



# Sir John Cass's Foundation Primary School

## Special Educational Needs Local Offer

Date adopted	October, 2016	Notes
Last Reviewed	September, 2017	
Review Cycle	Every year	
Review by	Head	

## **SEND Local Offer**

### **Sir John Cass's Foundation Primary School**

## **HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

### **Our vision and how we hope to achieve it**

At Sir John Cass's Foundation Primary School we aim to provide an exceptional education for every child in a safe, stimulating environment where everyone is valued and respected. We believe education is a partnership between home and school. We encourage the spiritual development of the children and the knowledge of God and the world.

We provide:

- A stimulating, broad and balanced curriculum for every child.
- A religious education according to the principles and practices of the Church of England in a context where everyone is valued and respected.
- Excellent teaching and carefully targeted support to ensure every child is challenged to excel and achievements are celebrated.
- Staff development to ensure our staff are well trained.
- A safe, disciplined environment where all members of our school community are expected to treat each other with courtesy and respect.

All of our work is focussed on helping every member of our community accomplish these aims.

Sir John Cass's Foundation Primary School is a one form entry, inclusive, multi-cultural Church of England Primary School with a Children's Centre. We cater for children from 3 months to 11 years. We welcome children of all faiths and none.

Our Ofsted rating Outstanding (April 2013).

### **How we give pupils/young people a voice**

- There is a school council for children in years 1-6. In all classes, children have the opportunity to discuss issues during circle times, which focus on problem solving. For both of these, the children set the agenda. Pupil consultations through School Council and Class Council have focused on a variety of decisions including: lunch menus, playground equipment, animals in school.
- The SENDCo or key staff use pupil interviews to gain pupils perspectives about the intervention groups they take part in.
- The children are encouraged to go to any member of staff to share their concerns, feelings, issues or worries. Children also have the opportunity to identify an adult they feel most comfortable talking to if it forms part of an Individual Education Plan action.

- Children are able to self-refer to a drop-in session with the school counsellor. Or may be referred by a member of staff via the SENDCo.
- We have an open door policy. Parents are welcome to make an appointment to see their class teacher to discuss any issue regarding their child at any point during the school year.
- Parents can contribute their views about their child's education at parent evenings, annual reviews and via the annual parental questionnaire
- We employ a Family Intervention Worker who may work alongside parents who have concerns or worries.

### **How we know if a child/young person has special educational needs**

- Every child who starts at Sir John Cass's Foundation Primary School receives a home visit prior to entry. At this, we ask parents if they have any specific concerns about their child. Where children already have an identified need, we liaise with the professionals already working with the family to ensure our provision is appropriate.
- Children new the early years are assessed by staff observing them. This contributes to our ongoing assessment of every pupil and can sometimes highlight previously unidentified special needs. Through the early years, staff continue to make regular observations of children's learning and development, which are shared with parents.
- Where observation indicates there might be a speech and language difficulty, our speech therapist does further assessments.
- For children who transfer from other schools from year 1 upwards we contact their previous school to find out about any concerns or special needs.
- Every child throughout the school is assessed termly for their progress in reading, writing and maths. Termly target setting meetings are held where the class teacher meets with the SENDCo and senior member of staff to review the progress of every child and to plan for interventions to accelerate progress where this is indicated. These are then discussed with parents at parents meetings.
- We monitor our records of behaviour sanctions to screen for children who might have a social or emotional difficulty so that we can plan to help them overcome this.
- Parents who have concerns can make an appointment to see the class teacher, SENDCo, Family Involvement Worker office, or Headteacher to discuss this. If a parent is unsure which professional is best to approach for a particular concern, see the class teacher in the first instance.

### **What we do to help children/young people with special educational needs**

#### **Communication, speech and language**

- Quality First Teaching is provided in all classes.
- Rich opportunities for speaking and listening are woven into all lessons. In the early years, the environment is very well planned to ensure that the children have stimulating opportunities for free play, with well-trained adults supporting their language development. Throughout the school, children routinely work with talk

partners and in collaborative groups and have the opportunity to orally rehearse their thinking before committing it to paper, as well as in its own right.

- The speech therapist assesses children where staff and/or parents have concerns.
- Programmes are developed where concerns are identified. For example, in the early years we provide 'Launchpad' assessment and intervention. In years 1 to 6, we provide additional speech and language support through specific programmes design by the SALT or Outreach Teachers from specialist settings and delivered by the Teaching Assistants.
- Children with stammering or other speech production difficulties are referred to specialist clinics and may be offered therapy by this service.
- Children with other speech and language difficulties may also be referred to the speech and language service for assessment. The school will endeavour to put into practice any advice given.

### **Sensory difficulties**

- Where children are identified as having a hearing and visual impairment, the school works alongside with the teacher of the deaf/ teacher of the visually impaired to support children in accessing the curriculum and providing training for staff.
- Identified children may work in a small, adult led, focus group or 1:1 for part of the time.
- For children who are identified as having other sensory difficulties, school will work alongside the Occupational Therapist and implement the advice given as far as possible.
- For children with sensory needs, there is the option of using the school's sensory room for specific sessions throughout the week.

### **Physical needs**

- The school is on 4 levels with a roof garden, it has ramps and disabled toilet access and is wheelchair accessible on the lower 2 floors.
- Adapted classroom equipment is available for children with hearing impairment.
- Children may be referred to the occupational therapy or physiotherapy services. The school will endeavour to put into practice any advice given
- Where children have identified physical needs, we work with the local authority specialist teacher to support children in accessing the curriculum, in meeting their personal care needs and providing training for staff.
- Identified children may work in a small adult led focus group or 1:1 for part of the time.

### **Medical needs**

- Children with identified medical needs such as asthma, eczema, blood disorders have medical plans drawn up by the school welfare team and have a named person.

- The School Nurse visits monthly and is available to train staff where this is necessary. Eg: epi-pens.

### **Learning difficulties**

- Quality First Teaching is provided in all classes, differentiated to meet wide range of different needs within each class.
- Children in the Early Years and KS1 learn phonics in small groups led by well trained adults according to their current level of phonics development. This is re assessed regularly and children change groups as required. All staff are well trained in our phonics programme. One member of staff has oversight of the programme to make sure it is delivered as effectively as possible, and who regularly assesses pupil progress. This is very effective and children make good progress.
- Children who are not making expected progress in phonics may receive additional support either in a small group or 1:1. This may be provided before school, after school or during the school day.
- Where children in KS2 still need phonics input – this will be provided by a teaching assistant. Programmes used depend on the age and prior experiences of the child.
- Very occasionally a child with particular needs will need 1:1 teaching in a non-phonics based approach to reading. This will be provided by a specialist teaching assistant
- Alongside phonics, children are exposed to a rich reading environment with regular access to high quality literature.
- The curriculum for each class is centred on a high quality piece of literature.
- From Reception (Inventors and Creators) upwards, children have regular, timetabled guided reading sessions.
- All Children have daily reading homework and this is monitored by the Class teacher.
- Reading partners from the local business community read once a week with identified children who need to develop their confidence and/or their understanding of what they have read.
- Children who are not making expected progress in reading may receive additional support during guided reading or in a small group out of class before or after school.
- A senior teacher oversees maths teaching to ensure it is always high quality.
- Children from reception (Inventors and Creators) upwards receive regular maths homework in the form of number facts to learn at home. Homework is provided at an appropriate level for the child's prior achievement.
- Additional maths support is provided for children who are behind in learning and this may take place before or after school. We provide a range of intervention programmes; for example Numbers Count strategies, Power of 2, 1:1 tuition. These are led by a teacher, well trained teaching assistant or Tutor with oversight from the SENDCo / Maths Lead.

- Children are provided with meaningful opportunities to write in a range of cross curricular contexts
- Where children in years 3 to 6 are not making expected progress in their writing, they may be targeted for a 1:1 writing intervention with a teacher.

### **Autistic Spectrum Disorder (ASD)**

- Where concerns are raised about the possibility of a child having ASD then a referral will be made for assessment.
- Where a child is already identified as having ASD, then the school works in partnership with Phoenix Outreach Team and the educational psychologist to support children in accessing the curriculum, in meeting their personal, communication, learning and care needs and providing training for staff. For example, children might have a visual timetable and might communicate using PECS.
- This may also include specific work with a teaching assistant on their own programme outside of the class for part of the school day.

### **Social, Emotional and behavioural difficulties**

- We have a positive behaviour policy that enables the school to have a calm and positive ethos where learning behaviour is outstanding.
- PSHE is embedded in the curriculum and fosters emotional literacy, conflict resolution skills and self-awareness.
- Where children have additional difficulties, they may be referred to the SENDCo, behaviour lead or counsellor for small group or 1:1 additional support. Eg use of social stories. This may help children overcome bereavement, difficulties with friendships or anger management issues.
- Where difficulties persist, referrals may be made to CAMHS for some outreach support from a specialist provision.
- Some children have specific behaviour plans and targets, and may have additional support for part of the day from a teaching assistant to help them meet these.

### **How we adapt our teaching for children/young people with special educational needs**

- Teachers plan lessons based on the most recent assessment of each child's learning to make sure it is appropriate to learning needs.
- The SENDCo observes lessons and looks at pupils work in their books to check that this happening.
- They also looks closely at the progress data for children with special educational needs and meets termly with each teacher as part of the target setting process.
- Where progress is not being made, plans are changed to find a more effective approach.

### **How we decide what resources we can give to a child/young person with special educational needs**

- The Headteacher and SENDCo use assessment and observation evidence to decide on what additional resources are needed for children in the school who have additional needs.
- Where needs are complex or have a major impact of a child's learning, development or ability to access to curriculum, then parents will be closely involved in deciding precisely what will enable their child to thrive. The school may also draw on the advice of other professionals such as the educational psychologist and specialist services.
- The school may make representation to the Local Authority for additional resources where a greater need is identified.

### **How we check that a child/young person is making progress and how we keep parents informed**

- All children in the school have their progress reviewed termly.
- For children with more complex needs, an annual review is convened by the SENDCo, with parents and other professionals fully involved in this. The views of the child will also be sought. This review looks at the effectiveness of previous provision and makes changes where necessary, including referrals to other services.
- The school hosts a range of workshops for all parents. For example, to learn about our phonics or maths programmes.
- The school can signpost parents to a range of information sessions, courses and also can support parents at annual reviews and other meetings concerning their child.

### **Support we offer for children's/young people's health and general wellbeing.**

#### **The following staff provide additional pastoral, medical and social support for pupils and their parents**

- Family Involvement Worker
- Local Authority SENDCO
- Social Care / Early Help Team
- School Nurse
- Attendance and welfare officer
- Specialist external services we use when we think extra help is needed

#### **The school works closely with to the following external specialist services as required**

- Educational Psychologist
- Local Authority Area SENDCo
- Local Authority Inclusion Manager
- Speech therapy
- Occupational therapy
- Physiotherapy
- Sensory impairment teams

- CAMHS
- Cherry Trees Behavioural Outreach team
- Phoenix outreach team (ASD)
- Support for Learning service
- Physical disabilities specialist team
- School nursing specialist medical needs team
- Social services
- Police

### **The training our staff have had or are getting**

- The school places a high priority on training and developing staff so that all children receive high quality learning experiences that enable all children to succeed
- More specialist training is also provided. For example, Phonographics, Numbers Count
- The SENDCo is trained and has completed the accredited NASENCO course.
- Teaching assistants who work closely with key children receive training either in house, or from external professionals to help them meet the needs of the children they work with
- The SENDCo advises class teachers on successful approaches for the children in their classes with special educational needs

### **How we include children/young people in activities and school trips**

Trips are always planned with the needs of children with special needs in mind. For example, where a class are travelling by public transport, a child who would find this difficult may be taken on the trip in a taxi with a friend and an escort or the school mini-bus may be used. Parents views would be sought to make sure the trip was a success. In the very unusual event of a planned activity being completely unsuitable for a child, then, where possible, an alternative experience of equivalent value would be provided. After school club is open to all children for a charge. This includes children with special needs. The school will pay for additional staff to enable this where this is necessary.

### **Our school environment**

- The school is on four levels plus a roof garden, has ramps and disabled toilet access and is mostly wheelchair accessible on the lower two floors. Wherever possible, activities would be moved to more suitable rooms as required.
- Wherever possible, the school environment will be adapted with high contrast painting to enable visually impaired children to negotiate the building safely.

### **How we prepare for children/young people joining our school and leaving our school**

- Each family receives a home visit prior to joining.
- The year 5 annual review will discuss with parents their options for transfer into secondary provision at the end of year 6.



- A team around the child meeting of involved professional and parents may be convened to plan for the transition process.
- Year 6 visit their new school on Induction Days prior to leaving
- Additional visits are provided for more vulnerable children, accompanied by the SENDCo and/ or teaching assistant.

### **How parents are involved in school life**

- We hold coffee mornings to share termly topic plans, forums, social events and workshops
- We have an active PTA who participate in school events eg Summer Market, Christmas Fair and Organise and run Film Nights
- The SENDCo may also sign post parents to services provided by the school or locally, for example support for parents who have English as an additional language to our Family Learning Programme
- The school formally consults parents once a year via a questionnaire and feeds the findings from this into the school improvement plan as required.
- The school is able to provide oral translation for parents in a variety of languages including Sylheti, Bengali and French. Translation services will be bought in by the school for other languages for meetings where appropriate.

### **Who to contact for more information or to discuss a concern**

- Parents should make an appointment / contact their class teacher in the first instance to discuss any concerns or difficulties.
- If they are still worried, they can make an appointment to see the SENDCo, Miss Allan, (if it is regarding a special need) on 0207 283 1147
- If needed, they can make an appointment to see the Headteacher.
- If a parent whose child has special needs wishes to visit the school and explore further whether or not this is a suitable place for their child, they should contact the SENDCo who will meet with them and show them our facilities.
- Should parents decide to apply to our school, applications to the school need to be made to the local authority (except for nursery places where parents apply to the school directly).

**Information about the services the City of London offers for children and young people with special educational needs or disabilities can be found at:**

<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

**Our offer to children with special education needs and disabilities was prepared in September 2016. It will be reviewed in July 2017**