange a meeting, in the first instance.

Agreed by Governors November 2020
Review Date November 2021