

**ST TERESA'S RC PRIMARY SCHOOL**

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# SEN Information Report



*St. Teresa's*  
*R.C. Primary School*

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## SEN Information Report Autumn 2021

### **1. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?**

At St Teresa's Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with previous early year's providers or previous schools.
- Liaison with Early Years inclusion services i.e. Merton Inclusion Team, NHS Speech and Language.
- Concerns raised by parents Careful observations and tracking of progress throughout each Key Stage
- Child performing below age expected levels Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Speech and Language therapy/ Occupational therapy etc. Health diagnosis through paediatrician

### **2. How will I raise concerns if I need to?**

- Talk to us – firstly contact your child's class teacher or SENCO. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- If a child is considered to have SEN, additional provision will be made for that child based on their individual needs; an appropriate intervention programme will be put into place to support that child.
- The impact of this intervention will be carefully monitored. If the child does not make measurable progress additional outside agency support will be used by the school.
- When there are more specific and challenging needs and outside agency input suggests we will discuss and work closely with parents to apply for an Educational Health Care Plan. If granted, funding is awarded to provide additional support in school, and/or appropriate provision is sought.

### 3. How will the school support my child? Who will oversee, plan, work with my child and how often?

The schools provision for their pupils includes:

- High quality teaching adapted to the needs of individual pupils
- Small group interventions designed for pupils who are not working at Age Related Expectations
- Small group interventions for pupils with Special Educational Needs
- In class support to access the curriculum
- Advice from the SENCO/Inclusion Manager
- Support and advice from outside agencies such as Early Years Inclusion Team, Learning Behaviour Support Team and Educational Psychologists.
- If your child has been identified as having Special Educational Needs, a SEN Support Plan (SSP) will be put in place and the child's name placed on the SEN register.
- Our Assistant Headteacher/Inclusion manager oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- The parent or carer will be asked to be involved in considering their needs, setting suitable outcomes and planning support. Assessments, observations, information and concerns from home and school will help in this planning.
- The SEN Support Plan (SSP) will be reviewed with the parents or carers three times a year.
- Appropriate support will be planned by considering practice which has been found to be effective (Nationally, Locally or within school) or that has been successful for your child.

Additional adults

- If in class support is provided by an adult, the aims of this provision will be to:
  - o Increase access to and success in participation of the curriculum
  - o Increase your child's social and academic independence
- The school may also make referrals to outside agencies for advice and strategies to support the child.
- If your child needs provision which requires a high level of funding beyond that available in the school's budget. The school will make a request for an Educational Health Care plan request.
- The school and parents will work together to make this request and this will be sent to the local borough. If the request is refused, the information gathered will be used to make further suggestions to the school and parents.
- If the request is accepted, assessments will be finalised and the level of funding required will be considered.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

#### **4. Who will explain this to me?**

- The class teacher will meet with parents at least on a termly basis to discuss your child's needs, support and progress. These may include parent's evenings, SEN support meetings – if your child is on the SEND register and/or Annual review meetings – if your child has a statement or EHC plan.
- If your child is included in interventions you will be informed at meetings and you will also receive copies of the SEN support plans (SSP).
- Further information from the SENCO is available to discuss specific support in more detail.

#### **5. How are the Governors involved and what are their responsibilities?**

- The Assistant headteacher/Inclusion manager reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCO. They also report to the governors to keep them all informed. The Standards Teaching and Learning committee and the Pupils Personnel Committee are responsible for the progress and wellbeing of all pupils.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

#### **6. How will the curriculum be matched to my child's needs?**

##### **What are the school's approaches to differentiation and how will that help my child?**

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class depending on the needs of the children, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Class teachers, teaching learning assistants and the Inclusion Manager with the support of outside agencies will plan and deliver intervention programmes.
- Specialist equipment is generally accessed within the classroom setting under the supervision of the Inclusion Manager/class teachers/teaching learning assistants and monitored by outside professionals where needed.
- The class teacher is responsible for all the planning of any additional support required. They plan this support in conjunction with their teaching learning assistant. All intervention programmes that are delivered are reviewed and monitored by the SENCO.
- Whole class teaching is adapted to meet the individual needs through:
  - o Planning – tasks are adapted to allow pupils to better understand or participate.
  - o Teaching – the teacher will use a range of inclusive strategies and will adapt questioning which has been identified as useful for individual pupils.
  - o Support – the teacher will plan pupil groupings and adult support
  - o Marking – the teacher will adhere to the school marking system that informs, supports and includes the pupil in evaluating and developing their learning.
  - o Tools and equipment – general tools will be provided in the environment for particular lessons to support the pupil's participation and learning. Any specific tools or equipment required will be used on an individual basis.
  - o Whole school and classroom organisation is also taken into account when looking at the needs of individual pupils.

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

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly.
- Regular parent workshops are held each term focusing on a range of strategies and curriculum areas in order to support you, support your child at home.
- If your child is on the SEND register, they will have an SEN Support Plan (SSP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the SSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Educational Health Care Plan (EHC), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

## **8. How does the school know how well my child is doing?**

- As a school, we measure children’s progress in learning against National expectations and age related expectations.
- Social and Emotional wellbeing is measured through:
  - o Observations by members of staff
  - o Monitoring of playground behaviour
  - o Monitoring of learning behaviour
  - o Pupil discussions
  - o Review of impact of provision e.g. Nurture groups, ELSA groups and sessions
- Academic progress is measured through:
  - o On-going observations and assessments are undertaken in all core areas of the curriculum
  - o Regular formal assessment of Reading, Writing and Maths
- Tracking of groups and individuals is analysed in:
  - o Termly tracking meetings for each year group with members of the Senior Leader Team
  - o Termly consideration by subject leaders e.g. SENCO, Literacy Maths
- 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 Nursery through to Year 6, using a variety of different methods including the Herts for learning assessment tool.
- Children who are not making expected progress are picked up through tracking meetings with the Class teacher and the Senior Leadership Team. In this meeting, a discussion takes place concerning why individual children may be experiencing difficulties and what further support can be given to aid their progression. If your child is discussed at one of these meetings, parents will be informed and invited to discuss the support that is being put into place.
- When the child’s SSP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

#### **9. What opportunities will there be for me to discuss my child’s progress?**

- Written reports will be sent twice a year; one in the Spring Term which is a target setting report and a summative report will be sent in the Summer Term. Children in year 6 and Reception will receive an end of year report as they are at the end of a Key Stage.
- Parents evenings are held each term and an additional three meetings are arranged with class teachers throughout the year.
- If your child is identified as having SEN the SEN Support Plan (SSP) will be discussed with you at least three times a year. Parents will be invited to these meetings via a letter. However, parents are always welcome to make an appointment for a discussion or a more formal meeting to discuss your individual child. The first contact should be made through the class teacher but you may prefer to also see the SENCO, particularly if your child has significant special educational needs.
- If your child has complex SEND they may have an EHCP which means that in addition to termly SEN Support Plan meetings an annual review meeting will take place to discuss your child’s progress and a report will be written for the Local Education Authority providing funding.

**10. What support will there be for my child's overall wellbeing?  
What is the pastoral, medical and social support available in the school?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCO, with vulnerable children and parents during the school day.
- The school has designated trained first aiders with a range of staff teaching/support/admin. The school nurse works with the parent to create individual care plans for children with specific health needs (for the first plan). The school Medical officer will then support parents to review them annually. All staff working with that child including midday supervisors have training in dealing with their individual health needs.

**11. How does the school manage administration of medicines?**

The school has a policy regarding the administration and managing of medicines on the school site. (Attached to this document)

- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Office Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

**12. What support is there for behaviour, avoiding exclusion and increasing attendance?**

- As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

### **13. How will my child be able to contribute their views?**

- At St Teresa's, we have core values that all children are encouraged to follow. We value and celebrate each child being able to express their views on all aspects of school life. There are opportunities for Pupil Leaderships where they are able to express their views.
- Children who have an SEN Support Plan (SSP) discuss and set their targets with their class teacher.
- If your child has an EHC (Educational Health Care plan) their views will be sought before any review meetings.

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

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- All of our Teaching Assistants have had training in delivering maths, reading and spelling / phonics programmes.
- Any training needs identified in the monitoring and evaluation process are addressed through the whole school training programme or group/ individual training.
- One of our Teaching Assistants is in the process of ELKLAN speech and language training. She will be qualified as of February 2016.

### **15. How will my child be included in activities outside of 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 school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas can be provided in school.

### **16. How will the school prepare and support my child when joining the school and transferring to a new school?**

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Most schools run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.



**17. How the school's resources are allocated and matched to the children's SEN needs?  
How is the decision made about what type and how much support my child will receive?**

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis.
- The class teacher alongside the Assistant headteacher/Inclusion Manager will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age related expectation.
- This will be through on-going discussions with parents .
- Please also see point 9.

**18. How do we know if it has had an impact?**

- By reviewing children's targets on SSP's and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to age related expectation.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEND register when they have made sufficient progress.

**19. Who can I contact for more information?**

- First point of contact would be your child's class teacher to share your concerns, please the schools website for Staff emails, alternatively email [senco@st-teresas.merton.sch.uk](mailto:senco@st-teresas.merton.sch.uk) to speak to the SENCO/inclusion manager.
- Look at the SEN policy on our website.
- Contact the school office to arrange an appointment with the Assistant headteacher/Inclusion Manager.
- If you would like your child to join our school please contact the school office to meet with the Admissions officer.