

Sir John Cass's Foundation Primary School

SEND Information Report 2017 - 18



• What kinds of SEND have been provided for at Sir John Cass's Foundation Primary School?

The identified additional needs of children in school during the 2017-18 academic year included:

- SpLD (including dyslexia, dyspraxia and working memory)
- Autism spectrum disorders
- Sensory integration difficulties
- Speech and language difficulties
- Moderate learning difficulties
- Severe learning difficulties
- ADHD (Attention deficit hyperactivity disorder)
- Social and emotional difficulties, including behavioural difficulties
- Hearing impairment
- Visual impairment
- Motor integration difficulties
- Global Developmental Delay

• What policies and processes for identifying children and young people with SEND and assessing their needs, have been in place?

Children with SEND have been identified in a number of ways including but not restricted to;

- Staff concern at academic progress or achievement, behaviour or social interaction skills.
- Parent concern at academic progress or achievement, behaviour or social interaction skills.
- School nurse visits.
- Children's needs and pupil progress meetings
- Referrals to external SEND or Health professionals.

Please refer to the SEND policy available on the school website for full information. You may also wish to refer to the school's behaviour policy, which is also available on the school website.

The SENDCo at Sir John Cass's Foundation Primary School in the academic year 2017-18 was Alexandra Allan. For the 2018-19 academic year, it will remain as Alexandra Allan. She is contactable in the first instance via the school e mail (office@sirjohncassprimary.org) or by phone (0207 283 1147). The SEND governor for 2017-18 was Sally Moore. For 2018 - 19 the SEND governor is Sally Moore

• What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

- All parents/carers were invited to school to discuss their child's progress and education at 4 points throughout the academic year and received termly reports that offered the opportunity to feedback their own comments to teachers.
- All parents/carers have been welcome to arrange further meetings with their child's class teacher, SENDCo or other member of senior staff to discuss concerns and devise new strategies to support their child.
- All parents were invited to curriculum workshops and information sessions.
- The speech and language therapist ran sessions for parents of children in Reception.
- If staff in school have had concerns about a child's education, or social and emotional development they have contacted parents/carers to arrange additional opportunities to discuss concerns.
- A local parent carer forum has been developed, supported by the school.

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- Parents of children with SEND have been invited to feedback on the quality of support to school, local authority, OFSTED and CQC.
- Where children had an annual review, this tended to be pupil centred and allowed for the child and family to lead the process.
- Parents/carers of children with an Individual Education Plan (IEP), statement or Education Healthcare Plan have received a termly update and suggestions of strategies for support at home.
- Parents/carers of children identified as having barriers to their learning have been invited in to meet with external SEND specialists during the process of assessing their child's needs – such as speech and language or educational psychology.
- Each year, all parents are given a questionnaire to complete about how they find the learning and provisions in school.

What arrangements have you made for consulting young people with SEND and involving them in their education?

- All children at Sir John Cass's Foundation Primary School are actively involved in their own personal and academic development. Through target setting and dialogic marking, children know their next steps in learning and how to achieve them. At the end of each lesson, all children are encouraged to reflect on their achievement and assess their own learning.
- Each term all children comment on their report and set themselves targets.
- Each term a cross section of children throughout the school are invited to meet with the headship team to discuss their learning.
- All children with IEPs are encouraged to think about their own progress and what they think their strengths are.
- Each year, all children are given a questionnaire to complete about how they find the learning and provisions in school.
- Each class has a representative on the school council. All children have the opportunity to offer ideas and raise concerns they have. Representatives include children who have SEND.
- Each class has a worry box and prayer book that children can contribute to when they wish.
- Many children in the early stages of identification of SEND have met with their class teacher or SENDCo to discuss their personal likes, dislikes, strengths and areas for improvement.

What arrangements have been in place for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

This is part of the consultation process and cycle of planning support, implementing support and review. See the SEND policy for further information.

The school provides pupils with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by senior leaders, the SENDCo and other external professionals
- Ongoing assessment of progress of pupils with SEND
- Termly meetings between the teacher and SENDCo

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- Attendance and behaviour records

• What arrangements have been in place for supporting children and young people in moving between phases of education?

- Pre-School to Foundation Stage
 - All children joining the school at Foundation Stage level have had the opportunity to visit the school and their new classroom.
 - All children new to the Foundation Stage received home school visits.
 - Pre-school settings of the children were contacted or visited to meet with keyworkers to discuss children's learning styles and needs as appropriate.
 - Children already identified as having an Educational Health and Care Plan have the support of transition meetings between key adults and photos and routines are given to the setting to help prepare them for their change.
- Foundation Stage to Key Stage 1
 - All children gradually participate in the full life of the school (eg assemblies) as the year progresses.
 - Teaching and group work remains tailored to children's needs with a gradually developing structure from Easter in Reception to December in Year 1, or as necessary to the needs of the children.
 - Children visit new classrooms and meet new staff prior to changing year group.
 - Staff discuss children's strengths and areas of need with new teachers and teaching assistants.
- Key Stage 2 to Secondary School
 - All Year 6 children have had PSHE sessions about changing schools.
 - All Year 6 children have had access to worry boxes and prayer boxes in class.
 - Children moving to secondary school have visited and had visits from their new setting.
 - Some children have worked with support staff to undertake additional transition activities.
 - Children's records of SEND were sent to secondary schools.
 - The Year 6 teachers, leadership team and SENDCo at Sir John Cass's Foundation Primary School liaised with the SENDCo and year leaders at some secondary schools to ensure that the school had a full picture of the child and their strengths and needs in advance.

• What has been the approach to teaching children and young people with SEND?

The school has high expectations for all children and for most children, quality first teaching has been sufficient to fully include them in class. This includes differentiated work and resources so that all children can access their learning in the class.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil his/herself.

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In order to increase the rate of progress of some pupils, some children have also participated in small group booster sessions or 1-2-1 additional support in targeted areas. Children with additional plans, such as speech and language, have participated in these at times when their classroom learning would be least disrupted.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught learning.

Action relating to SEND support will follow the assess, plan, do and review cycle and progress towards these outcomes will be tracked and reviewed termly.

• **What was the expertise and training of staff to support children and young people with SEND, including how specialist expertise was used?**

Children with external speech and language involvement have had specific plans created and then additional training has been given to relevant staff.

The SENDCo attended EHCP decision making panel meetings.

Phoenix Arch Outreach Autism team worked with targeted teachers to devise and implement support plans for individuals.

The Educational Psychologist delivered training to teachers on working memory.

The Speech and Language therapist delivered training to teaching staff on developmental language disorder.

The Speech and Language therapist delivered further LEGO therapy training to teaching assistants and some TAs.

The Hearing Impairment team worked with targeted staff members.

The visual impairment team worked with targeted staff members.

Physiotherapy services worked with targeted staff members.

Makaton was used in one class to support the learning of some children with SEND. All staff were trained in Makaton to a basic level and 5 members of staff to a higher level.

Specialist behaviour advice was sought to support the enhancement of inclusive classrooms.

Provision mapping was developed alongside the introduction of strategy sheets and new Individual Education Plans (IEPs) for some children.

A trained school counsellor works with targeted children on a one off and ongoing basis.

External agencies have also been used to carry out assessment and offer additional support. These include:

- The Educational Psychologist
- Speech and Language Therapy services
- Early Help team
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Health Visitor

• **How was the effectiveness of the provision made for children and young people with SEND evaluated?**

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All children are assessed in several ways on an ongoing basis and progress is measured at least termly. When children's progress is of concern, the provision is then altered and monitored closely by the class teacher, Leaders of Learning and SENDCo.

Children with an Individual Education Plan have had their personal targets evaluated termly and the outcomes for provision on the provision map was measured.

Progress and performance of children was monitored on a termly basis.

Staff were asked to complete an audit of the effectiveness of provision for children and young people with SEND in the school.

Information about pupils' progress was shared with Governors at the termly Curriculum committee.

• **What support for improving emotional and social development has been put in place?**

- Sir John Cass's Foundation Primary school has a flexible approach to PSHE which allows for lessons to react to the needs of the children.
- The school has extended its use of social stories to introduce children to new situations and discuss appropriate social and emotional behaviours.
- Worry boxes and prayer books are in all classes and children are encouraged to use them whenever they need to.
- Teaching support staff take on lunchtime supervisory roles. This allows for children to have familiar role models available all of the time.
- Roles of responsibility for Year 6 children, such as playleaders and prefects mean that children in the younger years have peers and buddies they can seek if they want support.
- The school has a counsellor who works with children on a one off and longer term basis. This service will be extended in the 2018-19 academic year.
- Behaviour specialists have worked with some staff in order to develop the pastoral support for specific children.
- Behaviour and SEND specialists have worked with some children to support their social and emotional needs.
- Philosophy 4 Children has been introduced as an initiative for children in Year 1 as a support tool for developing effective social communication and emotional awareness.
- Staff have had CPD on Growth Mindset.
- Launchpad for communication and language has been implemented in the Nursery year.
- Key staff have been identified where appropriate for children to approach when they have concerns.
- The school has undertaken to carry out a wellbeing and mental health programme in school, in collaboration with CAMHS and Hackney Learning Trust.
- The school has undertaken to increase the amount of provision of Speech and Language services, in order to further support emotional and social development of children.
- A broad range of extra-curricular activities and residential opportunities on offer for all children.

• **How has the school involved other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

In the last academic year, Sir John Cass's Foundation Primary School has sought advice and support from several services including but not limited to:

- Phoenix Arch Outreach Autism team

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- Speech and Language Services
- Early Years SEND services
- Early Help
- Hearing Impairment team
- Visual Impairment team
- Educational Psychology Services
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- School Nursing

These services have been invited to meetings with some families and have worked with staff, children and their families to help create the most suitable education plans.

The City of London has been working with families to develop the SEND Local Offer. This can be found at <http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

This report has been prepared in line with SEND Code of Practice 2015 (January) and should be read in conjunction with the school's SEND, Equality, Accessibility and Medical policies.

If you would like to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please arrange a meeting with your child's classteacher in the first instance and then the SENDCo. For complaints, please follow the school's complaints policy.