



**OUR LADY AND
ST. PHILIP NERI**
TO JESUS THROUGH MARY

Our Lady & St Philip Neri SEN Information Report 2019-20

Our Lady and St Philip Neri School is committed to meeting the needs of every pupil at the school. As a school we are fully committed to providing our children with a broad curriculum in which they can excel academically, as well as in sports, art, music and faith all within a safe and nurturing environment where they can also grow in the understanding of God's love for them.

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of experienced teachers, teaching assistants and a Special Educational Needs Coordinator. We work with parents and outside agencies to ensure that each child's needs are identified, addressed and monitored so that they can make progress both academically and emotionally.

Section 1

**Who are the people I
need to talk to about
SEND at OLSPN?**

A) The Class Teacher who will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support)
- Liaise closely with the SENCO with regards to your child's progress and support
- Deliver personalised learning opportunities for your child as identified on the class provision map
- Ensure that the school's SEND Policy is followed

B) The SENCO: Anna Badura who will:

- Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school

- Co-ordinate all the support for children with special educational needs or disabilities (SEND)
- Ensure that you as the parent are;
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing
- Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to achieve the best possible progress
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with EHCPs or Statements
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support your child's learning
- Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date
- Monitor the impact of policies and the effectiveness of provision in the school

C) The Head Teacher: Matthew Ringham who will:

- Lead in the day to day management of all aspects of the school; this includes the support for children with SEND
- Give responsibility to the SENCO and class teachers, but still be responsible for ensuring that your child's needs are met
- Make sure that the Governing Body is kept up to date about any issues relating to SEND

D) The SEN Governor: Russell Ewens who will:

- Meet regularly with the school's SENCO
- Make sure that the necessary support is given to any child with SEND who attends the school
- Monitoring the effectiveness of SEND provision in the school

	<ul style="list-style-type: none"> • Keep the Governing Body informed about any SEND related issues or changes <p>A teaching assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and while they take a very valuable role in your child's education, we would ask that questions regarding your child's learning and progress are directed to the staff members named above. As a school we welcome daily dialogue between parents/carers and TAs on how a child's day has been and we actively encourage this feedback. Home/school communication books are often provided for parents who are unable to collect their child at the end of the day.</p> <p>Please contact OLSPN on 0208 778 4386 if you would like to speak with the SENCO about SEND</p>
<p>What are the different types of SEND that are provided for at OLSPN?</p>	<p>Our Lady and St Philip Neri school is an inner city, multi-cultural, voluntary aided, Catholic mainstream school, with children who have a diverse range of needs. At OLSPN we operate a policy of inclusion, recognising that all children are entitled to equal access to a broad and balanced curriculum.</p> <p>Our Lady and St Philip Neri have a highly skilled team of teachers and teaching assistants, who work closely with professional outside agencies to support children with SEND.</p> <p>Special Educational Needs and provision can be considered as falling into four areas:</p> <ol style="list-style-type: none"> 1. Communication and Interaction (Autistic Spectrum Disorder, Selective Mutism and Speech and Language Difficulties) 2. Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties such as Dyslexia and Dyspraxia) 3. Social, Emotional and Mental Health (attention Deficit hyperactivity disorder ADHD) 4. Sensory and/ or Physical (Hearing or visual Impairment, Sensory Processing Difficulties) <p>We have the following service level agreements:</p> <ul style="list-style-type: none"> • Speech and Language Therapist – one day a week every other half term • Educational Psychologist – two visits per term • Drumbeat Autism Outreach team to support children with ASD – 1 visit per term

	<ul style="list-style-type: none"> • Specific learning Difficulties Team – 1 visit per term • Catholic Society Counsellor – 1 day per week <p>We work closely with the local authority to bring in additional agencies (as listed below) to support children with SEND</p> <ul style="list-style-type: none"> • Children and Adult Mental Health (CAMHS) • Kaleidoscope – Community Paediatricians • Occupational Therapist
<p>What are OLSPN's policies with regard to the identification and assessment of children with SEN?</p>	<p>Our Lady and St Philip Neri has a comprehensive Assessment Policy, which outlines a range of assessments used throughout the school. There are a number of ways that staff at OLSPN identify and assess children with SEND. Through data analysis and pupil progress meetings, children who are underachieving and not meeting their full potential are identified. Discussions are had around ways forward and extra provision is put in place.</p> <p>Teachers or support staff who have concerns about a child will initially discuss this with the SENCO. Concerns will be raised with parents and ways forward will be discussed. The SENCO will carry out an observation of the child, talk with the child about their views of learning and put in place provision to match the needs of the child. It is at this point that the SENCO may also request outside agency support with the consent of parents. The outside agencies will then advice and support the school with interventions and strategies.</p> <p>If despite this support the child is still not making progress and the school and outside agencies feel an Education Health Care Plan is necessary, then the school will apply for this.</p> <p>If a child attends our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.</p>
<p>What are the arrangements for assessing and reviewing children with SEND's progress</p>	<p>Teachers are continually assessing the progress children have made in their class. This assessment informs future planning and ensures children are reaching their full potential. Teachers update our Target Tracker assessment tool every half term and termly pupil progress meetings are held with the Senior Leadership Team (SLT).</p> <p>In addition to this we evaluate the effectiveness of provision for pupils with SEN by:</p>

<p>and effectiveness of provisions at OLSPN?</p>	<ul style="list-style-type: none"> • Reviewing pupils’ individual progress towards their goals each term • Reviewing the impact of interventions after 8 weeks or termly • Using pupil questionnaires • Monitoring by the SENCO • Using provision maps to measure progress • Holding annual reviews for pupils with statements of SEN or EHC plans • Review meeting with relevant outside professionals such as the Educational Psychologist or Speech and Language Therapist
<p>What are the arrangements at OLSPN for consulting children with SEND?</p>	<p>Children are involved in their own learning from EYFS up to year 6. Children are encouraged to reflect on their learning and do so both independently and with peers. Children are encouraged to discuss their learning in pairs and groups and are given targets to help move their learning on based on their individual progress. Our priority is to help children become independent learners.</p> <p>Outside agencies will work with school staff, parents and children. They will share reports and recommendations and pupil’s views will be obtained during working sessions.</p> <p>Where possible children will be involved in the target setting and will be invited to comment on their progress regularly.</p> <p>Planned provision and the targeted outcomes are shared with the children and their thoughts are noted. SENCO interviews children about the interventions they are receiving.</p>
<p>What is the approach to teaching children with SEND at OLSPN?</p>	<p>All children receive class teacher input through quality first teaching. This is demonstrated by:</p> <ul style="list-style-type: none"> • The teacher having high expectations of all the children in their class • The teaching will be based on your child’s prior knowledge and what they can do and understand • Using different approaches to teaching and learning so that your child is fully engaged in all of their lessons – this may include a more practical approach to teaching and learning where your child will use concrete

	<p>materials and resources to support them</p> <ul style="list-style-type: none"> • Lessons being differentiated to meet the needs of each child • Grouping by mastery, mixed and independent learning is used to support all pupils • Putting in place specific strategies (usually suggested by the SENCO or external agencies) to enable your child to access the learning task <p>Specific Group Work: Intervention groups may be run in the classroom or a group room. This may be run by a teacher or a teaching assistant and will have a particular focus.</p> <p>Specialist Groups – SEN Code of Practice 2014 School Support (SS): These will be run by outside agencies. This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority Central Services, such as the ASD outreach team, Lewisham outreach team, Sensory Support, Occupational Health etc. • Outside agencies such as Speech & Language Therapy and Educational Psychology Service (EPS)
<p>How is the learning environment and curriculum adapted for children with SEND?</p>	<p>At Our Lady and St Philip Neri School we endeavour to make all of our classrooms SEND friendly.</p> <ul style="list-style-type: none"> • Every classroom is inclusive and supports a wide range of needs • Every classroom is dyslexia friendly and supports children with literacy difficulties • A wide range of visuals and working walls are displayed to support children’s learning • Visual timetables are used • Children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they are likely to be seated at the front of the class or a position that best meets their needs. • The learning environment is also adapted to the needs of particular children e.g. a child with autism may need their own personalised work station and visuals to support them in class • Teachers plan lessons according to the needs of the children in their class and will ensure that your child’s needs are met

	<ul style="list-style-type: none"> • Support staff under the direction of the SENCO and class teachers can adapt planning and support to meet the needs of your child • Alternative recording methods can be used e.g. scribes, computers, voice recording, video recording, photographs etc. • The curriculum is scaffolded and differentiated to meet the needs of ALL the children in the class. This could also include additional support such as 1:1 support, peer or group work
<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>At Our Lady & St Philip Neri provision is made for pupils with SEND so that they can be included in all the activities (where possible) offered to those children without SEND. Risk assessments are made when adaptations are required and strategies are put in place so that engagement can be had by ALL children.</p> <p>We run many after school and lunch time clubs across the whole school and children with SEND are encouraged to attend. Provision can be put in place to support the child's access to these clubs should they need it.</p> <p>Parents and carers are invited to accompany their child on a school trip if this ensures access.</p> <p>In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.</p>
<p>How will my child be supported during tests?</p>	<p>All SEND children will have their assessment needs met by determining which access arrangements best suit the needs of the child.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Different assessments • Using a different space • Additional time • Having a scribe • The use of a computer • Breakout time breaks • 1:1 adult support
<p>What support is</p>	<p>We recognise that some children have extra social and emotional needs that need to be developed and nurtured.</p>

<p>available for improving the emotional and social wellbeing of children with SEND?</p>	<p>These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, withdrawn, isolated etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.</p> <p>Staff at Our Lady & St Philip Neri school are caring and have the wellbeing of all the children as their top priority. Every member of staff has responsibility for the pastoral care of every child.</p> <p>The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant.</p> <ul style="list-style-type: none"> • Staff include PSE topics across the curriculum and these are also targeted during assemblies • We work with targeted family support to support emotional well-being of the children • We run social skills groups • We have playground buddies and young leaders in the infants and juniors respectively to ensure children have peers to go and talk with • Staff are in the playground during playtimes to support relationships and the senior leadership at the school applies an open door policy for all children, especially in cases of suspected bullying • Lunchtime and playtime staff support through planned activities and groups <p>For children who need additional support:</p> <ul style="list-style-type: none"> • Catholic Children’s Society Counsellor supports specific children and provides support weekly • Zones of regulation small group support for children who need some support with emotional regulation • External professional help when needed from CAMHS and our link Educational Psychologist and the Lewisham Outreach service.
<p>How accessible is your school?</p>	<p>OLSPN is wheelchair accessible for parents and children. The school is set over three floors and there is a lift for use only by those who require it.</p> <ul style="list-style-type: none"> • Edges of steps are demarcated for those who are visually impaired • Available coloured paper is available for pupils and staff with dyslexia • We have electronic equipment readily available for those children who may need them to aid their learning e.g. iPads, laptops etc.

	<ul style="list-style-type: none"> • Writing slopes, writing grips, alternative scissors, balance cushions etc. can all be accessed should the child need it 																			
<p>What skills do the staff have to meet the needs of my child with SEND?</p>	<p>Part of the SENCO's job is to support class teachers in planning for children with SEND. OLSPN has a highly trained and talented staff with a great deal of expertise.</p> <p>The school has a school development plan which outlines training needs for all staff to improve the teaching and learning of all children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND.</p> <p>Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and Social and Emotional Issues.</p> <p>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. Speech and language/ASD outreach.</p> <p>During the past academic year our training schedule has included:</p> <table border="1" data-bbox="506 954 2058 1315"> <thead> <tr> <th data-bbox="506 954 719 994">Date</th> <th data-bbox="719 954 1301 994">Training</th> <th data-bbox="1301 954 2058 994">Persons Involved</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 994 719 1070">2017-2019 Termly</td> <td data-bbox="719 994 1301 1070">SENCO Forum</td> <td data-bbox="1301 994 2058 1070">Mrs Badura</td> </tr> <tr> <td data-bbox="506 1070 719 1153">September 2018</td> <td data-bbox="719 1070 1301 1153">Clicker 7</td> <td data-bbox="1301 1070 2058 1153">Mrs Badura, Mrs Yousef</td> </tr> <tr> <td data-bbox="506 1153 719 1230">October 2018 – June 2019</td> <td data-bbox="719 1153 1301 1230">National Award for Special Educational Needs Co-ordinators</td> <td data-bbox="1301 1153 2058 1230">Mrs Badura</td> </tr> <tr> <td data-bbox="506 1230 719 1270">October 2018</td> <td data-bbox="719 1230 1301 1270">Communication Friendly Classrooms</td> <td data-bbox="1301 1230 2058 1270">All staff</td> </tr> <tr> <td data-bbox="506 1270 719 1315">October 2018</td> <td data-bbox="719 1270 1301 1315">Attachment</td> <td data-bbox="1301 1270 2058 1315">Mrs Badura</td> </tr> </tbody> </table>		Date	Training	Persons Involved	2017-2019 Termly	SENCO Forum	Mrs Badura	September 2018	Clicker 7	Mrs Badura, Mrs Yousef	October 2018 – June 2019	National Award for Special Educational Needs Co-ordinators	Mrs Badura	October 2018	Communication Friendly Classrooms	All staff	October 2018	Attachment	Mrs Badura
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	October 2018	Communication Friendly Classrooms	All teaching and support staff
	November 2018	Language and Communication ICAN	Mrs Goslin
	November 2018	Sensory Impairment	Ms Harris and Ms Blackwood
	January 2019	ASD in the Classroom	Mrs Olczak
	February	Mental Health First Aid	Ms Ferguson
	February 2019	Mental Health Champion	Mr Ringham
	April 2019	Meeting the needs of pupils with SLCN	Mrs Badura
	Half termly	Autism Champion	Mrs Goslin
	May 2019	Precision Teaching	Mrs Badura
	Sept 18-July 19	Speech and Language Therapist training on Targeted Language groups	Ms Debenham Mrs Yousif
Historical Training (Last 3 years)			
Date	Training	Persons Involved	
April 2016	Online Dyslexia Therapist Course	Annette Yousef	
June 2016	Drumbeat Emotional Regulation	Sue Stone	
June 2016	Resilience Training – Gill Allen (Programme developed by Prof. Paul Lungard Bak) The Charlie Waller Memorial Trust	All Staff Twilight	
Sept 2016 October 2016	NQT SEN Training – Inclusive and Positive Behaviour Management INSET @ New Woodlands	Miss Hinde & Miss Barlow-Burn	
November	Handwriting INSET via Occupational	ALL STAFF	

	2016	Therapy	
	October 2016	Supporting children with SEND - TA Evening Course	Ms Walsh & Ms Olczak-Smith
	October 2016	TA Course @Haseltine School – Constructive questions and feedback to support and stretch all pupils	Ms Anderson, Ms Walsh & Ms Olczak-Smith
	December 2016	AET – Autism Progression Framework Tool training	Mrs Ronan
	February 2017	EYFS ASD – Developing Resources and symbols to support engagement, routines and activities	Mr Zorro
	March 2017	Dyslexia Training – support and strategies	Ms Pescod & Mrs Dwyer
	March 2017	EYFS – Communication and Interaction – Practical Strategies to plan for and support progress of children with complex social communication difficulties	Mr Zorro
	March – July 2017	Elklan Accredited Course – Communication Support for verbal pupils with ASD	Mrs Ronan
	September 2017	Social Stories (Drumbeat)	All staff
	January 2018	Positive handling	Mr Ringham, Mr Barber, Mrs Badura, Mr O’Leary, Mr Harris, Mrs Yousef, Ms Stone, Ms Anderson, Ms Blackwood Carlyl, Ms Brannan, Ms Ferguson, Ms Dwyer, Ms Debenham, MS Emmanuel

	January 2018	Emotional Regulation (Drumbeat)	All Staff
	February 2018	Active Listening (Speech and Language Therapist)	Key Stage two teachers: Mr O'leary, Ms Blackwood, Ms Wilmot, Mr Barber, Mrs Sargent, Mrs Badura
	March 2018	Makaton Foundation	Mrs Goslin,
	May 2018	Lego Therapy	Mrs Yousef, Mrs Badura
	May 2018	Makaton Foundation (Brent Knoll)	Ms Anderson
What are OLSPN's arrangements for SEND children when transferring between phases and/or to the next stage of education?	<p>Transitions can be difficult for children in general but can be even more difficult with children with SEN. At OLSPN we take steps to ensure that any transition phase is as smooth as possible.</p> <p>EYFS</p> <p>Home visits will be arranged for all children starting in our Reception class. These visits will commence within the first 6 weeks of the child starting with us if not before. A graduated transition for children with SEND can be timetabled if they attend our Nursery and will be joining our Reception class. Additional visits will be offered to children attending a different Nursery.</p> <p>If your child attends another Nursery the SENCO will contact your child's current Nursery SENCO to share information and to discuss your child's support needs so that transition can be as smooth as possible. Our SENCO will recommend that your child comes to visit our school with a familiar adult from their Nursery to familiarise themselves with their new setting. Our SENCO will request reports from the school and outside agencies involved and will ask for targets and support plans to be shared so that staff at OLSPN can continue working on outstanding targets.</p> <p>When moving classes in school:</p> <ul style="list-style-type: none"> • 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 before the start of the academic year • All provision and intervention maps will be shared with the new teacher • In many cases children with 1:1 support will keep the same person as their 1:1 as they move through the 		

school

- Depending on the needs of the child a visit(s) to their new classroom can be provided to help them in their understanding of moving to a new class
- If your child requires a transition book with photographs and information about our school one will be made for them.

Year 6 – Secondary School

- We support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth
- The SENCO will visit other school SENCOs with parents if required
- Secondary Transfers are arranged in Year 5 for children with EHCPs or Statements
- The SENCO will attend a Secondary Transfer of Information day where information about your child's needs will be shared
- The SENCO at OLSPN will contact your child's new school's SENCO to hand over all of the transition information
- A transition review meeting may be held with parents and the SENCO from the new school
- Where possible your child will visit their new school on several occasions and in some cases staff from their new school will visit your child in our school
- The children are supported by external agencies where appropriate
- The children may have specific support and interventions focusing on independence and transition, as needed
- If your child requires a transition book with photographs and information about our school one will be made for them.

If your child is moving to another school:

- We will contact the new school SENCO and ensure that they know about any special arrangements or support which will have to be put in place for your child
- We will ensure that all records about your child are passed on as soon as possible

	<p>If your child is joining us from another school:</p> <ul style="list-style-type: none"> • If your child requires a transition book with photographs and information about our school one will be made for them. • The SENCO will contact your child's previous SENCO to discuss your child's needs. • Your child will be able to come for a taster day if this is appropriate • If needed your child can be offered a staggered start which means they will start or finish the school day at different times to their peers until they are settled. This would be reviewed weekly. 		
<p>Where can I get further help, information and support?</p>	<p>Lewisham Local Offer The Lewisham Local Offer is an online resource for families of children and young people with special educational needs and/or disabilities (SEND) and young people with SEND. http://www.lewishamlocaloffer.org.uk/</p>	<p>Special Educational Needs 32 Kaleidoscope Child Development Centre, Rushey Green SE6 4JF Tel: 0203 049 1475 Email: sen@lewisham.gov.uk</p>	<p>Family Information and Services Directory The Family information Service (FIS) provides information on local services available to children, young people and families in Lewisham. They can assist with:</p> <ul style="list-style-type: none"> • Registered childcare providers • Help towards childcare costs • Free early education <p>https://www.lewisham.gov.uk/my-services/children-and-families/Pages/FIS-A-to-Z.aspx</p>
	<p>ASD Support Drumbeat School Outreach</p>	<p>Parent and Carers Forum - aims to involve parent carers</p>	<p>Speech and Language Therapy Services - Works with children and young people who have difficulties</p>

	<ul style="list-style-type: none"> - Parental workshops - Resources - Tom Tom group for under 5s <p>Tel: 0207 635 9022</p> <p>http://www.drumbeatasd.org/page/?title=Outreach+Parent+Workshops&pid=199</p> <p>Email: outreach.admin@drumbeat.lewisham.sch.uk</p>	<p>in shaping the services of their disabled and additional needs children and young people in Lewisham.</p> <p>http://www.lewishamparentcarer.org.uk/</p>	<p>with language, speech, communication, eating and drinking.</p> <ul style="list-style-type: none"> - Provides a drop in service for children under 5 years old. - Over 5s team <p>https://www.lewishamandgreenwich.nhs.uk/speech-and-language-therapy/</p>
	<p>Contact a Family</p> <ul style="list-style-type: none"> - supports families with the best possible guidance and information. - brings families together to support each other - helps families to campaign, volunteer and fundraise to improve life for themselves and others. <p>http://www.cafamily.org.uk</p> <p>Free helpline: 0808 808 3555</p>	<p>Lewisham SENDIASS</p> <p>Lewisham SENDIASS offers independent support for parents and families who have children and young people with a SEND. We also provide this independent advice directly to young people aged 16 up to 25 years with SEND.</p> <p>https://www.kids.org.uk/lewisham-sendiass</p> <p>Phone: 0203 319 2163</p> <p>Email: Lewisham@kids.org.uk</p> <p>Lewisham Central Community Hub, Leemore Centre, 29-39 Clarendon Rise, SE13 5ES</p>	

Completed: September 2017

Reviewed and Updated: September 2019

To be reviewed: September 2020