



## St Gildas' SEND information report

### What types of SEN do we provide for?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. St Gildas' is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

**Communication and interaction:** E.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome

**Cognition and learning:** E.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning difficulties (SLD), Global Developmental Delay, Dyslexia, Dyscalculia and Dyspraxia.

**Social, emotional and mental health difficulties:** (SEMH) E.g. Attention Deficit Hyperactive Disorder (ADHD), Depression, Eating Disorders, Attachment Disorder

**Sensory and/or physical needs:** E.g. Vision Impairment (VI), Hearing Impairment (HI) or a MultiSensory Impairment (MSI) and other medical conditions, e.g. Spina Bifida

**Medical needs:** Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan. We will also follow the statutory guidance on supporting pupils at school with medical

	conditions.
<b>How do we identify and assess pupils with SEN?</b>	<p>All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the schools approach to monitoring the progress of all pupils. We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous school where and through the process of transition meetings, provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.</p> <p>Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:</p> <ul style="list-style-type: none"><li>• is significantly slower than that of their peers starting from the same baseline</li><li>• fails to match or better their previous rate of progress</li><li>• fails to close the attainment gap between them and their peers.</li></ul> <p>Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. If their progress continues to be slower than expected the teacher will work with</p>

	<p>the family and the Inclusion leader to carry out a clear analysis of the child's needs and identify if they need additional support. We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments help us to identify when we need more specialist expertise to help us understand your child's SEND.</p> <ol style="list-style-type: none"> <li>1) Tests and observations by teachers</li> <li>2) Assessments, testing and advice by the Inclusion Team and internal professionals where appropriate</li> <li>3) The Inclusion Team leads a multi-agency assessment referring to external professionals</li> <li>4) Specialist assessments by external professionals</li> </ol> <p>When considering if a child needs SEND support we take into account:</p> <ul style="list-style-type: none"> <li>• the pupil's previous progress and attainment</li> <li>• the teacher's assessment and experience of the pupil</li> <li>• the pupil's development in comparison to their peers and national data</li> <li>• the views and experience of parents</li> <li>• the pupil's own views</li> <li>• advice from external support services, where appropriate</li> </ul>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs O'Brien is the school Inclusion Manager and SENCo and can be contacted via the school office on 0208 348 1902 or <a href="mailto:admin@stgildas.haringey.sch.uk">admin@stgildas.haringey.sch.uk</a></p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Some of our pupils with SEND have their needs met as part of Quality First Teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school. If a pupil</p>

is identified, through the assessment process above, as having more complex Special Educational Needs, we then decide whether to adapt our core offer to provide additional support or whether something different is required. Where something additional is needed, we work with pupils and their families to plan what to do. This is the process that we use to plan and deliver additional support.

**Provision Mapping:** This document captures our targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

**IEP (Individual Education Plan):** This is a 1-page profile listing the goals and provision to meet the SEN.

**IEP review:** We meet with classteacher and parents to discuss current levels of progress, review the goals and provision to meet the SEND.

**Education Health and Care Plan (EHCP) or Statement of Special Educational Needs:** If we feel that the support being provided within the school is not ensuring sustained good progress, the school and/or parents, may consider requesting an Education, Health and Care assessment.

The school organises the additional support for learning into 3 different levels (also called waves).

- **Wave 1 (Universal):** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- **Wave 2 (Targeted):** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to

	<p>work at or above age related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.</p> <ul style="list-style-type: none"> <li>• <b>Wave 3 (Specialist):</b> describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. The provision available at each level (or wave) is summarised in our provision map.</li> </ul>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We are committed to meeting the needs of all pupils including those with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support. Teachers will be supported by the Inclusion Team to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:</p> <ul style="list-style-type: none"> <li>• provide visual resources to support learning</li> <li>• re-arrange the layout of the classroom</li> <li>• create a quiet area in the school</li> <li>• buy specialist ICT software</li> </ul> <p>In considering what adaptations we need to make the Inclusion Team will work with the Head Teacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access</p>

	<p>arrangements. A link to the Equality Act 2010 can be found here: <a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a></p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>All activities are made available to all pupils. Where extra adult support is necessary this will be provided. Trips and visits are open to all and meetings with parents and providers to ensure access will be held in plenty of time. We will always take advice from health professionals before events.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Every pupil with SEND in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. We meet with parents termly, where the child is at the centre of the discussion and achievements are celebrated and targets are set. Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. We also provide an annual report at the end of the school year. Where a pupil is receiving SEN support and works with a Teaching Assistant, we provide feedback to parents more regularly. This may be through a home/school information book or we may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations.</p>

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How do we consult pupils with SEN and involve them in their education?

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively. We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making, e.g. School Council. All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their learning

How do we assess and review pupils' progress towards their outcomes?

As a teaching team we meet half termly to discuss all pupils' progress against the year group targets. Where a pupil has an identified SEN need we will assess against the targets that they are working on. We will monitor IEP targets and outcomes to check that all is being done to help the pupil achieve them. Where necessary we will amend or adapt the provision. Parents have the opportunity to discuss goals and outcomes at regular parents meetings. Pupil conferences allow the child to discuss their own

	<p>progress and to make suggestions for their learning.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>At St Gildas' we aim to encourage the emotional and social development for all pupils, including those with SEND. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. For children with more complex problems, additional in-school interventions may include:</p> <ul style="list-style-type: none"> <li>• advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class</li> <li>• small social skills/nurture group sessions - to promote positive behaviour, social development and self-esteem</li> <li>• individual action plans - to support pupils during transition periods, break times</li> <li>• additional support for the pupil – to help them cope better within the classroom</li> <li>• therapeutic work with the pupil/family, delivered by our Educational Psychotherapist</li> <li>• small group Therapeutic Story-Writing</li> <li>• referrals to the Child and Adolescent Mental Health Service (CAMHS)</li> </ul>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Sinead O'Brien is the Assistant Head and Inclusion lead at St Gildas' and is responsible for overseeing the day-to-day operation of the school's SEND policy</p> <ul style="list-style-type: none"> <li>• coordinating provision for children with SEND</li> <li>• liaising with and advising teachers and teaching assistants</li> <li>• overcoming barriers to learning and sustaining effective teaching</li> <li>• managing teaching assistants</li> </ul>



	<ul style="list-style-type: none"> <li>• overseeing the records of all children with SEND</li> <li>• liaising with parents of children with SEND</li> <li>• planning successful movement (transition) to a new class group or school</li> <li>• providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs</li> <li>• liaising with external agencies including the Local Authority's support, including educational psychology services, health and social services, and voluntary bodies</li> <li>• liaising with in-house internal specialist teachers and professionals</li> </ul>
<p>How will we secure specialist expertise?</p>	<p>Where necessary we will seek and take advice from specific professionals regarding the education and wellbeing of a pupil with SEND. We work closely with Haringey to access the expertise of professionals such</p> <ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Physiotherapy</li> <li>• Educational Psychology Service</li> <li>• Educational welfare</li> <li>• Child and Adolescent Mental Health Service</li> <li>• Autism team</li> <li>• Hearing-impaired service</li> <li>• Visually - impaired Service</li> <li>• School nurse</li> <li>• Social services</li> <li>• Family Support Service</li> <li>• Speech and Language therapists/service</li> </ul> <p>We actively encourage experts to visit our school to get a feel for our practice and for them to offer advice to us on supporting our pupils with SEND.</p>

<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Advice is taken from education and health experts and we will endeavor to provide the best resources for our pupils, whether this is OT equipment or IT support.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>We work closely with the SEND team at Haringey council, the Educational Psychology department, local health trusts and private specialists. They are invited to attend annual reviews and transfer reviews and to share their advice and expertise with us.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process (Target Tracker) to collate, review and monitor individuals through the system. Vulnerable and SEND pupils are discussed at the senior leadership meetings to ensure that the best possible provision is made across all aspects of the school. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively. The Inclusion team and the Head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress</p>

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Complaints are handled seriously and sensitively. We will ensure that an appropriate forum for discussion is made available quickly for parents to share their concerns. Where necessary the head teacher will be involved in any discussions and a plan formulated to rectify the concerns.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first contact should always be the classteacher. After that parents can contact our Inclusion Leader via the school office. Our SEND governor is Sr Ann O'Sullivan and she can also be contacted through the school office.</p>
<p>What support services are available to parents?</p>	<p>Information about local support is located here:  <a href="http://www.haringey.gov.uk/localoffer">www.haringey.gov.uk /local offer</a>  The Parent Partnership Service – Markfield Together for Inclusion gives free impartial information, advice and guidance about services for children, young people and families. Email: <a href="mailto:enquiries@markfield.org.uk">enquiries@markfield.org.uk</a> Website: <a href="http://www.markfield.org.uk">www.markfield.org.uk</a> This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with 21 personal budgets and form filling, and access to social groups and other activities and local networks</p>
<p>Where can the LA's local offer be found?</p>	<p>All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• to provide clear, comprehensive and accessible information about the available provision and how to access it</li> <li>• to make provision more responsive to local needs and aspirations by directly involving disabled children and those with</li> </ul>

SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review  
To find out more about the range of services on offer locally go to:  
Haringey Local Offer: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

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