



ST ALFEGE WITH ST PETER'S

CHURCH OF ENGLAND PRIMARY SCHOOL

Creek Road, Greenwich, London, SE10 9RB



SEND INFORMATION REPORT/SCHOOL LOCAL OFFER - 2019/20

Type of school	Mainstream
Inclusive Mainstream primary school including nursery provision	1 form entry per year Admissions made via the Local Authority admissions panel (Reception and SEND only; in-year admissions and non-SEND via school)

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

2) The school SEND Policy, which can be accessed via this link:

3) The school anti bullying policy, which can be accessed via this link:

4) The school accessibility plan, which can be accessed via this link:



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PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN OUR SCHOOL

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	
Your child's class teacher	<p>Your child's class teacher is responsible for:</p> <ul style="list-style-type: none">▪ Ensuring that all children have access to good/outstanding 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 be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Assistant Headteacher (Inclusion) and SENCO as necessary.▪ Writing targets 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/or conditions 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 they can achieve 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 any SEND. <p>The class teacher can be contacted via the school office on phone 0208 858 3613 or by e-mail to info@stalfegeschool.org.uk</p>
The Assistant Headteacher with responsibility for Inclusion Kathy Simpson (also covering SENDCo maternity leave) The SENDCo Hannah Webb (on maternity leave until summer 2020)	<p>Mrs Simpson and Mrs Webb are responsible for:</p> <ul style="list-style-type: none">• Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensuring that you are:<ul style="list-style-type: none">○ Involved in supporting your child's learning○ Kept informed about the support your child is getting○ Involved in reviewing how they are doing○ Part of planning ahead for them• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of



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	<p>pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.</p> <ul style="list-style-type: none">• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.• Supporting your child's class teacher to write personal targets set for your child to achieve.• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>Mrs Simpson and Mrs Webb can be contacted via the school office on 0208 858 3613 or by e-mail to senco@stalfegeschool.org.uk.</p>
Teaching Assistants may be allocated to some pupils with SEN (and or disabilities)	<p>A Teaching Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities.</p>
Headteacher - Amanda Wilson	<p>Mrs Wilson is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the Assistant Headteacher (Inclusion), SENCO and class teachers but is still responsible for ensuring that your child's needs are met.• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Mrs Wilson can be contacted via the school office on 0208 858 3613 or by e-mail to info@stalfegeschool.org.uk.</p>
SEND Governor – Beate Hellowell	<p>Ms Hellowell is responsible for:</p> <ul style="list-style-type: none">• Making sure 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 children in the school• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.• Making 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. <p>Ms Hellowell can be contacted by emailing the school office at info@stalfegeschool.org.uk.</p>



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HOW ARE CHILDREN SUPPORTED AT ST ALFEGE WITH ST PETER'S SCHOOL?

What are the different types of support available for children with SEN and /or disabilities at St Alfege with St Peter's?		
Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. 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. Putting in place specific strategies (which may be suggested by the Assistant Headteacher (Inclusion), SENDCo or staff from outside agencies) to enable your child to access the learning task. 	<p>All children in school receive this.</p>
<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> Run in the classroom or outside. Run by a teacher or (most often) a Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. The class teacher will plan group sessions for your child with targets to help your child to make more progress A Teaching Assistant (or outside professional (like a Speech and Language Therapist)) will run these small group sessions. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>



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<p>for your child, as a guide of around 20 hours and below in school</p>	<p>progress and help plan possible ways forward.</p> <ul style="list-style-type: none"> • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ 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 ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with an outside professional • The school may suggest that your child 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. 	
<p>Specified Individual support for your child provided via an Education, Health and Care Plan (EHCP)</p> <p>This means your child will have been identified as needing a particularly high level of individual and small group support, which cannot be provided from the resources already delegated to the school.</p> <p>Sometimes, 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</p>	<ul style="list-style-type: none"> • The school (or parents themselves) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk • After the request has been submitted to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue/adapt the support that is in place. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 20 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 21 hours or more, in school.



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<p>from:</p> <ul style="list-style-type: none"> Greenwich Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>strategies must be put in place. It will also have long and short term goals for your child.</p> <ul style="list-style-type: none"> The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The EHC is reviewed annually to ensure that it is still 'fit for purpose'. Parents, teachers and external professionals will be invited to the meeting to discuss the progress your child as made towards the targets set. 	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> We will first invite you to visit the school with your child to have a look around and speak to staff If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts A Teacher/ Teaching Assistant or Early Years Practitioner may make a home visit and also visit your child if they are attending another provision We may suggest adaptations to the settling in period to help your child to settle more easily. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or a member of the Senior Leadership Team. If you are still not happy you can contact the school SEND Governor. 	
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> Where there are concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo. Schools also have meetings every term between each class teacher, the SENDCo and senior leadership team in the school to ensure all children are making good 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 whether to monitor this or set up an 	



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	<p>intervention group.</p> <ul style="list-style-type: none"> • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have ○ How we could work together, to support your child at home/school. ○ Any possible further interventions or referrals to outside professionals to support your child's learning
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<p>This could include:</p> <ul style="list-style-type: none"> • Children may be present in meetings or for a short period of the meeting, or they may be asked to share their views about themselves, their learning which will be presented by a teacher or TA during the meeting. • Regular informal discussions by staff with the children they support <p>All children, including those with SEND will be asked to complete the school pupil questionnaire. Children with SEND will be given additional adult support or resources if necessary.</p>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • Headteacher, Deputy Headteacher, the Assistant Headteacher (Inclusion) and the SENDCo discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ○ what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Teachers (including Senior Leadership Team) • Teaching Assistants, including specialist SEN TAs • Early Years Practitioners • Social, Emotional, Mental Health Support Worker • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the
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		<ul style="list-style-type: none"> school CAMHS
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> Autism Outreach Service Educational Psychology Service Sensory Service for children with visual or hearing needs STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) Speech and Language Therapy (provided by Health but paid for by the Local Authority). Occupational Therapy Physiotherapy Professional training for school staff to deliver medical interventions Waterside Behaviour advice service Parent Partnership Service (to support families through the SEN processes and procedures).
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> School Nurse
	<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> National Autistic Society MENCAP Greenwich Parent Voice Deborah Ubee Trust
<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> The Assistant Headteacher's (Inclusion) job is to support the class teachers in planning for children with SEN. The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of 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 ASD, dyslexia etc Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. 	



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	<p>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 Assistant Headteacher (Inclusion) or SENCo.</p>
How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	<ul style="list-style-type: none">• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.• Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.• 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 increase your child's access to what is on offer.
How will we measure the progress of your child in school? And how will I know about this?	<ul style="list-style-type: none">• Your child's progress is continually monitored by his/her class teacher.• His/her progress is reviewed formally every term and a level given in reading, writing and mathematics, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.• If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'Pre-key stage levels'.• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results for which are published nationally.• The progress of children with an EHC Plan/Statement of SEN is formally reviewed at an Annual Review to which all adults involved with the child's education are invited.• The SENDCo and Assistant Headteacher (Inclusion) will also check that your child is making good progress within any individual work and in any group in which they take part.• A range of ways will be used to keep you informed, which may include:<ul style="list-style-type: none">○ Home/school book○ Letters/certificates/post cards○ Phone calls○ Additional meetings as required○ Reports at least twice a year
How will we make arrangements to ensure that the social emotional needs of your child are met in school?	<ul style="list-style-type: none">• The school's PSHE curriculum includes Philosophy for Children (P4C) programme which teaches social and emotional development to all children throughout the school.• The Senior Leadership Team are all extremely experienced in working with children with social and emotional needs and will provide direct and indirect support as required.• Most staff have had thorough training on children's early attachment needs, and the impact and relevance this has to their social and emotional development.<ul style="list-style-type: none">• We have a designated SEMH Worker who works alongside the Assistant Headteacher for Inclusion and is on hand to



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	provide support where needed.
How is our school made accessible for students with SEND?	<p>Please see:</p> <ul style="list-style-type: none">the school's Accessibility Planthe local authority's SEND support document <p>http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page</p>
How does our school make special arrangements for looked after Children (LAC) with SEND?	<ul style="list-style-type: none">We consult with the Virtual School, as appropriate, for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomesThe Designated Looked After Children Teacher and Assistant Headteacher (Inclusion) ensures that training and policies are supportive of looked after children with SEND <p>The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.</p>

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities 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's SENCO and ensure he/she knows about any special arrangements or support that need to be made 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 class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6

- The Assistant Headteacher (Inclusion) and/or SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



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REVIEW OF SEND PROVISION DURING 2019-2020

What provision was put in place during the 2018-19 academic year?

We have a large number of experienced and well-trained teaching assistants who deliver interventions to pupils within school, either as part of the whole class lessons, small groups or 1:1. During 2019-20 some of the interventions held included:

- Word Aware (SALT)
- Colourful Semantics (SALT)
- Social Skills (SALT)
- Attention and Listening (SALT)
- Lego Therapy (SALT)
- Phonics
- Toe By Toe programme
- Lexia
- Personalised STEPs programmes.
- Lunchtime Club

What training did school staff have during the 2018-19 academic year?

In 2019-2020 we focused on both the professional development of the whole staff and individualised training. Training during the year 2018-2019 include

- Supporting children with ASD (online training)
- Word Aware (KS2 staff)
- Colourful Semantics (KS1 staff)
- Supporting children with ADHD
- Leading a STEPs programme

GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health, Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
PLP	Personal Learning Plan
SALT	Speech and Language Therapist
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs & Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND