

### Our Vision Statement

*We are a vibrant Community where every person makes their unique contribution to making a better society.*

*At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well-being.*

*We are a school where all can flourish and be all they can be.*

*'Jesus said: I have come that they may have life, and have it to the full.' John 10:10*

**Our school motto is: TEAM - Together Everyone Achieves More**

*'You are the body of Christ, and each one of you is part of it.' Corinthians 12:27*

## LOCAL OFFER

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority under the 2015 Code of Practice for Special Needs, regardless of their needs to make the best possible progress in school. All schools are supported to be as inclusive as possible, where families want this to happen.

The school will meet the needs of the children with the following SEND needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/physical

The following information details the offer within the school and ways in which parents and children may access the support required.

GLOSSARY OF TERMS	
ISP	Individual Support Plan
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHC plan	Education, Health and Care plan
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASC	Autistic Spectrum Condition

### How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are worried that the concerns are not being managed and feel that your child is still not making progress you should speak to the SENDCO or Head Teacher.
- If you are still concerned that the issue is not being addressed you can speak to the SEND Governor.

**How will the school let me know if they have any concerns about my child's learning in school?**

- When a teacher raises concerns about a child's progress and targeted teaching strategies have not met the child's needs, the teacher will raise these concerns with the SENDCO. This may also be discussed with a member of the Senior Leadership Team.
- The teacher will discuss your child's progress and any additional support being given.
- The school has pupil progress meetings every term between each class teacher, Head Teacher and SENDCO to ensure all children are making expected or better progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about action which may need to be taken; this may be further school monitoring, an intervention group and or other additional support.
- If your child is still not making expected progress the school will discuss with you:
  - Concerns you or the school may have.
  - Further interventions or referrals to outside professionals to support your child's learning
  - Discuss how we could work together, to support your child at home/school.

**Who are the best people to talk to in the school about my child's difficulties with Learning/Special Educational Needs/Disability?  
How can I talk to them about my child if I need to?**

The Class Teacher and the SENDCO are fully involved in any support offered and make the decisions, in conjunction with the parents and the SLT, on the type of support and activities which may be put in place.

A child may receive support from a number of adults and a conversation with the class teacher or the SENDCO will give you a fuller picture than may be obtained from a single supporting adult.

Of course, as a school we welcome regular dialogue between parents and staff and how a child's day has been and we do actively encourage this continued feedback. For some children this dialogue is sometimes made through the daily contact book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.

**Class Teacher (s/he is recommended as the first point of contact if you have any concerns).**

**A Teaching Assistant (TA may be allocated to some pupils with SEND)**

**Is responsible for:**

- Ensuring that all the children have access to quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Writing and up keeping Individual Support Plans (ISP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so that they can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

**Contacted by:** speaking to the class teacher at the end of the school day to arrange an appointment or telephoning the school office to make an appointment.

A Teaching Assistant (TA) may be allocated to a pupil with exceptional SEND and whilst they play a very valuable role in your child's education, may not always be the best way to support your child and their

**The Special Educational Needs and/or Disabilities Co-Ordinator (SENDCO)**

needs. Questions regarding your child's learning and Progress if they have a TA should be directed to the Class Teacher.

Miss Fender is the SENDCO, she is responsible for:

- Co-ordinating all the support for children with SEND and developing the SEND Policy to make sure all the children get a consistent, high quality response to meeting their needs in school.
- Supporting with provision mapping in class and across the school.
- Working with the Senior Leadership Team to coordinate provision within the school.

Ensuring that parents/carers are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Included in reviewing how your child is progressing.
- Involved in planning ahead for them.

Liaising with all other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy or Educational Psychologist.

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of the pupils in the school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other children with SEND in the school) to achieve their potential.
- Working with the Senior Leadership Team to coordinate provision within the school.
- Supporting your child's class teacher to write Individual Support Plans (ISP) that specify the targets set for your child to achieve their potential.
- Working with the Senior Leadership team to coordinate provision within the school.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school.

**Contacted by:** asking the class teacher to arrange a meeting by telephoning the school office to make an appointment to meet with the SENDCO.

**Mrs Warland is responsible for:**

- The day to day management for all of the aspects of the school, this includes the support for the children with SEND. She will give responsibility to the SENDCO, Inclusion Lead and the Class Teacher but is still responsible for Inclusion and ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND

**Contacted by:** parent drop ins the first Tuesday of every month or a personal request made before school in the playground or telephoning the school office to make an appointment.

Mr Luke Davy is responsible for:

- Ensuring that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school.

- Making sure that the necessary support is made for any child who attends the school and has SEND needs.
- Undertaking visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

**Contacted by:** writing to the SEND Governor via the school office.

### How could my child get help in school?

Children in school will get the support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Autistic Spectrum Condition (ASC) Outreach Team, Speech and Language Therapy (SALT) service, the Educational Psychology Service (EP) or CAMHs who support with children's mental health needs.

### How can I help my child outside of School?

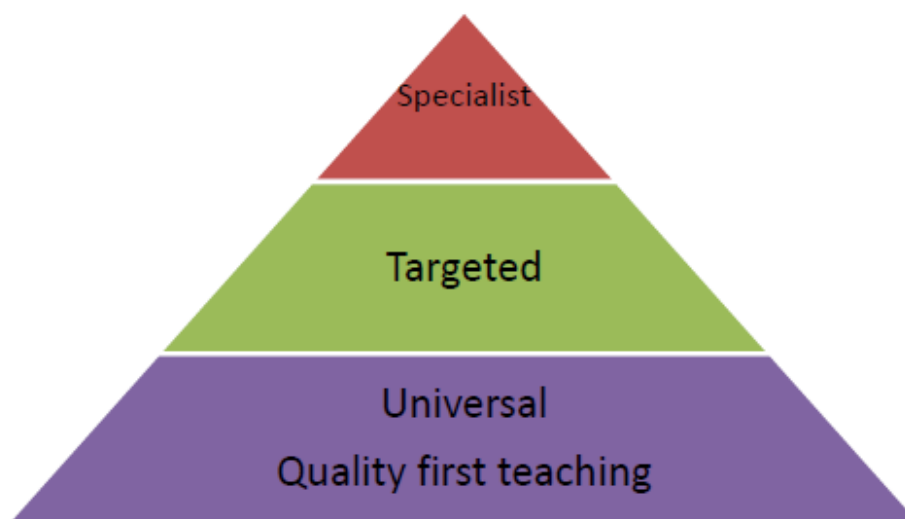
There are several ways to help your child outside of school if your child has identified additional needs.

Please see below a list of organisations, charities and websites which could be helpful.

- [lambeth.gov.uk/send-local-offer](http://lambeth.gov.uk/send-local-offer) - this website signposts avenues for families to take to gain support for a child with special needs.
- [Mentallyhealthyschools.org.uk](http://Mentallyhealthyschools.org.uk) - gives support for families and school on how to support children's mental health
- <https://www.annafreud.org> - a mental health charity that supports families.
- <https://www.autism.org.uk/> - guides, support and events for how to support a child with Autism.

### What are the different types of support available for children with SEND in the school? What might this mean for your child? Who can get this kind of support?

According to the SEND Code of Practice (2015) all children should be able to access a high level of support in different ways through quality first teaching, extra support in school through adapting teaching and learning strategies and the environment and finally having access to referrals to outside agencies to receive specialist support.



### The graduated approach

Class Teacher input via

- The teacher will have the highest possible expectations for your child and all pupils in their class.

All the children in the school receive this.

<p>good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting into place specific strategies (which may be suggested by support staff or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	
<p>Where the class teacher and the school SENDCO conclude, on the basis of high quality evidence that a pupil needs the additional targeted support given by SEND support. -This may be: Run in the classroom or outside. -Run by a teacher or Teaching Assistant who has received training to run these groups</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on our child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• S/he will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Teaching Assistant, support teacher or outside professional, ( like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programmed over a specific period of time or dependent on the rate of progress.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>What happens if my child is identified with a special educational need?</p>		
<p>Specialist groups run by outside agencies e.g. speech and language Therapy groups AND/OR Individual support which may be from:</p> <ul style="list-style-type: none"> <li>• The ASC outreach Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language Service (SALT) or Educational Psychologist (EP)</li> </ul>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups a referral will be made to outside agencies to advise and support school in enabling your child to make progress.</li> <li>• You will continue to meet to discuss your child's progress with their class teacher, SENDCO/and or the Inclusion Lead.</li> <li>• You will need to give permission to school to refer your child to the most appropriate outside agency. This will help the school gain support from a specialist in how to provide the best support for your child.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations which may include:</li> <li>• Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

including trainee EPs.	<ul style="list-style-type: none"> <li>• Support to set targets which will include their specific professional expertise.</li> <li>• Providing resources and training school staff to use resources effectively.</li> <li>• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group.</li> <li>• A group of individual work with an outside professional.</li> <li>• The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
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If your child is identified with having an Special Educational need their progress will be tracked through the plan, do, review cycles of support to ensure that both school and home are doing everything possible in order for your child to make good progress.



What happens if my child needs a high level of specialist support from school and outside agencies?		
<p>Support provided through and Education and Health Care Plan, (EHCP)</p> <p>This means your child will have been identified by the class teacher/ SENDCO as needing particular high level or individual and small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school, This may be from.</p>	<ul style="list-style-type: none"> <li>• Before the school is able to access and provide a higher level of support for your child, three cycles of evidence over a year need to be planned for, implemented and reviewed over the equivalent of a school year. This evidenced cycle of support is the SEND support plan (SSP)</li> <li>• Once this evidence of your child's needs, progress, external involvement and quality first teaching strategies have been reviewed over this time period the school is then able to apply for an Educational Health Care Plan (EHCP) to the Local Authority (LA). This is a legal process and you can find out more about this in the Local Authority based Local Offer.</li> <li>• After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA panel will decide whether your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment.</li> </ul>	Children whose learning needs are severe, complex and lifelong

<ul style="list-style-type: none"> <li>• The Autism Outreach Team or Sensory Service for students with a hearing or visual need).</li> <li>• Outside agencies such as the Speech and Language therapy service, Occupational Therapy Service and/or CAMHs.</li> </ul>	<p>If this is the case you and all professionals involved with your child's needs and how they will be met and the long and short term outcomes sought.</p> <ul style="list-style-type: none"> <li>• If it is not considered that your child needs an EHCP, the LA will ask the school to continue with the support and provide further support to you and the school to ensure the child's needs are met.</li> <li>• If the panel are in agreement (having received all of the reports), an Educational Health Care Plan (EHCP) to which you and your child will contribute, will be prepared.</li> <li>• It is called an Education, Health, Care plan because it brings together all of the educational and social care needs that your child needs in one document.</li> <li>• The school must make its best endeavours to put in place the support identified in the plan.</li> <li>• The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.</li> </ul>	
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**Who are the other people providing services to children with SEN and/or disability at St. John the Divine?**

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school.</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school.</li> <li>• 1:1 or small group teachers</li> <li>• Educational Psychology Service</li> <li>• Teaching Assistant trained to deliver programmes developed by a Speech and Language Therapist.</li> <li>• Occupational Health</li> <li>• Counselling</li> <li>• Drama therapy</li> </ul>
<p>B. Paid for centrally or subsidised by the Local Authority but delivered in school.</p>	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Professional training for school staff to deliver medical interventions.</li> <li>• Parent Partnerships Service (to support families through the SEN processes and procedures).</li> <li>• CAMHs (Child and Adolescent Mental Health Service).</li> <li>• Dramatherapy</li> <li>• CCFH ( children's Country Holiday's Fund)</li> </ul> <p>The Lambeth Local Offer website contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>
<p>C. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>

### *How are the adults in school helped to work with children with SEND and what training do they have?*

- The SENDCO's job is to support the class teacher in planning for the children with SEND as well as specific interventions.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of the children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASC, Dyslexia etc.
- Whole class training to share knowledge, strategies and experience to ensure consistency of the whole school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes e.g. from the ASD Outreach service, Sensory service or medical/ health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs or identified through the performance management process.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head Teacher, Inclusion Lead or SENDCO.

### *How will the teaching be adapted for my child with learning needs (SEND)?*

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Teaching assistants can implement the teachers' modified/adapted planning to support the needs of your child.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's access to the wider curriculum.

### *How will we measure progress of your child in school and how will I know about this?*

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and progress is tracked in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- At the end of every Key Stage (i.e. at the end of EYFS, Year Two and Year Six) all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- If your child has an EHCP or is on the SEND provision map with an ISP, it will be reviewed with your involvement, every term and a plan for the next term made.
- The progress of children with an EHCP is formally reviewed at an Annual review with all adults, including the parents who are involved with the child's education.
- The SENDCO and Class Teacher will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed which may include:
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - End of Year Reports

### *What support do we have for you as a parent of a child with SEND?*

- We would like you to talk to your child's Class Teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support your child at both school and home and we can share the strategies that are working in both places.
- The SENDCO (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.



- All information from outside professionals will be discussed with you the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Individual Support Plans will be reviewed, with your involvement each term.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be used for you and your child.

In addition:

- We hold workshops for parents of all children in the school, for example in relation to reading phonics or maths. We will also be happy to discuss any necessary adaptations for your child.
- The external professionals involved with our child will be happy to meet with you on request. The Speech and Language service also hold drop in sessions and workshops for parents at school.

*If your child is undergoing an EHCP assessment you may also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.*

**How have we made this school physically accessible to the children with SEND?**

- We ensure that equipment used is accessible to the children.
- The school has staff trained to suit children with a range of needs.
- Classrooms have sufficient space for children to have workstations if appropriate

**How will we support your child's transition from class to class? How will we support your child when they transition to secondary school?**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the new school and liaise with the SENDCO and ensure s/he knows about any special arrangements or support that needs to be arranged for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new teacher in advance and in all cases a planning meeting should take place with the new teacher. All ISPs, and any other relevant paper work, will be shared with the new teacher.
- At the end of the academic year, each class meets their new teacher (as far as is practical if the member of staff is new to the team) and works in the classroom for one whole morning. If a child with SEND needs more support with transition then the visits to the new classroom are done more than once.
- If your child would be helped by a transition book to support them understand moving on then one will be personalised to their needs and a copy given to the Class Teacher and one to home.

In Year Six

- The class teacher or the SENDCO will discuss specific needs of your child with a member of the SEND team of their chosen secondary school.
- Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.