

Welcome to our SEND Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information is updated annually.

### What is SEND?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs and Disabilities (SEND) as follows:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she:*

*Has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Children may have a need or a delay in 1 or more of the following areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.

### How do we identify SEND?

Your child's progress is continually monitored by his/ her class teacher. Progress is monitored against both age-related expectations and the pupil's own personal learning targets. If we have a concern, we will call to arrange a meeting to discuss this with you and put support plan in place for your child.

Parents' views are very important to use and if at any stage you are concerned about your child's health, wellbeing or academic progress please speak to your children class teacher to discuss your concerns further.

### How do we monitor concerns?

We follow the Graduated Response model to:

- Assess where your child is currently at
- Plan any support they may need
- Carry out the plan
- Review to see if there has been any

Every child on SEND support is given a SEND support plan that is reviewed at least termly.



### **LEVEL 1 – Personalised Learning and High-Quality Teaching, with individual targets**

Every child in our school has the right to high quality teaching and individual targets. Teachers are able to identify and provide for pupils with special educational needs. All pupils will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school). All pupils are fully integrated into the activities of the school so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated. Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil. Pupils are encouraged to take responsibility with us for their learning. Pupils' difficulties are identified as early as possible. Parents are informed and involved as partners in their children's learning.

Our Federation follows the 2010 Equality Act (amended 2012) and our accessibility policy can be found on our schools' website: <https://www.st-margarets-barking.org.uk/policiesb24798c0>

### **LEVEL 2 - Monitoring**

If a child reaches **LEVEL 2** of the tree when a **staff member or parent approaches the SENDCO with a concern** in 1 or more of the 4 areas of SEND: Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.

Following this concern the following steps will be made in **LEVEL 2-**

- Teacher observations in class.
- Observations made by the SENDCO.
- Teacher/parent/SENDCO meetings.

Your child's progress can be discussed by the class teacher and/or the SENDCO at **parent evenings and parent drop-ins**. Details of which can be found on the schools' websites.

**If you have a concern regarding your child, you may contact St Margaret's SENDCO: Miss Lawrence on 020 8594 4003 or email: [Kadeine.lawrence@genesistrust.net](mailto:Kadeine.lawrence@genesistrust.net)**

### **LEVEL 3 – SEND Support (Interventions)**

Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.), they will be placed in a suitable intervention ran by a member of our support staff or teaching staff. Our support staff are all highly trained in a range of SEND interventions including art/Lego therapy, speech and language and understanding Autism. We also have access to learning mentors at both schools to work with children who have emotional and social difficulties. We also have a SEND speech and Language TA who is guided by our Speech and Language therapist. She comes in one day a week to support identified students with speech and language needs.

Regular reviews of these interventions will take place each term alongside the class teachers' assessments. The frequency of their intervention may be increased or decreased and this will be in accordance with their progress. Parents will be informed of the interventions their child are attending and be given a Support Plan, which outlines the support each term.

#### **LEVEL 4 – SEND Support (External Agency Involvement)**

If a child continues to show difficulties in 1 or more of the 4 areas of SEND, a referral may be made to an outside agency. All referrals are made with parent/carers consent.

Agencies currently being used across the school include:

- Speech and Language Therapy
- Paediatrician
- Early Help
- CAMHS
- Occupational Therapy
- Social and Communication Clinic
- Educational Psychologists.

All available outside agency details can be found within the Barking and Dagenham SEND Local Offer:

<https://www.lbdd.gov.uk/local-offer>

#### **How do we consult parents of children with SEN and involve them in their child's education?**

Parents of children with SEN are consulted regularly through phone calls and meetings with the SENCo and class teachers, person centred reviews (annually), home and school contact books.

The SENDCo will make herself available at parent evenings and other events to discuss their children's educational progress and wellbeing. She is also available after school to discuss any SEN related concerns.

#### **How do we consult young people with SEN and involve them in their education?**

Students are involved in their own learning by attending target review meetings, where appropriate, and they are given regular student voice opportunities. Teachers and staff give consistent lesson feedback, in order to get students communicating and making suggestions on how to improve their learning experience. SEN students are also offered key sessions with the learning mentor to discuss any concerns they have and share their opinions on how best we can support their needs. There are also opportunities for SEN students to be on the school council to voice their views. At the end of every term, the SEN pupils are invited to complete a SEN questionnaire.



## **LEVEL 5 – Education, Health and Care Plan (EHCP)**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHC). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on LEVEL 3 or 4.

The Process for obtaining an EHCP is as follows:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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 ask you and all professionals involved with your child to write a report outlining your child's needs and resubmit it to panel for further investigation.
- If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a draft Education Health Care Plan (EHC).
- The draft EHC Plan will outline the number of hours of individual/small group support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your

## **What is our approach to teaching children and young people with SEN?**

Approaches and strategies for teaching children and young people with SEN include high quality teaching by staff who are supported by the SENDCO. The curriculum across all year groups is broad, balanced and accessible for all SEN students. Classwork is personalised and tailored for SEN students so they can access the National Curriculum. There are opportunities for students to work in smaller groups, as well as 1:1 extra support with SEN TA's. Literacy and Maths interventions, such as Accelerated Reader and Toe by Toe, are running for SEN students. There are also before and after school targeted interventions for SEN students.

For more detailed information on the interventions available, please see the following document:

<https://irp-cdn.multiscreensite.com/de4485f8/files/uploaded/SENDOverviewOfProvision2019.pdf>

**How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

**How are staff trained to support students with SEN?**

All staff at St Margaret's have received in-house INSET training for SEN and ASC. SEN training provided by outside

**What external services can parent/carers access for support?**

Within Barking and Dagenham, there are many additional services that parents and carers can access. These include:

Carers of Barking and Dagenham

[www.carerscentre.org.uk](http://www.carerscentre.org.uk)

Sycamore Trust

[www.sycamoretrust.org.uk](http://www.sycamoretrust.org.uk)

Health way centre

[www.lbbd.gov.uk/the-heathway-centre](http://www.lbbd.gov.uk/the-heathway-centre)

Just Say Parent/ Carer Forum

[www.justsayparentforum.co.uk/](http://www.justsayparentforum.co.uk/)

Autism links

[www.autismlinks.co.uk/support-groups/group-support-east-of-england/barking-dagenham-parent-partnership-service](http://www.autismlinks.co.uk/support-groups/group-support-east-of-england/barking-dagenham-parent-partnership-service)

Early Help

[www.lbbd.gov.uk/early-help-and-support-for-families](http://www.lbbd.gov.uk/early-help-and-support-for-families)

**What St Margaret's**

In order

step, which will allow entry to the school office. There are two designated disabled toilets available both on the ground floor. Children requiring specific equipment due to an impairment will be assessed in order to gain the support they require. Consultation

from outside agencies or the carried out to assess the need with training and support new equipment is used effectively curriculum will also be made given.

The progress of SEN students is closely monitored and data and reports are released and assessed termly during the autumn, spring and summer term. This is recorded and monitored closely, resulting in

**What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

Where parents and carers have serious concerns about the SEND provision of their child in our school, we encourage them to follow our SEND complaint policy which can be located on our website: <http://www.st-margarets-barking.org.uk/>

established and added where personal support in their learning. The available during parent's evenings to discuss progress with the

**Which external services are**

Educational

School nurse

Speech and language therapist

Child and Adolescent Mental Health Service (CAMHS)

Paediatricians

Occupational Therapist

Advisor teachers for Visual / Hearing Impaired

Early Help

**provide for improving SEMH and Mental Health) needs?**

There are a variety of systems put in place to support social and emotional development. The school can make referrals to CAHMS, as well as having a learning mentor to support students SEMH needs. Early Help is another provider which the school has bought into. They provide immediate access to a social worker to support both students and their families when there is an urgent need for this to happen. We have a fortnightly speech and language therapist, as well as a learning mentor who runs both social skills and friendship groups. Each student has a student support plan and behaviour plan, where required, which is shared with all the school staff.

Bullying is consistently monitored; there are frequent assemblies on faith, equality, caring, truth, wisdom, forgiveness and respect.

**Where can I find the local offer?**

The local offer for students with SEN can be found on the website. This will give a clear guidance as to which outside agencies are available within Waltham Forest SEND Local Offer:

<https://www.lbbd.gov.uk/local-offer>

If you do have any queries, please do not hesitate to contact the school office on 020 8594 4003 and ask for one of the following members of staff:

- Kadeine Lawrence (SENDCo)
- Sophie Bannon (Head Teacher)
- Lorna Walsh (Deputy Headteacher)